

**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 # S215F130102**

**Grants.gov Tracking#: GRANT11378312**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="04/11/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>B. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Public Schools of Robeson County"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="56-6001104"/>	* c. Organizational DUNS: <input type="text" value="1000589990000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="PO Drawer 2909"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Lumberton"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="NC: North Carolina"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="28359-2909"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Curriculum/Instruction"/>	Division Name: <input type="text" value="Healthful Living"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Christopher"/>	
Middle Name: <input type="text" value="Jason"/>	* Last Name: <input type="text" value="Suggs"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Healthful Living Coordinator"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="910-735-2341"/>	Fax Number: <input type="text" value="910-671-4153"/>	
* Email: <input type="text" value="christopher.suggs@robeson.k12.nc.us"/>		

**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:**

Greater Understanding of the Importance of Diet and Exercise (GUIDE)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Herman Locklear	Healthful Living Coordinator
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Public Schools of Robeson County	04/11/2013

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

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

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

Prime     SubAwardee

\* Name:

\* 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:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>
--	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**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:

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA\_427\_Statement.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA 427 Statement**

Historically, there are two prominent equity issues that relate to this grant proposal: gender and disability. Within the school district training on gender equity and diversity has been offered systematically over the past several years to all school district personnel.

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All the programs strategies and curricula are inspected for these barriers, especially the barriers of gender and disability. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

### **Elimination of Possible Disability Barriers**

We have a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the school programs, courses and activities. This strictly adheres to the provisions outlined in the Americans with Disabilities Act, as well as to the anti-discrimination policy that specifically states that no person shall be discriminated against due to a disability. A qualified adapted physical education consultant will be used in planning all grant activities. This individual will be responsible for ensuring that all program models are found to be age appropriate and free of ethnic and cultural bias from a special-needs perspective.

### **Elimination of Possible Gender Barriers**

Proactive measures are taken within the grant to ensure both male and female students have equal access to and treatment in all areas of school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses while boys are encouraged to excel in language arts and foreign languages. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. The grant will use curriculum and developmentally appropriate programs and activities that will create equal opportunity and access for both genders.

### **Elimination of Possible Racial Barriers**

Representatives from a culturally diverse background will be used as advisory council members. This group will provide insight into cultural values and norms that pertain to diet, exercise, and wellness, for the ethnic groups represented in our area.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>	
Public Schools of Robeson County	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Christopher
Middle Name: Jason	
* Last Name: Suggs	Suffix:
* Title: Healthful Living Coordinator	
<b>* SIGNATURE:</b> Herman Locklear	<b>* DATE:</b> 04/11/2013

## 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:

**GUIDE Grant Abstract**  
(Greater Understanding of the Importance of Diet & Exercise)

**Greater Understanding of the Importance of Diet & Exercise (GUIDE)** is being submitted by the Public Schools of Robeson County (PSRC) to address the increasing burden of numerous unhealthy behaviors exhibited by our K-12 students. The district is located in North Carolina, a state identified by CDC as a part of the Southern “Stroke Belt” with higher than average deaths due to stroke, hypertension, type II diabetes, and inactivity levels. As a district, Robeson County is ranked 97<sup>th</sup> out of 100 North Carolina counties in terms of health disparities as well.<sup>1</sup>

**GUIDE** will address the needs of a poor and highly diverse population of over 24,000 K-12 students on 43 school campuses with three listed as “persistently low performing” (Red Springs Middle, South Robeson High and Townsend Middle). The district is in the top 10% of United States counties that is majority-minority where American Indian (39%), African American (25%) and Latino students (7%) are the dominant student demographic and culture.

**GUIDE’s Goals:** With the assistance of much-needed PEP Grant funding, PSRC will conduct a series of much-needed changes with the help of our identified community partners. Through this new partnership, we will meet the following three grant goals:

- Stronger Infrastructure to Deliver a PE Program Aligned to State Standards,
- Increased Understanding of Physical Activity and Sound Eating Habits, and
- Create a Student Data System to Monitor Healthy Student Growth.

**Meets All Five Priorities:** This proposal meets all five priorities, including the Absolute Priority, the two Competitive Invitational Priorities, and the two Competitive Priorities.

---

<sup>1</sup> 2013 County Health Rankings & Roadmaps funded by the Robert Wood Johnson Foundation.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Public Schools of Robeson County

North Carolina

**“GUIDE”**

**(Greater Understanding of the Importance of Diet & Exercise)**

Carol M. White PEP Grant Program

**CFDA #84.215F**

**Submitted to the**

United States Department of Education

Office of Safe & Drug-Free Schools

April 12, 2013

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**GUIDE Grant Abstract**  
(Greater Understanding of the Importance of Diet & Exercise)

**Greater Understanding of the Importance of Diet & Exercise (GUIDE)** is being submitted by the Public Schools of Robeson County (PSRC) to address the increasing burden of numerous unhealthy behaviors exhibited by our K-12 students. The district is located in North Carolina, a state identified by CDC as a part of the Southern “Stroke Belt” with higher than average deaths due to stroke, hypertension, type II diabetes, and inactivity levels. As a district, Robeson County is ranked 97<sup>th</sup> out of 100 North Carolina counties in terms of health disparities as well.<sup>1</sup>

**GUIDE** will address the needs of a poor and highly diverse population of over 24,000 K-12 students on 43 school campuses with three listed as “persistently low performing” (Red Springs Middle, South Robeson High and Townsend Middle). The district is in the top 10% of United States counties that is majority-minority where American Indian (39%), African American (25%) and Latino students (7%) are the dominant student demographic and culture.

**GUIDE’s Goals:** With the assistance of much-needed PEP Grant funding, PSRC will conduct a series of much-needed changes with the help of our identified community partners. Through this new partnership, we will meet the following three grant goals:

- Stronger Infrastructure to Deliver a PE Program Aligned to State Standards,
- Increased Understanding of Physical Activity and Sound Eating Habits, and
- Create a Student Data System to Monitor Healthy Student Growth.

**Meets All Five Priorities:** This proposal meets all five priorities, including the Absolute Priority, the two Competitive Invitational Priorities, and the two Competitive Priorities.

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<sup>1</sup> 2013 County Health Rankings & Roadmaps funded by the Robert Wood Johnson Foundation.

**(1) Need for Project**

**(A) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

**I. Background**

The district’s families reflect a variety of unhealthy behaviors including high use of tobacco, low physical activity levels, high fat/salt diets as found in the Southern “Stroke Belt” States.<sup>2</sup>

Unfortunately, these behaviors are apparent among our students as well. For example, according to the North Carolina Department of Health and Human Services, Robeson County ranks 92<sup>nd</sup> (out of 100 counties) for childhood overweight/obesity with a 37.9% score ( $\cong$  85<sup>th</sup> percent BMI).

Additionally, only 26% of children and youth eat the recommended two fruit/three vegetables as a daily nutritional behavior. Physical Education teachers and school administrators also report growing numbers of students not participating in physical education classes, especially at higher grade levels where traditional/competitive sports are over-emphasized and over-used.

**II. County Health Disparities: Overweight and Obesity Data**

As mentioned in the abstract, Robeson County is ranked 97<sup>th</sup> (out of 100 counties) in documented health and economic disparities.

For example, our families and community reflect extremely high adult obesity rates (41%, NC = 29%), physical inactivity (39%, NC = 25%), unemployment (13.9%, NC = 10.5%), children in poverty (43%, NC = 25%), and single-parent households (57%, NC = 35%). Again, data collected by our community health

“People in Robeson County still have a fatalistic view of health. They think, ‘Well, my grandmother died from heart disease and so did my mother. I’m probably going to too.’ However, education can provide our children and youth with greater understanding and healthy choices.”

**Dr. Mary Black, Director  
Community Health Services**

partners indicate that approximately 38% of our students are overweight or obese. Unfortunately,

<sup>2</sup> The designation “Stroke Belt” has been used by CDC to describe the variety of unhealthy and risky behaviors found in the majority of Southern communities including high fat/salt/calorie diets, smoking, inactivity, and low access to health care.

this continues into adulthood where over 66% of Robeson County adults are either overweight or obese.

**III. School Health Index Results**

The district’s School Health Index scores reflect more disappointing news as provided in the chart below.

**School Health Index Overall Score Card**

Modules and Scores	0- 40%	41-50%	51-60%	61-80%	81-90%	91-100%
	Little Evidence	Weak & Fragmented	Very Poor	Poor	Adequate Infrastructure	Very Good
#1 - School Health Policies		42%				
#2 - Health Education	27%					
#3 - Physical Education and Other PA	26%					
#4 - Nutrition Services		49%				
<b>Overall SHI Average: 36%</b>						

**SHI Weaknesses:** As seen above, the low district-wide average of 36% reflects a severe lack of focus and resources for turning around the failing health behaviors of our children and youth. See Appendix B. The following have been identified as significant SHI program weaknesses and will be addressed in this document:

- 1) Lack of “Sequential PE and Health Curriculum,”
- 2) Need to address “Students active 50% of class,”
- 3) Need to address “Essential topics on physical activity and nutrition,” and
- 4) Promote “Community activities.”

Armed with this information, the district’s Central Office and members of the School Health Advisory Council directed Jason Suggs (District Health and Physical Education Coordinator) and the physical education staff to identify systemic weaknesses in the district’s K-12 physical education program. These results are presented in the following pages and provide additional rationale for much-needed change for the 24,000+ K-12 students enrolled in the district.

**IV. Gaps/Weaknesses in North Carolina State Standards**

With this backdrop of poor student health statistics in hand, our next step was to take a closer look into the existing gaps and weaknesses in addressing the NC State Standards. For this State Standards assessment, Jason Suggs and a cadre of PE teachers and principals conducted a program review. North Carolina has four Essential Standards for Physical Education as seen on the following page.

- **Motor Skills: Apply competent motor skills and movement patterns needed to perform a variety of physical activities.**
- **Movement Concepts: Understand concepts, principles and strategies and tactics that apply to the learning and performance of movement**
- **Personal and Social Responsibility: Use behavioral strategies that are responsible and enhance respect of self and others and value activity.**
- **Health-Related Fitness: Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.**

The following table highlights the identified gaps and weaknesses found during this review:

**Identified Weaknesses in Meeting North Carolina State Standards**

<b>State Standards:</b>	<b>Identified Weaknesses and Gaps within Physical Education</b>
<b>Health-Related Fitness</b>	<ul style="list-style-type: none"> <li>• <b>NO systematic means for evaluating the achievement and maintenance of acceptable student fitness scores.</b></li> <li>• <b>Lack of an on-going way to measure associated health behaviors associated with obesity prevention and health-related fitness (ex: reducing the consumption of sugar-added beverages).</b></li> <li>• <b>NO nutrition and physical activity focus.</b></li> </ul>
<b>Personal and Social Responsibility</b>	<ul style="list-style-type: none"> <li>• <b>Need to develop strategies/methods for addressing students with disabilities in meeting this standard.</b></li> </ul>
<b>Motor Skills</b>	<ul style="list-style-type: none"> <li>• <b>NO systematic way (ex: pacing guides, grading rubric) for measuring or assessing this state standard.</b></li> <li>• <b>Need to re-structure, re-focus physical education classes to be skill-based with age-appropriate equipment.</b></li> </ul>
<b>Movement Concepts</b>	<ul style="list-style-type: none"> <li>• <b>NO systematic way for measuring or assessing this standard.</b></li> </ul>

- **Need to move from traditional athletic-focused model to a more personal, individual wellness approach.**

As seen in the table, there is **NONE or limited** evidence of a system-wide implementation of programs to help our students achieve the required PE Standards. The quality of teaching tends to vary from teacher to teacher and school to school; therefore, a major emphasis of this proposal will be to work directly with teachers to improve both knowledge of content area and skill base.

## VI. PECAT and HECAT Assessment Results

We also conducted the PECAT and HECAT (Healthy Eating Module) assessments for grades K-12. Unfortunately, the results reflected poorly.

**Overall PECAT Scores**

Content Analysis Score for Each Grade					Student Assessment Analysis Score				
Standards	K-2	3-5	6-8	9-12	Standards	K-2	3-5	6-8	9-12
Standard #1	3	2	3	3	Standard #1	0	0	0	0
Standard #2	3	1	0	0	Standard #2	0	0	0	0
Standard #3	2	0	0	0	Standard #3	0	0	1	0
Standard #4	4	0	0	0	Standard #4	0	0	0	0
Standard #5	3	2	3	2	Standard #5	0	0	2	2
Standard #6	0	1	1	0	Standard #6	0	0	0	0

**HECAT Healthy Eating Module Scores**

HECAT "Healthy Eating Module" Composite Score of K-12	Score
Standard 1: Health Information/Concepts (Concept Coverage)	2
Standard 2: Analyzing Influences (Student Learning/Application)	2
Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	3
Standard 3: Accessing Valid Information (Student Learning/Application)	1
Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	2
Standard 4: Communication Skills (Student Learning/Application)	1
Standard 4: Communication Skills (Teacher Instruction/Assessment)	2
Standard 5: Decision Making (Student Learning/Application)	1
Standard 5: Decision Making (Teacher Instruction/Assessment)	2
Standard 6: Goal Setting (Student Learning/Application)	1
Standard 6: Goal Setting (Teacher Instruction/Assessment)	2
Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	1
Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	2
Standard 8: Advocating for Health (Student Learning/Application)	1
Standard 8: Advocating for Health (Teacher Instruction/Assessment)	2

**(2) Significance:**

**(A) The likelihood the proposed project will result in system change or improvement.**

As mentioned in the grant abstract, the **GUIDE** proposal consists of three goals. To develop a(n):

- Stronger Infrastructure to Deliver a PE Program Aligned to State Standards,
- Increased Understanding of Physical Activity and Sound Eating Habits, and
- Create a Student Data System to Monitor Healthy Student Growth.

**Goal #1: Stronger Infrastructure to Deliver a PE Program Aligned to State Standards**

**Alignment to Assessed Weaknesses:** This goal was selected to meet weaknesses found in the Robeson County Schools' Physical Activity and Nutrition Survey, PECAT and HECAT assessments, the weaknesses in the **SHI assessment** (i.e., developing a sequential PE curriculum, promotion of community activities), and the gaps listed in the current PE program.

**Teaching & Assessing Physical Education Power Standards**

To achieve this goal, we will implement a research-based instructional program called Teaching & Assessing Physical Education Power Standards with our K-12 students. This addresses weaknesses in **SHI, PECAT/HECAT and State Standards**. This instructional package is designed to encourage health-related results (i.e., increase student fitness and skill levels, decrease the number of students who are overweight) and was highly recommended by the PEP Grant-funded districts we contacted in preparation for this proposal. Our K-12 PE teachers will learn how to align their teaching with a strong connection between the written, taught, and tested instructional components of a quality physical education program. We will use this sequential instructional teaching program for all grades (K-2, 3-5, 6-8, 9-12), along with the associated training and instructional equipment/supply packages for our afterschool staff. Students will be able to monitor their fitness through the use of pedometers and heart rate monitors, and track the changes in their personal

exercise logs.

**Addresses CDC Obesity Prevention Recommendations:** The new instructional resource addresses the five CDC-recommended obesity prevention behaviors [i.e., (1) increase physical activity to 60 minutes or more daily, (2) reduce TV/computer use to under 60 minutes a day, (3) eat 5-9 fruit/vegetables as a daily routine, (4) get 8-11 hours of sound sleep, and (5) reduce the consumption of sugar-added beverages]. Additionally, it progressively develops student fitness based on the six components found in the Presidential Youth Fitness Program (PYFP). The instructional strategies used within this “Power Standards” approach align to research-based teaching “Best Practices” which lead to decreases in the amount of “down time” within the PE class, increases to skill attainment, and enhancing the percentage of students attaining 50% or more of moderate-to-vigorous physical activity a day in physical education.

**\*\* System Change & Improvement:** Increased physical activity levels during PE by 5-10 minutes a day with an additional 15-20 minutes a day for the students served by our afterschool programs.

**Goal #2: Increased Understanding of Physical Activity and Sound Eating Habits**

**Alignment to Assessed Weaknesses:** This goal was selected to address the numerous nutrition and physical activity weaknesses found in the Physical Activity and Nutrition Survey, weaknesses in the Health Education module of the SHI (i.e., lack of essential topics on healthy eating), and the weaknesses in our PE program (i.e., lack of activity and nutrition resources).

**Student Health Force**

This addresses weaknesses in Health-Related Fitness and Movement Concepts. *Student Health Force* is a new nutrition and wellness online resource for classroom teachers and PE teachers that will be implemented to create a stronger focus for nutrition education and sound eating habits. This evidence-based instruction will help students understand the essential concepts of physical education, physical activity, nutrition and exercise and how they contribute to physical health and

well being. This resource will address the program weaknesses as seen in the **HECAT assessment** (i.e., understanding appropriate serving size, selecting foods with ample amounts of vitamins and minerals, the importance of hydration, etc) and provide on-going resources so that all students are able to adopt, practice and maintain health-enhancing behaviors.

**Positive Role Models in School and at Home:** The goal of *Student Health Force* is to enable our students to be advocates and role models for the younger students as well as to become informed “health advocates” at home. We will also develop a series of student-performed “classroom energizers” – short 3-5 minute physical activity videos that will be utilized by the classroom teachers on **an hourly** basis five times a day and our middle school and high school content area teachers at the beginning of each class period 3-5 times a week.

**\*\* System Change & Improvement:** Based on evidence from other PEP Grantees, this strategy will add 15-25 minutes a day by increasing using “Brain Breaks” in the classroom.

<b>The PE4Life Academy Model</b>
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To achieve this goal, we will implement a series of projects found in the nationally-recognized PE4Life model with Core Principles. PE4Life’s Core Principles include:

- |  |
|--|
| <ul style="list-style-type: none"><li>• <b>Offering a variety of fitness, sport, leisure, and adventure activities to all students,</b></li><li>• <b>Implementing a standards-based curriculum,</b></li><li>• <b>Providing a safe and encouraging learning environment,</b></li><li>• <b>Utilize individual assessments,</b></li><li>• <b>Incorporate current technology, and</b></li><li>• <b>Extending PE beyond the walls of the gymnasium.</b></li></ul> |
|--|

To implement this Core Principles with the targeted students, we will implement age-appropriate cardiovascular opportunities (e.g., HOPSports; Dance, Revolution, Revolution; Wii Fit, the Socci Multi-Sport System; Inline Skating; and the Foundational Fitness modules at all grade levels. At each high school, we will provide an “Exercise Science Lab” with the purchase of cardiovascular

fitness equipment (e.g., treadmills, recumbent bikes) to implement a student fitness center. This model is based on the nationally recognized PE4life Academy (Naperville, Illinois). The Naperville, IL PE4life Academy tested their 9th graders at Naperville Central and found an obesity rate of only 3%, compared to a national obesity rate of 35%. The “Exercise Science Lab” provides equipment such as skin calipers, BMI scales, blood pressure cuffs, heart rate monitors, pedometers, aerobic steps, jump ropes, and videos to increase enjoyment and progress towards State standards.

**\*\* System Change & Improvement:** This will increase physical activity during PE by approximately 5-10 minutes a day. Additionally, we will engage our partners in a variety of community and parent outreach activities to extend PE beyond the walls of the gym as seen below.

**Family Engagement and After-School Fitness Partnerships:**

**GUIDE** recognizes the importance of connecting with families as full partners to build trust and relate in meaningful ways that encourages the transfer of student learning from the school to the home. To create a broader and comprehensive impact, a cadre of community partners (listed below) will be fully in place when the PEP Grant is awarded. These community partnerships will help students meet physical activity and nutrition standards and the GPRA activity measures.

<b>PARTNER ROLES AND RESPONSIBILITIES</b>		
<b>Name/Organization</b>	<b>Partnership/Focus/Enrichment</b>	<b>Roles and Responsibilities</b>
Wendy Chavis, Director, <b>Robeson County Parks and Recreation Department</b>	<b>Community-Based Organization</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (TEACHING & ASSESSING PE POWER STANDARDS, Peaceful Playgrounds; K-5) <input checked="" type="checkbox"/> (Increasing Physical Activity in Schools; Grades 6-12)	<b>Focus:</b> Coordination of after-school programs at designated sites across the district including programs to increase family engagement and overall wellness. Provides programs that allow students to participate in a variety of recreational, social and cultural activities.
Jamie Locklear, Director <b>First Tee of Robeson County</b>	<b>Community-Based Organization</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (TEACHING & ASSESSING PE POWER STANDARDS, Peaceful Playgrounds; K-5) <input checked="" type="checkbox"/> (Increasing Physical Activity in Schools; Grades 6-12)	<b>Focus:</b> Promote positive youth development through the game of golf by providing equipment, character-building and life skills curriculum, and physical educator training for the district’s 24 elementary and 11 middle schools. Assist in coordinating competitive golfing events for district students

		utilizing local facilities.
Felicia Hunt, PSRC District Director, <b>Child Nutrition</b>	<b>Food Service Department</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (Coordinated Nutrition Program; Grades K-12)	<b>Focus: Healthy Meals = Healthy Children,</b> Nutritional analysis of cafeteria foods, Grab and Go breakfasts, Fruits and Vegetables Grant oversight, professional development.
Dr. Tommy Thompson, Associate Professor, Chair, Physical Education Program Coordinator, <b>University of North Carolina at Pembroke</b>	<b>Higher Ed/Governmental Agency</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (TEACHING & ASSESSING PE POWER STANDARDS, Peaceful Playgrounds; K-5) <input checked="" type="checkbox"/> (Increasing Physical Activity in Schools; Grades 6-12)	<b>Focus:</b> University physical education majors will provide guidance, training and assessment assistance for Presidential Physical Youth Fitness Program District Competition. Physical fitness facilities will be available for cooperative events and programs. UNCP will host swimming events , summer water safety camps, and provide swimming instruction for PSRC students.
Ricky Harris, County Manager, <b>Robeson County</b>	<b>Local Government Official</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (TEACHING & ASSESSING PE POWER STANDARDS, Peaceful Playgrounds; K-5) <input checked="" type="checkbox"/> (Physical Activity; Grades 6-12)	<b>Focus:</b> Increase coordination of local community and governmental policy makers (i.e., mayors, county commissioners, school board, health board) for broader public support and awareness of stronger nutrition and activity programs. Provide support for the school district in the development of nutrition and wellness outreach programs. Promote positive lifestyle changes.
Montressa Smith, Director of Fitness Services, Southeastern Lifestyle Fitness Center at <b>Southeastern Health</b>	<b>Community-Based Organization</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (TEACHING & ASSESSING PE POWER STANDARDS, Peaceful Playgrounds; K-5) <input checked="" type="checkbox"/> (Physical Activity; Grades 6-12)	<b>Focus:</b> Partner with PSRC through health and wellness programs to improve fitness and increase activity. Provide training for district physical educators in the areas of Zumba, Yoga, Plyometrics, Pilates, and Water Aerobics.
Diane Zepaltas, Project Health Coordinator, <b>Southeastern Health</b>	<b>Community Health Center</b> <b>Supports and Enhances Strategy:</b> <input checked="" type="checkbox"/> (TEACHING & ASSESSING PE POWER STANDARDS, Peaceful Playgrounds; K-5) <input checked="" type="checkbox"/> (Physical Activity; Grades 6-12) <input checked="" type="checkbox"/> (Coordinated Nutrition Program; Grades K-12)	<b>Focus:</b> Partner with PSRC to develop health and fitness initiatives including outdoor walking trails located at schools, My Plate Nutrition Education Series, and Nutrition Tip Sheets.

**Peaceful Playgrounds**

This addresses weaknesses in **SHI, PECAT/HECAT, and State Standards**. GUIDE will provide a playground/recess program called Peaceful Playgrounds. The Peaceful Playgrounds Program is designed to enhance the total minutes of weekly physical activity by providing elementary students and classroom teachers with structured playground/recess of 20 minutes a day. Their research shows this program's fun and engaging developmentally-appropriate games and learning activities will increase moderate-to-vigorous physical activity levels (Hogan, et al. 2003). Students will be taught how to play these self-directed games while supported by the classroom teachers.

**\*\* System Change & Improvement:** Based on evidence from Peaceful Playground research, this program will add 10-15 minutes a day of physical activity by having structured recess activities.

### **Goal #3 - Create a Student Data System to Monitor Healthy Student Growth.**

**Alignment to Assessed Weaknesses:** This goal addresses weaknesses found in the (1) current K-12 PE program (i.e., inability to assess and track student fitness); (2) **the PE and Health modules of the SHI** (i.e., a sequential curriculum consistent with state standards), (3) the PECAT/HECAT (lack of student assessments), and (4) weaknesses in NC Essential **Standards for Healthful Living**

### **The Virtual PE Administrator**

To create a data collection system to track and monitor achievement in NC Essential Standards for Healthful Living. GUIDE will implement a district-wide student management system called the Virtual PE Administrator. This instrument will be used to provide the PE teachers with the following:

- An ongoing way to determine the percentage of students meeting State Standards,
- Help school administrators in the assessment of PE teacher effectiveness, and
- Implement a data-driven program as recommended by NASPE and PE4Life.

PE teachers will be provided with the technology (i.e., hand held devices) to implement this

platform.

**(3) Quality of the Project Design**

**(A) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

We fully intend to sustain all project activities beyond the Federal funding period. This has been accomplished by establishing buy-in and institutional commitment from every school administrator, community partners, and the Central Office.

**Sustainability Plan: GUIDE Proposal**

<b>Item:</b>	<b>Evidences of Continued Support:</b>
<b>(#1) Continued training for PE teachers</b>	This will be addressed by using a “Teachers as Mentors” model. For example, any new PE teacher will be paired with a veteran teacher to learn how to implement Fitnessgram and Virtual PE Administrator. For each of the curriculum activities, we will designate Lead Teachers to serve as in-house trainers so that we will have no future training costs.
<b>(#2) Upkeep and replacement of PE equipment and supplies.</b>	Each principal has agreed to maintain the PE equipment and supplies. Additionally a “Principal’s Agreement Letter” has been approved by the Superintendent and all 43 school principals and their respective physical education teachers have agreed to this support.
<b>(#3) Upkeep and maintenance of fitness equipment.</b>	Manufacturers of the products have demonstrated a 10+ year lifespan. For electronic-based items, an extended warranty will be provided by the manufacturer based on the total amount of equipment purchased. Replacement of treadmill belts, annual inspections, and other associated costs will be put into the each school’s annual budget.
<b>(#4) Upkeep and maintenance of web-based items (i.e., Virtual PE Administrator).</b>	Both the Student Health Force and Virtual PE Administrator are web-based products with a first year start up fee with no additional costs in years two and three. All upgrades and enhancements to this item will be provided free as they become available.
<b>(#5) Upkeep and continuation of the Partnership Programs</b>	We are fortunate to have the long-term commitment from our community partners. Each partner has submitted a partnership agreement that has been placed in the appendix to demonstrate how each of their programs will be continued after the grant is over.

**Increased Minutes of Physical Activity:** Another indicator of yielding results beyond PEP Grant funding are the additional minutes of physical activity that will continue to be in place. For example, the implementation of our evidence-based activities (i.e., PE4Life, Student Fitness

Centers, Peaceful Playgrounds, “Brain Breaks,”) will add 40 minutes a day or 200 minutes a week.

Grant Activity	Sustainable?	Daily Minutes	Weekly Minutes
Teaching & Assessing PE Power Standards	YES	+10-15 minutes for every 45-minute PE class	+37.5 minutes a week (Based on having PE 3 times a week)
Classroom “Brain Breaks”	YES	+15-25 minutes a day for 5 activity breaks/day	+100 minutes a week
Peaceful Playground	YES	+10-15 minutes a day for structured recess program	+ 62.5 minutes a week
<b>Total Additional Minutes a Week</b>			<b>+ 200 minutes a week</b>
Student Health Force “Role Models”	YES	To enhance and support the overall effort to increase activity among students	<b>Intended Outcome:</b> To increase 60 minutes of MVPA a day by at least 5% a year.
Virtual PE Administrator Individual Student Tracking Module	YES	To enhance and support the overall effort to increase activity among students	<b>Intended Outcome:</b> To increase 60 minutes of MVPA a day by at least 5% a year.

### Building Capacity- Plans for Professional Development

A sustained program of professional development will be provided for all physical education teachers. For example, each educator will be given 4 days of professional development and equal to at least 15-20 hours of professional development a year for the three years of the grant. Additionally, we will have the grant-funded PEP Grant Project Manager, an Administrative Assistant, a Data Collection Coordinator, and three designated Lead PE Teachers who will provide 1-on-1 assistance as-needed.

Program	Participants	Time	Competencies
PE Power Standards training	PE teachers	5 hours	Teachers will learn about the theory behind development of the curriculum and how to use the instructional materials, including demonstrations of lessons and assessment of student progress. Funds allocated for all 3 years as refresher sessions.
PE4Life Model	PE teachers and partners	5 hours	Teachers will learn how to teach and implement the variety of new programs – HOPSports, Peaceful Playgrounds, etc.
Student Health Force, PYFP	All K-12 PE teachers	5 hours	Teachers will learn how to implement this nutrition and wellness resource and the 6 PYFP assessment components. Funds allocated in start up of the project.
Virtual PE Administrator	All PE teachers	5 hours	These training sessions will equip PE teachers to use each of these technologies in the support of enhanced student performance using proven assessment procedures as described in the proposal’s activities. Funds allocated for all 3 years as refresher sessions.

**Staff Development:**

PE teachers will participate in the annual North Carolina AAHPERD conferences during the grant period. Through these sessions, our PE instructors will learn about the latest research, trends and effective strategies for motivating students to be physically active. Instructors will also learn about topics such as sequencing content, effectively aligning activities with learning goals, and using activities that are based on students' abilities and interest into the PE program.

**Building Capacity – Assurances for All Developmental Levels, Gender, Cultural Diversity**

Professional development will ensure that the needs of all students of varying developmental levels, gender, and cultural diversity are addressed. Training will be provided in the “Inclusion Model” incorporating adapted physical education. to ensure that activities are being implemented for all students, including those with disabilities.

**(3) Quality of the Project Design**

**(B) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.**

The design of the proposed project reflects up-to-date knowledge from research and effective practice based on the wide variety of assessment tools (i.e., School Health Index, PECAT/HECAT), the PE4Life Model, and input from our community partners (i.e., Southeastern Health, University of North Carolina at Pembroke, etc.). For example, the use of Student Fitness Centers have been suggested by national organizations such as NASPE and Fit4Life; the inclusion of a stronger student assessment component (i.e., Teaching & Assessing PE Power Standards, Virtual PE Administrator) has been recommended by NASPE and the Society of State Leaders for Health and Physical Education; and increasing physical activity opportunities within the school day and beyond is recommended by CDC and other health experts. To take this one step further, we compared the proposed grant activities against the Policy Leadership for Active Youth (PLAY) recommendations. PLAY is a policy research initiative of the Georgia State University Institute of Public Health in

partnership with the Georgia Center for Obesity and Related Disorders (GCORD) of the University of Georgia and the Medical College of Georgia. These nationally-recognized organizations have been very helpful in making recommendations at state, regional, and national levels. PLAY collaborates with other stakeholders to identify promising strategies to increase physical activity, decrease sedentary behaviors and prevent childhood overweight.

**PLAY’s Current Research and Effective Practice Recommendations**

Recommended Best Practices	Project
<p><b>1.) Increase Physical Activity:</b> Youth of all ages should accumulate at least 60 minutes of physical activity (PA) every day. Moderate to vigorous PA includes activities that elevate energy expenditure to several times the resting metabolic rate.</p>	<p>This recommendation is included in the Student Fitness Centers, Exercise Science Labs, Peaceful Playgrounds, and <u>Teaching and Assessment PE Power Standards</u>.</p>
<p><b>2.) Community Approach:</b> Schools have the most significant responsibility in preventing childhood overweight and should be involved in any community-wide interventions.</p>	<p>By addressing this recommendation, we will coordinate all of the community partners so that the school setting becomes the “hub” of the community-wide interventions.</p>
<p><b>3.) Four Key Messages:</b> School-based interventions should include at least four basic messages to the youth and to the parents. The messages are: (1) eat fruits and vegetables each day, (2) reduce the intake of high-fat foods, (3) keep active at least one hour per day, and (4) decrease television viewing to less than one hour per day.</p>	<p>These four basic physical activity and nutrition messages have been incorporated into each of the grant projects. As seen in the baseline student physical activity and nutrition survey, we will continue to monitor these items over the 3-years of the grant.</p>

**(3) Quality of the Project Design**

**(C) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.**

**Addresses a Comprehensive & Exceptional Approach:** To demonstrate how the proposal shows an exceptional approach for meeting the PEP Grant statutory purposes and requirements, the following information is provided. As seen in the descriptions of the previous sections, this proposal addresses the Absolute Priority “to develop, expand, or improve” the physical education program and address the State PE Standards “by the undertaking of the following activities:”

PEP Grant Absolute Priority	Addressed in the Proposal
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PEP Grant Absolute Priority	Addressed in the Proposal
(1) instruction in healthy eating habits and good nutrition;	To address an exceptional approach for improving instruction in healthy eating habits and good nutrition, we will use <u>Teaching &amp; Assessing PE Power Standards</u> ' CDC-recommended obesity prevention lessons, Student Health Force's teacher online resources, "Health Advocates" mentoring program, and our numerous After-School and Parent/Family Outreach activities as previously described.
(2a) physical fitness activities that must include at least one of the following: fitness education and assessment to help students understand, improve, or maintain their physical well-being;	To address an exceptional approach for improving instruction in fitness education and assessment, we will use the <u>Presidential Youth Fitness Program (PYFP)</u> coupled with partners' in-kind funding of the student incentives; the Virtual Physical Education Administrator, Student Fitness Centers, Exercise Science Labs, and our numerous After-School and Parent/Family Outreach activities as previously described.
(2b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student;	To create an exceptional approach for improving instruction in motor skill development for every student, we will use <u>Teaching &amp; Assessing PE Power Standards</u> ' skill-based instructional strategies with associated instructional supplies, Peaceful Playgrounds recess and after-school packages, the Student Fitness Centers, Exercise Science Labs, and our numerous After-School and Parent/Family Outreach activities as previously described.
(2c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle;	To create an exceptional approach for improving instruction in cognitive concepts for motor skill and lifetime fitness, we will use <u>Teaching &amp; Assessing PE Power Standards</u> , <u>Presidential Youth Fitness Program (PYFP)</u> , Student Health Force, the Student Fitness Centers, Exercise Science Labs, and the After-School and Parent/Family Outreach activities as previously described.
(2d) opportunities to develop positive social and cooperative skills through physical activity participation;	To create an exceptional approach for improving instruction in positive social and cooperative skills, we will use Peaceful Playgrounds, <u>Teaching &amp; Assessing PE Power Standards</u> , <u>Presidential Youth Fitness Program (PYFP)</u> , Student Health Force, the Student Fitness Centers, Exercise Science Labs, and the After-School and Parent/Family Outreach activities as previously described.
(2e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.	To create an exceptional approach for improving instruction in professional development, funds will be allocated to provide teachers with numerous staff development opportunities throughout the year. These include, State and National AAHPERD Conventions, on-site K-12 PE workshops and other professional development activities cited in Quality of the Project Design section. A minimum of 20 hours of professional growth will be planned for each school year.

**Addresses Competitive and Invitational Priorities:** To demonstrate how the proposed project addresses the Competitive Priorities and Invitational Priorities, the following chart is provided.

Competitive and Invitational Priorities	Project
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Competitive and Invitational Priorities	Project
<b>Invitational Priority 1 - Requirement #1:</b> Strive for universal access;	Please see “Building Capacity – Assurances for All Developmental Levels, Gender, Cultural Diversity” specific to the “Inclusion Model.”
<b>Invitational Priority 1 - Requirement #2:</b> Include a range of age appropriate activities;	Please see the description of the proposed PEP Grant activities in previous sections and the addressing of K-12 students as the target population.
<b>Invitational Priority 1 - Requirement #3:</b> Aim to reach the recommended guidelines on dosage and duration;	Please see the description of <u>Teaching &amp; Assessing PE Power Standards’ CDC-Physical Activity</u> recommendations on proper dosage (i.e., moderate-to-vigorous) and duration (i.e., 3 times per week). Additionally, the lessons that are in the PYFP fitness assessment incorporate guidelines on upper body fitness, flexibility, and core muscle fitness.
<b>Invitational Priority 1 - Requirement #4:</b> Be engaging and fun for kids;	Each of the proposed PEP Grant activities (i.e., HOPSports, Foundation Fitness, Student Fitness Centers) have been shown to increase student participation and levels of enjoyment. Additionally, we have included items such as DDR and other video-interactive fitness items.
<b>Invitational Priority 1 - Requirement #5:</b> Be led by well-trained coaches and mentors;	As seen in the “Plans for Professional Development” in the Quality of the Project Design, each teacher will receive a minimum of 20 hours of professional growth each year.
<b>Invitational Priority 1 - Requirement #7:</b> Provide consistent motivation and incentives.	In addressing this requirement, we will coordinate all of the community partners so that the school setting becomes the “hub” for the community-wide motivation and PYFP incentives.
<b>Competitive Preference Priority 1 –</b> Target persistently low-achieving schools	Red Springs Middle, South Robeson High School, and Townsend Middle.
<b>Competitive Preference Priority 2 -</b> Participation of required partners as defined in the Notice Inviting Applications.	This Competitive Preference is being addressed in the proposed grant activities as seen in our community outreach partners’ programs.

**\*\* Additional information on how this proposal specifically addresses Requirements 2, 3, 4, 5, and 7 has been placed in Appendix I as well.**

**(4) Adequacy of Resources**

**(A) The extent to which the costs are reasonable in relationship to the number of the persons to be served and to the anticipated results and benefits**

As stated in the Grant Abstract, we will serve a target population of 24,000 K-12 students on 43 separate school campuses. GUIDE will dramatically increase the physical activity and nutrition education resources across the entire county. This will happen campus-by-campus, grade-by-grade,

and class-by-class. All of the costs associated with this grant proposal (approximately \$93.00 per student over three years, \$31.00 per year) will greatly enhance physical activity opportunities within each of the 43 schools serving as the “Hub” for increased physical fitness and nutrition knowledge and positive health behaviors. We feel that the costs of this proposal reflect a solid value based on the total number of students served, the anticipated physical activity benefits described in previous sections, overall increases in annual School Health Index scores, strengthening of a fragmented and fragile Physical Education and Nutrition program as seen in the low PECAT/HECAT scores, and the development of new district-wide community partnerships. We will also formalize a PE Teacher Observation System to track the adoption of positive teaching behaviors and instructional strategies as monitored by building administrators and provided as in-kind.

**See Appendix J for a copy of this new Teacher Evaluation & Observation Form.**

**(5) Quality of the Management Plan**

**(A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timeline, and milestones for accomplishing project tasks.**

**Background:** Due to the size and scope of the proposed project, three full-time positions will be utilized (Grant Program Manager, Administrative Assistant, Data Collection Coordinator) will be hired. These three key positions were recommended by numerous current and past PEP Grantees that were contacted by the GMT. These persons will work under the supervision of Tommy Lowry (Assistant Superintendent of Federal Programs), the Project Director for this proposal.

Additionally, three Lead Teachers will be given a stipend consistent with lead teachers pay to assist in the overall implementation of the proposed grant activities. See Appendix F for Job Descriptions.

**Grant Management Team:** A Grant Management Team (GMT) consisting of Tommy Lowry, Jason Suggs, the funded PEP Grant Program Manager, Child Nutrition Director, the Southeastern

Regional Medical Center Representative and the school district's Finance Director will be established and will meet quarterly to ensure all grant benchmarks are met in a timely manner.

**Implementation Plan:**

A key task of the project team will be to finalize the project implementation plan within 30 days of funding notification. Each building principal will appoint a ' Guide Champion to coordinate implementation of the various project components at the school level. The project director and project team will work with vendors to determine the most efficient strategies for rolling out the various components across the district. Wherever possible, trainings and professional development sessions will be coordinated to include multiple schools and/or grades.

Timeline of Grant Activities		Year 1			Year 2			Year 3			Milestones
Task	Tasked To	Fall '13	Spr '13	Sum '13	Fall '14	Spr '14	Sum '14	Fall '15	Spr '15	Sum '15	
Biweekly program planning meetings	PEP, PD, GSC	X									By October 15: First meeting
Monthly program planning meetings	PEP, PD, GSC		X	X	X	X	X	X	X	X	January: Begin meeting monthly
Finalize evaluation plan	PEP, PD, Eval	X									October: Review plan. November: Finalize
Develop new Parent Outreach modules	ComPartrs Nutr, Nurs	X									October: Establish team and begin development December: Finalize
Develop "Calendar of Annual Events"	PEP, PD, Eval	X									October: Establish team and begin development December: Finalize
Order equipment	PEP, Inst, LT	X		X			X				Throughout: Prior to PD each year, receive and distribute equipment
Provide targeted Professional Development (PD)	PEP, PD, Eval	X	X	X	X	X	X	X	X	X	Throughout: Targeted PD on designated staff development days; or provide substitutes for targeted teachers and summer PD opportunities
Provide on-going technology PD (VPE, Student Health Force)	PEP, LT	X		X	X		X	X			Summer: '13, '14, '15; Fall: '14, '15 Refresher trainings
Implement new Parent Outreach modules	ComPartrs Nutr, Nurs, SH		X		X			X			Spring '13, '14, '15; Fall '13, '14, '15

Collect all baseline and nine-weeks assessments (GPRA, Fitnessgram, etc.) using online reporting tools	PEP, Inst, LT	X	X		X	X		X	X		Start of school year and each nine weeks: GPRA measures for each student, data available on VPE assessment platform
Share generated reports for continuous feedback and improvement to all RCPS staff, PTA/PTO, parents, students, partners, media outlets	PEP, GSC, SHAC	X	X	X	X	X					Every 9-weeks by internal reports; Spring '13: public reports available Spring '13: in-house reports available
Implement Parent Outreach and associated Community Partner activities	ComPartns Nutr, Nurs, SH	X	X		X	X		X	X		Monthly: Community partners' activities for each regional school cluster site
PECAT/HECAT for course revisions	PEP, Inst, LT		X		X			X			Each Spring conduct and in Fall report; '13, '14, '15
SHI and internal policy reviews and recommendations	PEP, GSC, SHAC	X	X	X	X	X	X	X	X	X	Spring: SHI Ongoing: policy review
Formative and Summative assessments	Eval, PEP, GSC	X	X		X	X		X	X		Each semester: GSC and SHAC review, program revisions
Share school and district aggregate GPRA reports for public viewing online	PEP, LT		X		X	X		X	X		Each semester: results made public online
Annual summative report	Eval, PEP			X			X			X	Summer: annual report for internal review, Dept of Ed, and dissemination
Planning for continuation of all PEP grant activities after Year 3	PEP, GSC, SHAC								X	X	Identify key stakeholders, policy makers, or others needed to ensure continuation after award completion

\* **PEP** = Hired PEP Grant Manager and staff; **PD** = Project Director (Tommy Lowry); **GSC** = Grant Steering Committee; **SHAC** = School Health Advisory Council; **Inst** = Physical Education Teachers, **LT** = Lead PE Teachers; **Eval** = Evaluator; **Nutr** = District Nutritionist, **Nurs** = District Nurses; **SH** = Southeastern Health; **ComPartns** = Community Partners.

The time commitments of the Grant Program Manager, Grant Management Team and other key personnel are appropriate and adequate to meet the objectives of our proposed project. As noted above, a full-time Grant Manager will be hired to manage all project activities. This person will work with the project team and key project personnel to ensure that our project is carried out on-time, as specified and within the identified budget. A job description outlining key position roles and responsibilities is included in the appendix. The Finance Director and the Child Nutrition

Director will each spend about 5% of their time engaged in PEP program activities. As a member of the Grant Management Team, the Southeastern Health representative will invest 8-10 hours per month in supporting our PEP initiative. In addition, building principals will devote about 5% of their time towards PEP project activities. The following chart highlights the time commitments of the Project Director (Tommy Lowry), PEP Grant Manager, and other key personnel.

**Proposed Grant Roles and Time Commitments**

<b>PEP Grant Roles</b>	<b>Person(s) Identified</b>	<b>Time Commitment</b>
<b>Project Director:</b> This position will directly supervise the PEP Grant Program Manager and will be the lead position when reporting to the Office of Safe and Drug-Free Schools	Tommy Lowry, Project Director	30% time and effort (16 hours weekly)
<b>Building Principals:</b> These positions will be responsible for the new PE teacher evaluations, placement of PEP Grant equipment on-site, will sign-off on all required PEP Grant data collections, assist PEP Grant staff with internal communications, provide feedback to PEP Grant staff for continuous improvement.	Current principals at each school site	10% time and effort (4 hours weekly), 12 months
<b>PE Teachers, Classroom Teachers, After school Staff:</b> These positions will be responsible for implementing instruction, gathering GPRA student data, and providing feedback for continuous improvement.	Current staff at each school site	This will be incorporated into current duties
<b>PEP Grant Program Manager:</b> This position will serve as the primary program administrator responsible for all of the PEP Grant activities, signing-off on purchase orders, coordinating all bids, contracts, and other data collection requirements.	To be hired	100% full-time (40 hours a week), 12-months
<b>Administrative Assistant:</b> This position will support the PEP Grant Program Manager in terms of creating, filing, storing, and keeping track of all PEP Grant functions.	To be hired	100% full-time (40 hours a week), 12-months
<b>Data Collection Coordinator:</b> This position will support the GPRA and project-specific data needed for the PEP Grant.	To be hired	100% part-time (40 hours a week), 12 months
<b>Lead PE Teachers:</b> These three positions will assist the PE teachers and PEP Grant staff with all student data collection efforts (5 times in Year 1; 4 times in Year 2; 4 times in Year 3), coordinate wireless pedometer data collection, online 3DPAR surveys, online fruit and vegetable intake surveys, etc.	To be hired	Stipend – 5 hours a week for 10 months
<b>Grant Steering Committee</b> (Chaired by Tommy Lowry, includes representatives from school and community including parents, PTA/PTO, students)	Tommy Lowry, Committee Members	7.5% time and effort (3 hours weekly), 12 months
<b>Food Service Department Staff</b>	Already in place	5% time and effort (2 hours weekly), 12 months
<b>School Nurses</b>	Current nursing staff	5% time and effort (2 hours weekly), 12 months
<b>Community Partners</b>	Existing partners	7.5% time and effort (3 hours weekly), 12 months

**(6) Quality of the Project Evaluation**

**(A) The extend to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

**Program Objectives and Outcomes:** To better define the proposal’s three goals, the following measurable program objectives were identified. Each of these objectives contains measurable benchmarks that will be a part of the evaluation of this Carol M. White PEP Grant proposal.

**Alignment of Program Objectives, Outcomes, and Benchmarks**

<b>Objectives</b>	<b>Measurement Tool(s)</b>	<b>Benchmarks</b>
<b>1.1 (GPRA #1)</b> School students will achieve 60 minutes of activity measured by pedometer and 3DPAR survey.	1.1.1 - At the beginning of each school year, students will be assessed using the required GPRA assessments (Online 3DPAR survey and wireless downloadable pedometers) and monitored at the end of each 18 weeks (two additional times). Data will be gathered by teachers and verified each 18-weeks by the evaluator.	Year 1: By the end of Year 1, data will increase by at least 10% over baseline. Year 2: By the end of Year 2, data will increase by at least 20% over baseline. Year 3: By the end of Year 3, data will increase by at least 3% over baseline.
<b>2.1 (GPRA #2)</b> Students will improve on the PYFP in at least five of the six fitness areas.	2.1.1 - At the beginning of each school year, students will be assessed on the PYFP. Data will be gathered by the PE teachers on hand-held devices for “real-time assessments to be verified each 18-weeks (two additional times) by the evaluator.	Year 1: By the end of Year 1, data will increase by at least 10% over baseline. Year 2: By the end of Year 2, data will increase by at least 20% Year 3: By the end of Year 3, data will increase by at least 30%.
<b>3.1 (GPRA #3)</b> School students will improve healthy nutritional behaviors regarding fruit and vegetable consumption.	3.1.1 - We will use the nutrition questions from CDC’s YRBS at the beginning of each school year, students will be assessed on healthy eating habits as described by the GPRA requirements. Data will be collected using an online web-based student survey to be designed by the PEP Grant Evaluator at the end of each 18 weeks as directed by the PE teachers and reported to the Principals.	Year 1: By the end of Year 1, data will increase by at least 10% over baseline. Year 2: By the end of Year 2, data will increase by at least 20% over baseline. Year 3: By the end of Year 3, data will increase by at least 3% over baseline.
<b>4.1</b> Increase the baseline SHI modules #1-#4 averages.	5.1.1 - Based on baseline data of the SHI Modules #1-#4 these scores will increase on an annual basis. To be assessed by PEC and Principals. Verified at the end of the school year by the evaluator.	Year 1: Data will increase 10%. Year 2: Data will increase 20%. Year 3: Data will increase 30%.

<p><b>5.1</b> Decrease student BMI data.</p>	<p>6.1.1 – At the beginning of the grant period, targeted students are assessed on BMI. As measured by School Nurses and PE teachers. Verified at the end of each 18-weeks by the evaluator.</p>	<p>Year 1: Student BMI levels will decrease by 5%.  Year 2: BMI decreases by 10%.  Year 3: Student BMI levels will decrease by at least 15%.</p>
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Mr. Artie Kamiya has been identified as the lead PEP Grant Program Evaluator. A distinguished national leader in physical education, Mr. Kamiya was recognized by the National Association for Sport and Physical Education (NASPE) as the 2004 National K-12 Physical Education Administrator of the Year. He and his company have been hired to evaluate numerous Carol M. White PEP Grants across the United States.

## Appendix A: School Health Index

### Elementary Module 1 of School Health Index

#### Module 1: School Health and Safety Policies and Environment

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	3	2	1	0
CC.1 Representative school health committee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.2 Written school health and safety policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC.3 Communicates school health and safety policies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.4 Connectedness to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.5 Overcome barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.6 Enrichment experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.1 Safe physical environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.2 Maintain safe physical environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.3 No tolerance for harassment or bullying	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.4 Active supervision to promote safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.5 Written crisis response plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.6 Staff development on unintentional injuries, violence, and suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.1 Recess	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.2 Access to physical activity facilities outside school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.3 Adequate physical activity facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.4 Prohibit using physical activity as punishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.1 Prohibit using food as reward or punishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.2 Fundraising efforts supportive of healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N.3 Restrict access to foods of minimal value	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.4 Restrict access to other foods of low nutritive value	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.5 Hands washed before meals and snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.1 Prohibit tobacco use among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T.2 Prohibit tobacco use among staff and visitors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T.3 Enforce tobacco use policies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.4 Prohibit tobacco advertising	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.1 Written policies for self-carry and self-administration of medications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.2 Professional development on asthma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3 Implement indoor air quality practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4 Implement integrated pest management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>9</b>	<b>8</b>	<b>21</b>	<b>0</b>
Total points earned: <b>38 points</b> of 87 total possible points	Self-Evaluation Grade: <b>44%</b>			

## Appendix A: School Health Index

### Secondary Module 1 of School Health Index

#### Module 1: School Health and Safety Policies and Environment

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Secondary (Grades 6-12)	3	2	1	0
CC.1 Representative school health committee	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.2 Written school health and safety policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CC.3 Communicates school health and safety policies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.4 Connectedness to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.5 Overcome barriers to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.6 Enrichment experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.1 Safe physical environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.2 Maintain safe physical environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.3 No tolerance for harassment or bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.4 Active supervision to promote safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.5 Written crisis response plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S.6 Staff development on unintentional injuries, violence, and suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.1 Access to physical activity facilities outside school hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.2 Adequate physical activity facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.3 Prohibit using physical activity as punishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.1 Prohibit using food as reward or punishment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.2 Fundraising efforts supportive of healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N.3 Restrict access to foods of minimal value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N.4 Restrict access to other foods of low nutritive value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N.5 Hands washed before meals and snacks	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.1 Prohibit tobacco use among students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T.2 Prohibit tobacco use among staff and visitors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T.3 Enforce tobacco use policies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.4 Prohibit tobacco advertising	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T.5 Tobacco-use cessation services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.1 Written policies for self-carry and self-administration of medications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A.2 Professional development on asthma	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.3 Implement indoor air quality practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.4 Implement integrated pest management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>9</b>	<b>6</b>	<b>19</b>	<b>0</b>
Total points earned: <b>34 points</b> of 84 total possible points	Self-Evaluation Grade: <b>40%</b>			

#### Composite Score (Elementary and Secondary)

Elementary: Total points earned: <b>38 points</b> of <b>87 total possible points</b>	Self-Evaluation Grade: <b>44%</b>
Secondary: Total points earned: <b>34 points</b> of <b>84 total possible points</b>	Self-Evaluation Grade: <b>40%</b>
<b>Composite Score Average:</b>	<b>Composite Grade: 42%</b>

## Appendix A: School Health Index

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	3	2	1	0
CC.1 Health education taught at all grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CC.2 Sequential health education curriculum consistent with standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CC.3 Active learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.4 Opportunities to practice skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.5 Culturally appropriate examples and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.6 Assignments encourage student interaction with family and community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.7 Professional development in health education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.8 Professional development in delivering curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.9 Professional development in classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.1 Essential topics on preventing unintentional injuries, violence, and suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.1 Essential topics on physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.1 Essential topics on healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.1 Essential topics on preventing tobacco use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.1 Essential topics on asthma awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>
Total points earned: <b>12 points</b> of 42 total possible points	Self-Evaluation Grade: <b>29 %</b>			

Secondary (Grades 6-12)	3	2	1	0
CC.1 Required health education course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CC.2 Health education grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CC.3 Sequential health education curriculum consistent with standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CC.4 Active learning strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.5 Opportunities to practice skills	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.6 Culturally appropriate examples and activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.7 Assignments encourage student interaction with family and community	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.8 Credentialed health education teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
CC.9 Professional development in health education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.10 Professional development in delivering curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CC.11 Professional development in classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S.1 Essential topics on preventing unintentional injuries, violence, and suicide	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.1 Essential topics on physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.1 Essential topics on healthy eating	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T.1 Essential topics on preventing tobacco use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A.1 Essential topics on asthma awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>0</b>
Total points earned: <b>12 points</b> of 48 total possible points	Self-Evaluation Grade: <b>25 %</b>			

### Composite Score (Elementary and Secondary)

<b>Elementary: Total points earned: 12 points of 42 total possible points</b>	Self-Evaluation Grade: <b>29 %</b>
<b>Secondary: Total points earned: 12 points of 48 total possible points</b>	Self-Evaluation Grade: <b>25 %</b>
<b>Composite Score Average:</b>	Composite Grade: <b>27 %</b>

## Appendix A: School Health Index

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	3	2	1	0
PA.1 At least 150 minutes of physical education per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.2 Adequate Teacher/student ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.3 Sequential PE Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.4 Health related physical fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.5 Students active 50% of class	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.6 Teachers avoid practices that result student inactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.7 Physical education is enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.8 Promote community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.9 Credentialed PE teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.10 Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.11 Address special health care needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.12 Safety practices in place	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.13 Playgrounds meet safety practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>
Total points earned: <b>9 points</b> of 39 total possible points	Self-Evaluation Grade: <b>23%</b>			

Secondary (Grades 6-12)	3	2	1	0
PA.1 At least 225 minutes of physical education per week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.2 Adequate Teacher/student ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.3 Sequential PE Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.4 Physical education grading	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.5 Prohibit substitution for PE	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.6 Individualized PA/Fitness Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.7 Health related physical fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.8 Students active 50% of class	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.9 Teachers avoid practices that result student inactivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.10 Physical education is enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.11 Promote community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.12 Credentialed PE teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.13 Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PA.14 Extracurricular PA programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.15 Training requirements for coaches	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.16 Address special health care needs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.17 Safety practices in place	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.18 Facilities meet safety practices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PA.19 Athletics safety requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>3</b>	<b>0</b>	<b>13</b>	<b>0</b>
Total points earned: <b>16 points</b> of 57 total possible points	Self-Evaluation Grade: <b>28%</b>			

<b>Elementary: Total points earned: 9 points of 39 total possible points</b>	Self-Evaluation Grade: <b>23%</b>
<b>Secondary: Total points earned: 16 points of 57 total possible points</b>	Self-Evaluation Grade: <b>28%</b>
<b>Composite Score Average:</b>	Composite Grade: <b>26%</b>

## Appendix A: School Health Index

### Module 4: Nutrition Services – Elementary Schools

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Elementary (K-5)	3	2	1	0
N.1 Breakfast and lunch programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.2 Variety of foods in school meals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.3 Low-fat and skim milk available	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.4 Meals include appealing, low-fat items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N.5 Purchasing/Preparation reduces fat	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.6 A la carte, appealing, low-fat items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N.7 Other venues, appealing, low-fat items	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.8 Healthy food and beverage choices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.9 Adequate time to eat school meals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.10 Collaboration between food service/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.11 Degree/certification of Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.12 Professional development of Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.13 Clean, safe, pleasant cafeteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.14 Prepared for food emergencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>6</b>	<b>8</b>	<b>6</b>	<b>0</b>
Total points earned: <b>20 points</b> of 42 total possible points	Self-Evaluation Grade: <b>48 %</b>			

### Module 4: Nutrition Services – Middle and High Schools

Scoring Rubric: Fully in Place = 3; Partially in Place = 2; Under Development = 1, Not in Place = 0

Secondary (Grades 6-12)	3	2	1	0
N.1 Breakfast and lunch programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.2 Variety of foods in school meals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.3 Low-fat and skim milk available	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.4 Meals include appealing, low-fat items	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.5 Purchasing/Preparation reduces fat	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.6 A la carte, appealing, low-fat items	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.7 Other venues, appealing, low-fat items	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.8 Healthy food and beverage choices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.9 Adequate time to eat school meals	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.10 Collaboration between food service/teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.11 Degree/certification of Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N.12 Professional development of Manager	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.13 Clean, safe, pleasant cafeteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N.14 Prepared for food emergencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Subtotals of each column:</b>	<b>6</b>	<b>6</b>	<b>9</b>	<b>0</b>
Total points earned: <b>21 points</b> of 42 total possible points	Self-Evaluation Grade: <b>50 %</b>			

<b>Elementary: Total points earned: 25 points of 39 total possible points</b>	Self-Evaluation Grade: <b>48 %</b>
<b>Secondary: Total points earned: 25 points of 39 total possible points</b>	Self-Evaluation Grade: <b>50 %</b>
<b>Composite Score Average:</b>	Composite Grade: <b>49 %</b>

## Appendix B: Gaps in meeting North Carolina State Standards for PE

The following three tables highlight each of the State Standards and the identified gaps and weaknesses currently found within the district.

<b>Gaps or Weaknesses at the Elementary School Level</b>	
<b>State Standard:</b>	<b>Identified Gaps or Weaknesses:</b>
<b>Motor Skills</b>	<p><b>For elementary students, these gaps or weaknesses have been identified:</b></p> <p>(1) <i>Elementary PE is provided only once every six days for 40-45 minutes. Limited opportunities to gain motor skills proficiency a physical education program in which students see their PE specialist once every six days. A community-wide focus is needed to address this weakness.</i></p> <p>(2) Lack of a structured physical activity program led by classroom teachers the other five days of the rotation.</p> <p>(3) No infrastructure in place to assess skill-development and progress made towards meeting state standards in physical education.</p> <p>(4) No development of grade-by-grade rubrics to assess student's skill levels.</p>
<b>Movement Concepts</b>	<p>(1) <i>Elementary PE is provided only once every six days for 40-45 minutes. Limited physical activity opportunities for students.</i> (2) Lack of physical activity equipment for physical education teachers and classroom teachers to promote active lifestyles. (3) No infrastructure in place to assess knowledge of concepts of movement and progress made towards meeting state standards in physical education. (4) No infrastructure in place to assess how well students master the essential elements of sport skills (i.e., demonstrating the essential elements of a mature overhand throw).</p> <p><i>A community-wide focus is needed to address this weakness.</i></p>
<b>Health-Related Fitness</b>	<p>(1) Elementary PE is provided only once every six days for 40-45 minutes. Limited opportunities to gain health-related fitness in a once every six day rotation. (2) Lack of structured physical activity in the other five days of the six day rotation limits students' ability to gain benefits of fitness activities. (3) Lack of equipment for classroom teachers to promote physically active lifestyles. (4) Limited understanding of the essential elements required grade-by-grade to master fitness literacy concepts (ex: What is the FIT principle?).</p> <p><i>A community-wide focus is needed to address this weakness.</i></p>
<b>Personal and Social Responsibility</b>	<p>(1) No program in place promoting respect for others in physical activity environment. (2) Limited character education in place for helping students to gain awareness and respect for differences, inclusion practices or other social skill development.</p>
<b>Gaps or Weaknesses at the Middle School Level</b>	
<b>State Standard:</b>	<b>Identified Gaps or Weaknesses:</b>
<b>Health-Related Fitness</b>	<p><b>For middle school students, these gaps or weaknesses have been identified:</b></p> <p>(1) <i>Middle School PE is provided only 2-3 days a week. Limited opportunities to gain health-related fitness in the existing physical education program. A community-wide focus is needed to address this weakness.</i></p> <p>(2) Lack of a structured age-appropriate physical activity program that motivates students to gain health-related fitness benefits. (3) No infrastructure in place to assess how well students master the essential concepts of fitness (ex: What are the relationships between nutrition and weight management?)</p> <p>(4) Lack of a physical activity program that can be easily implemented, increase student participation in physical activity, and is a fun and enjoyable way to enhance student health. <i>A community-wide focus is needed to address this weakness.</i></p>
<b>Personal and Social Responsibility</b>	<p>(1) Limited programs that would appeal to students from a variety of backgrounds and perspectives. (2) Lack of opportunities for students to set goals for a healthy lifestyle and create short- and long-range plans for fitness.</p>
<b>Motor Skills</b>	<p>(1) Limited opportunities for students to gain the basic sport-skills such as balance, agility,</p>

	<p>coordination, and to increase “motorability.”</p> <p>(2) No development of grade-by-grade rubrics to assess student’s skill levels.</p> <p>(3) No infrastructure in place to track and measure in impact of physical education on skill development over time. (4) Limited opportunities to refine motor skills necessary to demonstrate proficiency in a variety of physical activities.</p>
<b>Movement Concepts</b>	<p>1) Limited understanding of the essential elements required grade-by-grade to master the sport and movement concepts</p> <p>(2) No infrastructure in place to assess how well students master the essential elements of sport skills (i.e., demonstration of mature skills in game or game-like settings).</p>

<b>Gaps or Weaknesses at the High School Level</b>	
<b>State Standard:</b>	<b>Identified Gaps or Weaknesses:</b>
<b>Health-Related Fitness</b>	<p><b>For high school students, these gaps or weaknesses have been identified:</b></p> <p>(1) Limited age-appropriate fitness equipment to gain health-related fitness within our existing physical education program. <i>A community-wide focus is needed to address this weakness.</i> (2) Lack of a practical and sound method for ensuring health-related fitness increases for high school students. (3) Need to increase the percentage of time students are physically active during physical education classes. (4) Lack of a physical activity program that can be easily implemented, increase student participation in physical activity, and is a fun and enjoyable way to enhance student health. (5) Limited understanding of the essential elements required grade-by-grade to master fitness literacy concepts (ex: What role does the development of increasing lean muscle mass play in managing weight?) <i>A community-wide focus is needed to address this weakness.</i></p>
<b>Personal and Social Responsibility</b>	<p>(1) Limited programs that would appeal to students from a variety of backgrounds and perspectives. (2) Lack of opportunities for students to take leadership roles and to experience situations in which mediation and conflict resolution are required skills.</p>
<b>Motor Skills</b>	<p>(1) Limited utilization of rubrics and authentic assessment materials to reliably assess student competency in performing motor skills.</p> <p>(2) No infrastructure in place to track and measure the impact of physical education on skill development at the high school level.</p> <p>(3) No objective measures of teacher accountability for student performance outcomes.</p>
<b>Movement Concepts</b>	<p>1) Limited understanding of the essential elements required grade-by-grade to master the sport and movement literacy concepts (ex: What principles of movement can be applied to evaluate and improve performance?)</p> <p>(2) No infrastructure in place to assess how well our high school students perform in meeting the North Carolina Essential Standards for Healthful Living.</p>

### Appendix C

<b>Current PECAT and HECAT Assessment Results</b>
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Jason Suggs coordinated the PECAT and HECAT (Healthy Eating Module) assessments as well.

Unfortunately, the results reflected poor scores as well. Again, this demonstrates an extremely fragmented K-12 physical education and nutrition program.

#### Overall PECAT Scores

Standards	Content Analysis Score				Standards	Assessment Analysis Score			
	K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12
Standard #1	3	2	3	3	Standard #1	0	0	0	0
Standard #2	3	1	0	0	Standard #2	0	0	0	0
Standard #3	2	0	0	0	Standard #3	0	0	1	0
Standard #4	4	0	0	0	Standard #4	0	0	0	0
Standard #5	3	2	3	2	Standard #5	0	0	2	2
Standard #6	0	1	1	0	Standard #6	0	0	0	0

#### HECAT Healthy Eating Module Scores

HECAT "Healthy Eating Module" Composite Score of K-12	Score
<b>Standard 1:</b> Health Information/Concepts (Concept Coverage)	2
<b>Standard 2:</b> Analyzing Influences (Student Learning/Application)	2
<b>Standard 2:</b> Analyzing Influences (Teacher Instruction/Assessment)	3
<b>Standard 3:</b> Accessing Valid Information (Student Learning/Application)	1
<b>Standard 3:</b> Accessing Valid Information (Teacher Instruction/Assessment)	2
<b>Standard 4:</b> Communication Skills (Student Learning/Application)	1
<b>Standard 4:</b> Communication Skills (Teacher Instruction/Assessment)	2
<b>Standard 5:</b> Decision Making (Student Learning/Application)	1
<b>Standard 5:</b> Decision Making (Teacher Instruction/Assessment)	2
<b>Standard 6:</b> Goal Setting (Student Learning/Application)	1
<b>Standard 6:</b> Goal Setting (Teacher Instruction/Assessment)	2
<b>Standard 7:</b> Practicing Healthy Behaviors (Student Learning/Application)	1
<b>Standard 7:</b> Practicing Healthy Behaviors (Teacher Instruction/Assessment)	2
<b>Standard 8:</b> Advocating for Health (Student Learning/Application)	1
<b>Standard 8:</b> Advocating for Health (Teacher Instruction/Assessment)	2

**Appendix C**

**Robeson County Schools PECAT 3-Year Projected Growth**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades K-2: Content Analysis Standard 1</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) for each skill?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific introductory lessons on motor skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on the combination of movement and motor skills, such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
At least one initial and one follow-up learning experience (e.g., introduction of basic tossing skills and then tossing the ball back and forth with partners) for each skill?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades K-2: Student Assessment Standard 1</b>				
Protocols for assessing fundamental movement skills, including locomotor (e.g., walk, skip, hop), nonlocomotor (e.g., bend, twist, rock), and manipulative (e.g., striking an object) skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing specialized movement skills such as rolling, transfer of body weight to one leg, or rhythmic movement?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing the combination of movement and motor skills such as dribbling a ball while walking or creating movement patterns using different speeds, directions, and skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as having a student demonstrate how to adapt movement skills to changing conditions (e.g., rolling a ball to a moving partner or moving to music)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>K-2 Content Analysis Score + Content Analysis Score =</b>	<b>3</b>	<b>13</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades K-2: Content Analysis Standard 2</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on critical features of motor skills, such as teaching students about personal space, body awareness, and the distinction between locomotor movements (e.g., run, walk, skip, hop, gallop)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons on movement concepts, including the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, and direction of movement)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on the mechanics of movement, such as balance, the role of muscles in body movements, force absorption, and basic throwing mechanics?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons on motor learning and motor development concepts (e.g., striking with equipment has many similarities to striking with your hand; control of movement increases with practice; learning a variety of skills allows for more choices)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 2</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades K-2: Student Assessment Standard 2</b>				
Protocols for assessing critical features of movement forms such as assessing students' ability to make the distinction between various locomotor movements (e.g., run, walk, skip, hop, gallop)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing movement concepts, such as the relationships of movement (e.g., in, out, under, over, through), effort, time, and space (e.g., paths, ranges, direction of movement)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing the mechanics of movement, such as asking students to demonstrate balance and basic throwing mechanics?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing motor learning and motor development concepts, such as striking with equipment and with hands and demonstrating control of movement with increased practice?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 2</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>K-2 Content Analysis Score + Content Analysis Score =</b>	<b>3</b>	<b>13</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades K-2: Content Analysis Standard 3</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that teach students the difference between moderate and vigorous physical activity and encourage students to participate in moderate-to-vigorous physical activity during leisure time?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that stress the importance of allowing students to be able to choose specific forms of physical activity and/or modify activities they participate in during time outside of physical education?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to understand the temporary and lasting health-related benefits (e.g., healthy heart, good feelings, strong muscles) of physical activity?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on a variety of activities that allow students to participate in activities that involve locomotion, nonlocomotion, and manipulation of objects (e.g., tossing balls, juggling)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 3</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>10</b>
<b>Grades K-2: Student Assessment Standard 3</b>				
Protocols for assessing student ability to identify different types of physical activity, such as student knowledge about moderate and vigorous activities in and outside of physical education classes?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing student choice and/or modification of physical activity, such as asking students to identify and explain their favorite activities; likes and dislikes related to physical activities; and ways to modify physical activities according to personal ability?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge of the temporary and lasting health benefits of physical activity, such as physical benefits (e.g., healthy heart) and psychological benefits (e.g., good feelings)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to participate in activities that involve manipulating objects, such as ball tossing and juggling?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 3</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>K-2 Content Analysis Score + Content Analysis Score =</b>	<b>2</b>	<b>12</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades K-2: Content Analysis Standard 4</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons about the body’s response to physical activity (e.g., increased heart rate, faster breathing, and sweating)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons about developing basic knowledge of the components of health-related fitness (e.g., cardiorespiratory, muscular endurance, muscular strength, flexibility, and body composition)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to participate in vigorous, intermittent physical activity for short periods of time during physical education class?	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons about the concept of personal choices in physical activity and how those physical activity choices contribute to physical fitness?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 4</b>	<b>4</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades K-2: Student Assessment Standard 4</b>				
Protocols for assessing student knowledge about the body’s response to physical activity, such as asking students to identify physical reactions to activity?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students’ basic knowledge about the components of health-related fitness, such as asking students to identify which activities done during physical education class affect flexibility?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students’ participation in vigorous, intermittent physical activities during physical education class?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students’ personal choice in physical activity (e.g., asking students to identify their favorite physical activities outside of physical education) and how choice contributes to physical fitness (e.g., asking students to identify which activities contribute to muscular strength)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>K-2 Content Analysis Score + Content Analysis Score =</b>	<b>4</b>	<b>13</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades K-2: Content Analysis Standard 5</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that address cooperation, teamwork, and personal responsibility (e.g., sharing space and equipment with classmates, working with others to complete a task, learning by doing, practicing specific skills to improve self-confidence, and resolving conflict through positive mechanisms)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that stress the importance of establishing rules, etiquette, and procedures for physical education class as well as for games and activities taught during class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach and discuss the importance of safety issues within physical education class as well as for physical activities outside of class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that address respect for individual differences within and outside of physical education as well as the importance of engaging with individuals with disabilities and/or special health care needs?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades K-2: Student Assessment Standard 5</b>				
Protocols for assessing students' ability to practice cooperation, teamwork, personal responsibility, and conflict resolution?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' identification of and adherence to rules, etiquette, and procedures for physical education class?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify major safety issues related to certain sports and games they participate in after school?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing personal and social respect regarding individual differences within and outside of physical education?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>K-2 Content Analysis Score + Content Analysis Score =</b>	<b>3</b>	<b>13</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades K-2: Content Analysis Standard 6</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that teach students the benefits of accepting new challenges in physical activity (e.g., attempting a new movement or skill)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to express their feelings toward physical activity, identify the physical activities they enjoy and interactions they enjoy with others through physical activity?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach and discuss the importance of self-expression through movement (e.g., artistic concepts of movement, expression of feelings about physical activity through movement)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that address the role of physical activity throughout history (e.g., the role physical activity and games played in different cultures)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades K-2: Student Assessment Standard 6</b>				
Protocols for assessing students' ability to identify new challenges in physical activity, such as attempting a new movement or participating in a new game or sport?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to identify the physical activities they enjoy and to explain why they enjoy being physically active with others?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to identify the importance of self expression through movement (e.g., artistic concepts of movement, expression of feelings through movement)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify the different types of games played across cultures and throughout history	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>K-2 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 3-5: Content Analysis Standard 1</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on mature forms of fundamental manipulative skills (e.g., striking an object) for each skill?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on a few specialized motor skills such as basketball chest pass, soccer dribbling, or jumping a rope?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons on the combination of movement and motor skills, such as dribble and kick an object while moving, overhand throw, or combining traveling, balancing, weight transfer, and rolling actions with a change in level, flow, direction, or speed?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
At least one initial and one follow-up learning experience in applied settings (e.g., tossing skills are practiced and then tossing a ball to a teammate during a game) for each skill?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each motor skill and movement pattern should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>10</b>
<b>Grades 3-5: Student Assessment Standard 1</b>				
Protocols for assessing mature forms of movement skills, including locomotor, nonlocomotor, and manipulative (e.g., changing movement from running to skipping, striking an object) skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for determining competency in a few specialized movement skills such as basketball chest pass, soccer dribbling, and jumping rope?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing the combination of motor skills, such as asking students to demonstrate dribbling or kicking an object while moving; overhand throw; or combining traveling, balancing, weight transfer, and rolling?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing the application of a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the skill to adapt movement skills to changing conditions, such as tossing a ball to a moving partner or performing dance sequences to music)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>2</b>	<b>12</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 3-5: Content Analysis Standard 2</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons about critical features of movement forms, such as teaching students about the critical features of dribbling, kicking, catching, throwing, and striking?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons on basic game concepts, such as invasion and net activities?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on the mechanics of movement, such as how to safely lift an object and the influences of speed and force?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on motor learning and motor development concepts (e.g., visual focus is an important component of skill, appropriate practice improves performance of skills, basic skills help with specialized skills)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 2</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>10</b>
<b>Grades 3-5: Student Assessment Standard 2</b>				
Protocols for assessing the performance of critical features of movement forms, such as asking students to demonstrate features of dribbling, kicking, Teaching & Assessing PE Power Standards, throwing, and striking?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing movement concepts, such as chasing, fleeing, and dodging skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing various concepts of the mechanics of movement, such as asking students to demonstrate how to safely lift an object?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing motor learning and motor development concepts, such as asking students to explain that appropriate practice improves performance of skills and that basic skills help with specialized skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>1</b>	<b>11</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 3-5: Content Analysis Standard 3</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that teach students how to recognize and monitor intensity levels of a variety of activities as well as materials to assist teachers with promoting age-appropriate moderate-to-vigorous physical activities outside of physical education class?	0	1	2	2
Specific lessons that stress the importance of allowing students to be able to choose specific forms and intensities of physical activity and/or modify an activity that is taught during physical education class?	0	1	2	2
Specific lessons that teach students the health-related benefits (e.g., healthy heart) and mental health benefits (e.g., stress reduction) of physical activity during physical education class?	0	1	2	2
Specific lessons on how to incorporate self-assessment into physical activity through a variety of sources, such as pedometers, a physical activity log, or heart rate monitors?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0	1	2	2
<b>Content Analysis Score for Standard 3</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 3-5: Student Assessment Standard 3</b>				
Protocols for assessing students' knowledge about different types of physical activities and the difference between moderate and vigorous activities they participate in during and outside of physical education class?	0	1	2	2
Protocols for assessing student modification of physical activity, such as asking students to demonstrate a variety of modifications for different physical activities?	0	1	2	2
Protocols for assessing student knowledge about the health benefits of physical activity, such as asking students to identify and explain the physiological (e.g., healthy heart) and mental health (e.g., good feelings) benefits of activity?	0	1	2	2
Protocols for assessing students' knowledge about physical activity opportunities outside of physical education class, such as asking students to create a written report about physical activity options in the community or after school?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
<b>Content Analysis Score for Standard 3</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 3-5: Content Analysis Standard 4</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on self assessment of physical fitness (e.g., a teaching activity using a criterion-referenced standard fitness test such as FitnessGram for self-assessment of fitness)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on the definition of the components of fitness and appropriate use of tools for assessing each fitness component (e.g., flexibility, body composition, muscular strength, muscular endurance, and cardio-respiratory)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to participate in moderate to vigorous physical activity for longer periods of time without tiring?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach the concept of interpreting fitness test results and choosing appropriate activities to improve each component of physical fitness?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 3-5: Student Assessment Standard 4</b>				
Protocols for assessing students' knowledge about the components of fitness, the tools for assessing personal fitness levels, and identification of physical activities that can assist in developing the components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge about the FITT Principles related to improving health-related fitness?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to conduct self-assessment and initiate self-improvement for physical activity and fitness, such as having students complete a fitness test (e.g., FitnessGram), identify strengths and weaknesses, and discuss ways to improve their fitness?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' personal choices in physical activities that contribute to physical fitness, such as having students identify their favorite activities during or outside of physical education class and briefly explain how they contribute to fitness?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 3-5: Content Analysis Standard 5</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that address and emphasize cooperation, teamwork, personal responsibility, and communication skills such as activities that require small group work and opportunities for communicating needs and ideas?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that stress the importance of and purposes for rules, classroom and game etiquette, and procedures for physical education class as well as the distinctions between rules for a variety of activities?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach and discuss the importance of safety issues and protocol within physical education class as well as physical activities outside of class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons about teaching students ways to engage students with disabilities and respect peers from different cultural backgrounds?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>10</b>
<b>Grades 3-5: Student Assessment Standard 5</b>				
Protocols for assessing students' ability to cooperate, work as a member of a team, demonstrate personal responsibility, and participate positively in conflict resolution?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge about specific rules, etiquette, and procedures for physical education class, such as asking students to explain rules for a variety of activities?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for determining students' knowledge of safety issues within physical education as well as physical activity outside of class, such as asking students to identify the basic safety issues involved with certain games and sports they participate in?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for analyzing students' personal and social respect regarding individual differences within physical education, such as observing students' social behavior during class?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>2</b>	<b>12</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 3-5: Content Analysis Standard 6</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons about the role of physical activity in dance and artistic movement throughout history and in different cultures?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons for activities that allow students to determine the relationship between success and enjoyment in physical activity and the types of activities that bring personal satisfaction?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach and discuss the role of artistic concepts in physical activity, such as how the rhythm of a movement along with meter and tempo affects its outcome; combinations of locomotor movements in space and time create a movement pattern; and varying the distance between objects creates different aesthetic relationships?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>10</b>
<b>Grades 3-5: Student Assessment Standard 6</b>				
Protocols for assessing students' knowledge about the role of physical activity throughout history, such as asking students to identify and explain the role of games played in cultures across the world?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to identify physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols that ask students to identify and explain the importance of self expression through movement, such as asking students to explain certain types of physical activity that are artistic in nature?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to identify new challenges in physical activity, such as asking students to create a new game or sport?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>1</b>	<b>11</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 6-8: Content Analysis Standard 1</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?	1	2	2	2
Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	1	2	2	2
Specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?	1	2	2	2
Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	0	1	2	2
<b>Content Analysis Score for Standard 1</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades 6-8: Student Assessment Standard 1</b>				
Protocols for assessing advanced forms of movement skills including nonlocomotor and manipulative, such as asking students to demonstrate striking an object with another object.	0	1	2	2
Protocols for assessing students skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team sports?	0	1	2	2
Protocols for assessing students skill level in the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender?	0	1	2	2
Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music).	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
<b>Content Analysis Score for Standard 1</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>6-8 Content Analysis Score + Content Analysis Score =</b>	<b>3</b>	<b>13</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 6-8: Content Analysis Standard 2</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, golf swing, or basketball shooting?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on movement concepts, including game tactics for invasion and net activities?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 2</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 6-8: Student Assessment Standard 2</b>				
Protocols for assessing students' ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swings, or basketball shooting?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>6-8 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 6-8: Content Analysis Standard 3</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that stress the importance of using results of fitness assessments to establish personalized physical activity programs that reflect personal goals and interests?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that teach students how to select and utilize practice procedures and training principles appropriate for the physical activity goals that they set?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that teach students how to independently participate in physical activity monitoring (e.g., through pedometers or activity logs) and regulate physical activity behavior by using appropriate fitness and movement principles?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 3</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 6-8: Student Assessment Standard 3</b>				
Protocols for assessing students' ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-based physical activities they participated in)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge about basic concepts within principles of training and how to apply them when establishing personal physical activity goals?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to independently self-monitor and regulate physical activity behavior (e.g., asking students to record daily physical activity and explain how any adjustments were made to regulate behavior)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 3</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>1</b>	<b>11</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 6-8: Content Analysis Standard 4</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	0	1	2	2
Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve one's level of physical fitness?	0	1	2	2
Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?	0	1	2	2
Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0	1	2	2
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 6-8: Student Assessment Standard 4</b>				
Protocols for assessing students' knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?	0	1	2	2
Protocols for assessing students' knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?	0	1	2	2
Protocols for assessing students' capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?	0	1	2	2
Protocols for analyzing students' personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>6-8 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 6-8: Content Analysis Standard 5</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside of physical education class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades 6-8: Student Assessment Standard 5</b>				
Protocols for assessing students' ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for analyzing students' personal and social respect regarding individual differences within and outside of physical education, such as observing students' behavior during class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>10</b>
<b>3-5 Content Analysis Score + Content Analysis Score =</b>	<b>5</b>	<b>15</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 6-8: Content Analysis Standard 6</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>10</b>
<b>Grades 6-8: Student Assessment Standard 6</b>				
Protocols for assessing students' knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>6-8 Content Analysis Score + Content Analysis Score =</b>	<b>1</b>	<b>11</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 9-12: Content Analysis Standard 1</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps to music?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>10</b>
<b>Grades 9-12: Student Assessment Standard 1</b>				
Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of steps?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using equipment to music?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 1</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>9-12 Content Analysis Score + Content Analysis Score =</b>	<b>3</b>	<b>13</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 9-12: Content Analysis Standard 2</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 2</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 9-12: Student Assessment Standard 2</b>				
Protocols for determining students' ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 2</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>9-12 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 9-12: Content Analysis Standard 3</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	0	1	2	2
Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	0	1	2	2
Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	0	1	2	2
Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0	1	2	2
<b>Content Analysis Score for Standard 3</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 9-12: Student Assessment Standard 3</b>				
Protocols for assessing students' knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	0	1	2	2
Protocols for determining students' ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	0	1	2	2
Protocols for determining students' ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	0	1	2	2
Protocols for determining students' capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	0	1	2	2
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0	1	2	2
<b>Content Analysis Score for Standard 3</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>9-12 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 9-12: Content Analysis Standard 4</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on basic exercise physiology concepts, such as: the brain's ability to send signals and receive them from muscles, the cardiorespiratory system's ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 9-12: Student Assessment Standard 4</b>				
Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for determining students' knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for analyzing students' personal health-related fitness programs, including an analysis of their personal fitness goals?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 4</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>9-12 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Appendix C**

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 9-12: Content Analysis Standard 5</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>10</b>
<b>Grades 9-12: Student Assessment Standard 5</b>				
Protocols for assessing students' ability to take initiative in leadership opportunities, such as determining how well a student used input to develop an after-school walking club?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
Protocols for analyzing students' knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 5</b>	<b>2</b>	<b>7</b>	<b>10</b>	<b>10</b>
<b>9-12 Content Analysis Score + Content Analysis Score =</b>	<b>4</b>	<b>14</b>	<b>20</b>	<b>20</b>

### Appendix C

**Scoring Rubric: Fully in Place = 2; Partially in Place = 1; Not in Place = 0**

<b>Grades 9-12: Content Analysis Standard 6</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and taught?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>Grades 9-12: Student Assessment Standard 6</b>				
Protocols for determining students' understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Protocols for assessing students' ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Content Analysis Score for Standard 6</b>	<b>0</b>	<b>5</b>	<b>10</b>	<b>10</b>
<b>9-12 Content Analysis Score + Content Analysis Score =</b>	<b>0</b>	<b>10</b>	<b>20</b>	<b>20</b>

**Appendix D: Overall PECAT Scores and Improvement Plan**  
**Overall PECAT Scores**

**Background:** Listed below are the content analysis and student assessment analysis scores for each of the six PECAT standards. In general, the school district's grade level scores are extremely weak and reflect a fragmented K-12 physical education program without any standardized curriculum and assessment program in place at this time.

Standards	Content Analysis Score				Standards	Student Assessment Score			
	K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12
Standard #1	3	2	3	3	Standard #1	0	0	0	0
Standard #2	3	1	0	0	Standard #2	0	0	0	0
Standard #3	2	0	0	0	Standard #3	0	0	1	0
Standard #4	4	0	0	0	Standard #4	0	0	0	1
Standard #5	3	2	3	2	Standard #5	0	0	2	2
Standard #6	0	1	1	0	Standard #6	0	0	0	0
<b>Total:</b>	<b>15</b>	<b>6</b>	<b>7</b>	<b>5</b>	<b>Total:</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>

**PECAT Curriculum Improvement Plan**

**Background:** Based on the extreme need to have a written K-12 curriculum and associated student assessment as reflected in the disappointing scores seen above, three major weaknesses were identified. These three major weaknesses were discussed by the PECAT Committee and the following actions were completed in the fall of 2012

Identified Weaknesses within PECAT Results	PECAT Committee Recommendations	Necessary Actions	Persons Responsible & Due Dates
(1) Inadequate and fragmented K-12 program without standardized written lessons aligned to the North Carolina State PE Standards.	(1) Learn more about the TEACHING & ASSESSING PE POWER STANDARDS curriculum. (2) Provide professional staff development opportunities. (3) Purchase needed instructional equipment and supplies.	(1) Contact TEACHING & ASSESSING PE POWER STANDARDS for more information on the K-12 lessons. (2) Contact TEACHING & ASSESSING PE POWER STANDARDS to determine the process for scheduling workshops (3) Conduct a school-by-school equipment inventory based on suggested TEACHING & ASSESSING PE POWER STANDARDS supply list.	(1) Jason Suggs by 10/1/2013 (2) Jason Suggs by 10/1/2013 (3) PE staff by 11/1/2013
(2) Inadequate and fragmented K-12 program without standardized student assessment and grading rubrics.	(1) Explore and gather more information on K-12 standards-based student assessment programs.	(1) Contact North Carolina Department of Education for leads and suggestions. (2) Contact other North Carolina PEP Grant winners for leads and suggestions.	(1) PE staff by 10/15/2013 (2) PE staff by 11/1/2013
(3) Inability to track and monitor student progress on the North Carolina State PE Standards over time.	(1) Explore and gather more information on Virtual PE Administrator assessment software.	(1) Provide list of desired student assessment requirements for Grades K-12. (2) Schedule video conferencing session to demo the Virtual PE Administrator.	(1) PE staff by 12/1/2013 (2) Lead Teacher by 12/15/2013

**Appendix E: Robeson County Schools HECAT 3-Year Projected Growth Due to Grant Activities**

**Scoring Rubric: All of the concepts = 4 (100%); Most of the concepts = 3 (67-99%);**

**Some of the concepts = 2 (34-66%); A few of the concepts = 1 (1-33%); None of the concepts = 0.**

<b>HECAT “Healthy Eating Module” Composite Score of K-12</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Standard 1:</b> Health Information/Concepts (Concept Coverage)	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 2:</b> Analyzing Influences (Student Learning/Application)	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 2:</b> Analyzing Influences (Teacher Instruction/Assessment)	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 3:</b> Accessing Valid Information (Student Learning/Application)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 3:</b> Accessing Valid Information (Teacher Instruction/Assessment)	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 4:</b> Communication Skills (Student Learning/Application)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 4:</b> Communication Skills (Teacher Instruction/Assessment)	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 5:</b> Decision Making (Student Learning/Application)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 5:</b> Decision Making (Teacher Instruction/Assessment)	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 6:</b> Goal Setting (Student Learning/Application)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 6:</b> Goal Setting (Teacher Instruction/Assessment)	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 7:</b> Practicing Healthy Behaviors (Student Learning/Application)	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 7:</b> Practicing Healthy Behaviors (Teacher Instruction/Assessment)	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>
<b>Standard 8:</b> Advocating for Health (Student Learning/Application)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Standard 8:</b> Advocating for Health (Teacher Instruction/Assessment)	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Total:</b>	<b>25</b>	<b>37</b>	<b>52</b>	<b>68</b>

**Appendix E: Robeson County Schools HECAT 3-Year Projected Growth Due to Grant Activities**

**HECAT Curriculum Improvement Plan**

**Background:** Based on the extreme need to have a sound K-12 curriculum to address weaknesses in the Healthy Eating Module, three major weaknesses were identified. These three major weaknesses were discussed by the committee members and the following actions were completed in the fall of 2012.

<b>Identified Weaknesses within HECAT Results</b>	<b>HECAT Committee Recommendations</b>	<b>Necessary Actions</b>	<b>Persons Responsible &amp; Due Dates</b>
(1) Inadequate and fragmented K-12 program <u>without</u> standardized written lessons aligned to the 13 Healthy Eating behavior outcomes.	(1) Learn more about the <i>Student Health Force</i> curriculum.  (2) Provide professional staff development opportunities.	(1) Contact <i>Student Health Force</i> for more information on the K-12 lessons.  (2) Contact <i>Student Health Force</i> to determine the process for scheduling workshops.	(1) Jason Suggs by 10/1/2013  (2) Jason Suggs by 10/1/2013
(2) Inadequate and fragmented K-12 program <u>without</u> standardized student assessment and grading rubrics aligned to the 13 Healthy Eating behavior outcomes.	(1) Explore and gather more information on K-12 standards-based student assessment programs.	(1) Contact North Carolina Department of Education for leads and suggestions.  (2) Contact other North Carolina PEP Grant winners for leads and suggestions.	(1) Jason Suggs by 10/15/2013  (2) PE staff by 11/1/2013
(3) Inability to track and monitor student progress on the 13 Healthy Eating behavior outcomes over time.	(1) Explore and gather more information on Virtual PE Administrator assessment software.	(1) Provide list of desired health student assessment requirements for Grades K-12.  (2) Schedule video conferencing session to demo the Virtual PE Administrator.	(1) PE staff by 12/1/2013  (2) Jason Suggs by 12/15/2013

## **Appendix F: PEP Grant Project Manager Job Description**

**Position Summary:** Provide professional leadership and oversight for the district's Carol M. White PEP Grant program. Provide professional leadership for the implementation and monitoring of curriculum activities, resources and assessment associated with the PEP Grant. Coordinate district-wide physical education workshops, professional development, and on-site visits to ensure proper implementation of grant activities. Other duties as assigned by supervisor.

### **General Qualifications/Job Requirements:**

- Minimum of 5 years teaching experience. Current teaching certificate in physical education or a related field is required. Masters degree preferred.
- Must have excellent organizational skills. Must be able to deal with a variety of individuals. Needs to have the ability to organize several tasks simultaneously.

### **Duties and Responsibilities:**

- Oversee and coordinate the implementation of the PEP Grant (2013-2016).
- Coordinate the District physical education curriculum writing, development of curriculum materials, implementation and evaluation for PEP Grant.
- Schedule and supervise district-wide professional development activities for the PEP Grant.
- Serve as expert resource person for PEP Grant and maintain research based materials on current educational issues related to grant activities.
- Facilitate collaboration and integration of community resources as pertaining to the PEP Grant.
- Communicate on a regular basis with physical education teachers and update them on current issues.
- Communicate with principals and district administration concerning district PEP Grant programs and events.
- Order and update the PEP Grant purchase orders as needed.
- Represent the District on appropriate community committees and groups pertaining to the PEP Grant.
- Participate in subject area professional organizations and conventions at the local, district, and national levels.

## **Appendix F: PEP Grant Data Coordinator Job Description**

**Position Summary: Full-time 12 months.** Provide technical assistance and support for the timely data collection process, the implementation of the new web-based platforms (i.e. Virtual PE Administrator, Student Health Force) and the associated data collecting instructional tools (i.e., Notebooks, heart rate monitors, pedometers). Coordinate the district-wide implementation of the new data collection requirements associated with grant activities. Other duties as assigned by supervisor.

### **General Qualifications/Job Requirements:**

- Basic knowledge of and the ability for growing expertise related to commonly used data management tools and curriculum software commonly used by educators (i.e., Word, Excel, Filemaker Pro, Palm Pilots, iTouch/iPad, Blackboard, Moodle)
- Must have excellent organizational skills. Must be able to deal with a variety of individuals. Needs to have the ability to organize several tasks simultaneously.
- Skills in Adobe Suite software and the ability to upload video, Powerpoint presentations, pdfs, and other documents to the web will be helpful.

### **Duties and Responsibilities:**

- Oversee and supply technical support for the PEP Grant instructional data tools and programs related to the Virtual PE Administrator, Student Health Force, and other technology-rich projects.
- Develop self-assessment checklists to determine comfort and skill levels of physical education teachers in relationship to the new student assessment programs. Assist and provide 1:1 technical assistance in person or by phone as needed.
- Model the integration of technology for student assessment purposes.
- Communicate on a regular basis with physical education teachers to assess the implementation of the data collection process.
- Participate in subject area professional organizations and conventions at the local, district, and national levels.

## Appendix F: PEP Grant Administrative Assistant Job Description

**Definition:** Working under the supervision of the PEP Grant Program Manager, the full- time Administrative Assistant oversees and manages all office procedures and other tasks as assigned by the Program Manager.

### **Duties and Responsibilities:**

1. Oversee all aspects of general office coordination.
2. Maintain office calendar to coordinate work flow and meetings.
3. Maintain confidentiality in all aspects of student, staff and school information.
4. Monitor and assist with maintenance of the organization's website.
5. Interact with teachers, vendors and visitors.
6. Answer telephones and transfer to appropriate staff member.
7. Open, sort and distribute incoming correspondence, including faxes and email.
8. Sign for and distribute UPS/FedEx or similarly delivered packages.
9. Prepare responses to correspondence containing routine inquiries.
10. Perform general clerical duties to include, but not limited to, bookkeeping, copying, faxing, mailing and filing.
11. File and retrieve organizational documents, records and reports.
12. Coordinate and maintain records for staff, office space, telephones, parking, debit card and office keys.
13. Coordinate and direct office services, such as records, budget preparation, personnel and housekeeping.
14. Create and modify documents such as invoices, reports, memos, letters and financial statements using word processing, spreadsheet, database and/or other presentation software such as Microsoft Office, QuickBooks or other programs.
15. May conduct research, compile data and prepare papers for consideration and presentation to the Board of Education, staff and Community Partners.
16. Set up and coordinate meetings and conferences.
17. Prepare agendas and make arrangements for committee, Board or other meetings.
18. Interact with the organization's key partners.
19. Attend Board, committee meetings or other meetings as requested in order to record minutes.
20. Compile, transcribe and distribute minutes of meetings.
21. Make travel arrangements for staff, board and volunteers.
22. Collect and maintain inventory of office equipment and supplies.

## Appendix F: PEP Grant Lead PE Teacher Job Description

**Position Summary:** Provides assistance and support for the PEP Grant programming and data collection by working directly with PE teachers. This is a stipend based position to be given to 3-4 currently employed PE teachers as an additional duty. Designated Lead PE Teachers will be given a stipend equal to Department Chair funding.

- Responsible for daily operation of the PEP Grant program as well as long-term oversight of planning, scheduling, and curriculum development.
- This position reports to the PEP Grant Program Manager (GPM).

**Primary Job Duties:** A key job responsibility for this position is sharing GPRA and project-specific data with individual PE teachers and principals at the end of each 9-weeks so that all schools are a part of an continuous feedback loop for the entire 3 year grant period.

**Other Duties and Responsibilities:** Facilitate the GPRA data collection process (i.e., assist PE teachers in collecting student data correctly and in a timely manner). PEP Grant measures will include the following:

- a. Pacer Data collection
- b. 3 Day Physical Activity Recall Surveys
- c. Fruit and Vegetable Consumption Surveys
- d. Pedometer Data collection – 4 days for grades K-4; 7 days for Grades 5-12
- e. Student BMI Data collection
- f. HECAT and PECAT assessments
- g. Student Data to determine changes in students meeting State Standards

**Note to PEP Grant Reviewers:** The strategy to use Lead PE Teachers is in response to the huge data-collection burden placed upon school districts receiving Carol M. White PEP Grant funds under a new set of regulations and additional requirements. Without these individuals, it is highly unlikely that we will be able to collect the required GPRA data in a timely manner based on having to do 5 data collection cycles in the first year (2011-2012) and 4 data collection cycles in Years 2 and 3.

**Appendix G: School Health Alliance/SHAC Members**

**PSRC – School Health Advisory Council (SHAC)**

Black	Mary	Southeastern Health - Community Health Services
Clark	Tillie	Registered Dental Hygienist - NC Oral Health
Emanuel	Linda	PSRC - Assistant Superintendent
Evans	Sandra	PSRC – K-8 Supervisor (SHAC – Chairperson)
Haigler	Amy	PSRC – Parent Center
Hammonds	Lekisha	Southeastern Health - Community Health Services
Harris	Audrey	PSRC - Nutrition
Hathaway	Jill	PSRC – Principal (Piney Grove)
Hunt	Felicia	PSRC – Nutrition Director
Jones	Niakeya	Robeson County Health Department - Supervisor
Leggett	Kim	Robeson County Health Department – Child Health Supervisor
Locklear	Tammy	PSRC - Nurse
Lowry	Dr. Jo Ann	PSRC – Board Member
Lowry	Tommy	PSRC – Assistant Superintendent
McDaniel	Kathryn	PSRC – Nursing Supervisor
Nance	Nancy	PSRC - Nurse
Odum	Wanda	PSRC - Secretary
Satterwhite	Tripp	PSRC – Physical Educator/High School Athletic Director
Sellers	Melinda	PSRC – Principal (Carroll Middle)
Smith	Mark	PSRC – Principal (Career Center)
Suggs	Jason	PSRC – Healthful Living/Safe Schools Coordinator, Athletic Director

Tramel	Sandra	PSRC - Nurse
White	Darlene	Lumberton Children's Clinic – Lead Nurse
Zepaltas	Diane	Southeastern Health – Project Health Coordinator

### **PSRC School Wellness Policy Committee**

Dwayne Smith – PSRC School Board Member (Chairperson)

John Campbell – PSRC School Board Member

Dr. JoAnn Lowry – PSRC School Board Member

Brenda Ferebee – PSRC School Board Member

Gary Strickland – PSRC School Board Member

Sandra Evans – PSRC K-8 Supervisor (SHAC Chairperson)

Audrey Harris – PSRC Nutrition

Felicia Hunt – PSRC Nutrition Director

Kathryn McDaniel – PSRC Nursing Supervisor

Nancy Nance – PSRC Nurse

Jason Suggs – PSRC Healthful Living/Safe Schools Coordinator, Athletic Director

**Appendix H: PEP Grant Principal's Agreement Form**

**(Approved by the Superintendent)**

**Certification Statement:** By my signature below, I agree that our school and staff will participate in the school district's Carol M. White PEP Grant proposal. Through this agreement it is understood that our participating physical education program will receive additional equipment and support to enhance our students' physical education experience. This equipment will be solely put to use within the PE program (i.e., not to enhance the existing athletic program), allowing the students to be introduced to innovative ways of physical fitness and education. In return for this equipment and on-going staff development training, our PE teachers will be required to submit the data for the program to enable analysis of the associated projects of the proposed Carol M. White PEP Grant application. This data will be submitted to the Central Office.

I understand that after this three year grant period is up, that all maintenance and replacement of PE equipment parts (i.e., treadmill belt) will be the responsibility of the school. Approximately \$500 will be set aside on annual basis during these initial three years so that at least \$1,500 will be available to serve in this capacity in Years 4 and on as needed. It is further understand that the school or school district will not receive monetary reimbursement for the teacher's time spent on data collection during or beyond school hours. This is a part of the teacher's responsibility and will be handled as the school and physical education teacher see fit.

As an administrator, I will ensure that our teachers participate in the program to the best of their abilities, fulfilling the requirements placed before them as outlined in our submitted grant proposal. Additionally, the school's computer lab will be scheduled to facilitate the required data collection process as directed by the PEP Grant evaluator.

Name of School: \_\_\_\_\_

School Administrator's Name: \_\_\_\_\_ (Please print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix I: How the Proposal Meets PEP Requirements 2, 3, 4, 5, 7**

**Requirement 1- Using the School Health Index, Modules 1-4:** *As seen in Appendix C and throughout this proposal, we used the results of the School Health Index (Modules #1-4) to identify program weaknesses to develop this proposal. In fact, the primary reform effort stems from information provided for this in-depth systematic tool.*

**Requirement 2 – Nutrition and Physical Activity-Related Policies:** *For this grant, we will track and monitor the associated School Health and Safety Policies, Health Education Policies, Physical Education and Physical Activity Policies, and Nutrition Services Policies in the SHI.*

**Requirement 3 – “Local Wellness Policies” and**

**Requirement 4 – “Related Federal, State, and Local Initiatives.”** *As required by our district’s Local Wellness Policy statement, we will coordinate the grant activities will on-going local, state, and federal initiatives. These include the State’s “Move More, Eat Smart” program, CDC’s Coordinated School Health Program’s Model, and the USDA’s Team Nutrition initiative currently endorsed by the district’s SHAC (School Health Advisory Council).*

**Requirement 5 – Physical Education and Nutrition Instruction Curricula:** *As stated before, we have used both the PECAT and HECAT assessments. Based on the results, we will be implementing both Teaching & Assessing PE Power Standards and Student Health Force.*

**Requirement 6 – Equipment Purchases:** *As seen in the signed Assurance Form, we will solely use PEP Grant funds that are clearly aligned to the proposed PE and nutrition program. Additionally, a “Principal’s Agreement” form has been approved by the Superintendent.*

**Requirement 7– Increasing Transparency and Accountability:** *With the Virtual PE Administrator platform, parents and students can view progress as needed. The aggregate-level data will be accessible to the public on a “PEP Grant Website.” A new Teacher Observation Assessment tool will be used to evaluate the implementation of the desired teaching practices.*

**Appendix J: PEP Grant Teacher Evaluation & Observation Form**

Name of Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Unit of Instruction: \_\_\_\_\_

**I. Observation of Instructional Planning Strategies**

**\*\*Rating Scale:** 1 = Not present      2 = Needs attention      3 = Good      4 = Excellent

<b>Indicators for Strong Instructional Planning in PE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1. Class is started quickly and efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Objectives are well defined and stated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Equipment is ready and sufficient for maximized learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lesson is sequential and developmentally appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Environment is safe and conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Written and well developed lesson plans are provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Observation of Instructional Presentation**

**\*\*Rating Scale:** 1 = Not present      2 = Needs attention      3 = Good      4 = Excellent

<b>Indicators for Strong Instructional Presentation in PE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
7. Clear and straight forward directions are given	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Critical thinking and problem solving are encouraged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Relevant examples and brief demonstrations are offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Practice time is provided; assistance offered as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Appropriate lesson pace and smooth transitions are evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Skill correction, as well as encouraging feedback offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Students are actively learning and participating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Assessment occurs and is based on class objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Lesson closure occurs and relates to class objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**III. Observation of Student Management**

**\*\*Rating Scale:** 1 = Not present      2 = Needs attention      3 = Good      4 = Excellent

<b>Indicators for Strong Student Management in PE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
16. Rules of conduct and routine procedures are evident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Instructional opportunities are adapted to diverse learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. All students are treated in a fair and equitable manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Social skills are developed through the physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Student behavior is monitored and corrected as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* This form has been shared and agreed upon by all physical education teachers and will be used as a part of the proposed Carol M. White PEP Grant. These teacher observations will allow the Grant Project Management Team to monitor and assess the incorporation of the recommended instructional strategies into the physical educators' day-to-day teaching.

**\* Performance Descriptors Related to the Observation Form**

Evaluation Criteria	What this looks like in Physical Education
1. Class is started quickly and efficiently	Students are instantly active as they enter the classroom. Warm-ups and instant activities are provided and students understand the procedure to begin class. The lesson focus is quickly delineated. Attendance is efficiently checked using “active roll call” strategies as taught in the K-12 TEACHING & ASSESSING PE POWER STANDARDS training. Minimum organization is necessary to start movement/learning.
2. Objectives are well defined and stated	The skill/concepts to be learned are stated at the beginning of the lesson. The objective is put into a context appropriate to the student learning level.
3. Equipment is ready and sufficient for maximized learning	All available class time is used for learning and not for setting up/getting out of equipment. There is enough equipment for every student to insure maximum participation and student learning.
4. Lesson is sequential and developmentally appropriate	Skills/concepts are appropriate for the level of the learner and are presented in a logical format. Skills are broken down into learnable segments. Drills and lead-up activities are appropriate to the development of the skill/concept. Rules and game space are modified to increase learning and skill development.
5. Environment is safe and conducive to learning	The teaching space is free from clutter, unused equipment and other safety hazards. Activities are organized to minimize the chance or injury. The space is adequate for the activities selected.
6. Written and well developed lesson plans are provided	A written lesson plan is offered and demonstrates planning to achieve student learning. Plan is based on lesson objectives and related to specific state standards.
7. Clear and straight forward directions are given	Instruction time is minimized so that learning time is maximized. Rules/strategies are introduced throughout the class instead of all at once. Drills and activities are clearly understood by the students.
8. Critical thinking and problem solving are encouraged	Students are given opportunities to generate strategies, create sequences, and/or incorporate cognitive processes.
9. Relevant examples and brief demonstrations are offered	Effective and active demonstrations are provided. Appropriate cues for skill development are offered. Skill is connected to prior and future skill development.
10. Practice time is provided; assistance offered as needed	Practice time for skill development is provided prior to game play. Teacher provides modifications for students at different skill levels. This differentiated instruction should have an 80% success rate. Practice is observed and corrective feedback is offered.

**(Continued on next page)**

**\*Notes:** (1) Each PE teacher will be formally evaluated 3 times a year by the school principal or the principal’s designee (i.e., Vice-Principal, PEP Grant Project Manager, etc.). (2) All evaluators, including each school principal, will complete a special 3-hour training session approved by the school superintendent to ensure quality and consistency across the school district. (3) Copies of the evaluation will be placed in the teacher’s files at school with a copy placed in the school district’s personnel records.

**Performance Descriptors Related to the Observation Form (Continued)**

Evaluation Criteria	What this looks like in Physical Education
11. Appropriate lesson pace and smooth transitions are evident	The pace of the instructed activities keeps the students engaged. All students are challenged by the lesson. The transition from one activity to another is smooth and relevant. Students are not confused and time is not wasted. Necessary adaptation of the lesson plan occurs with little frustration.
12. Skill correction, as well as encouraging feedback offered	Corrective feedback on performance is offered. Alternate learning cues are given to help to students achieve. Negative comments or “cutting” remarks are not seen.
13. Students are actively learning and participating	Students appear motivated and are willing to take risks in attempting new skills. Games where elimination occurs are not seen. Small teams are used and equipment for each student (or at least for every two students) is available. Few students venture off-task or cause disruptions.
14. Assessment occurs and is based on class objectives	Consistent verbal interactions occur and with proximity. Students are provided information on their performance. Active monitoring occurs during the lesson to assess student understanding of skill/concept. Student work and assessments are available upon request.
15. Lesson closure occurs and relates to class objectives	A closure of the lesson includes a cool-down period, as well as a review/discussion/summary of the skills/concepts learned.
16. Rules of conduct and routine procedures are evident	Rules of conduct and routine procedures are evident. Students understand behavior expectations and consequences. Procedures for getting equipment, forming teams, aligning starting points, etc. are apparent.
17. Instructional opportunities are adapted to diverse learners	Instructional strategies and expectations are adjusted based on individual differences and needs. Accommodations and modifications are made for students with disabilities or varied learning styles. All students are included.
18. All students are treated in a fair and equitable manner	Interactions between the teacher and the students are respectful and courteous. The teacher is positive, enthusiastic, and compassionate with the students.
19. Social skills are developed through the physical activities	Groups/partners are changed often to allow for social interaction and involvement of all students. Students demonstrate concern for fellow students while performing. Good sportsmanship and cooperative behaviors are promoted.
20. Student behavior is monitored and corrected as necessary	Behavior is monitored by proximity, as well as from across the court/field. Appropriate behavior is acknowledged. Inappropriate behavior is handled with confidence using learned TEACHING & ASSESSING PE POWER STANDARDS teaching strategies (i.e., “80-20” rule, reinforcement of “Ground Rules,” etc.)

**Appendix K: Key PEP Personnel Vitas**

**Christopher Jason Suggs**



**Objective:** To obtain a position that would allow me to use my education and experience to assist others in reaching their goals.

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**Experience:**

- 2011-Current Public Schools of Robeson County Athletic Director and Driver Education Coordinator*  
District Director in charge of Athletics, Driver Education, Healthful Living, Safe Schools, and Curriculum Focus Intervention Team Member.
- 2009-2011 Principal, Fairmont High School*  
Oversaw the improvement of Fairmont High from an EC Composite score of 56% and Priority Status to 74% and High Growth over 2.5 years.
- 2007-2009 Principal, Robeson County Career Center*  
Administrator of the Shared Time Vocational Center that saw record numbers and recognition while achieving VoCats scores over 90%.
- 2005-2007 Assistant Principal, Lumberton High School*
- 1999-2005 Teacher, Lumberton High School*  
I taught Algebra and Driver Education
- 1998-1999 Teacher, Lumberton Junior High School*

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**Education:**

- 2000-2003 Masters of School Administration*  
University of North Carolina at Pembroke, Pembroke NC
- 1998-2000 NC Teacher Licensure requirements*  
Fayetteville State University, Fayetteville, NC
- 1993-1998 Bachelor of Science in Mathematics*  
University of North Carolina at Pembroke, Pembroke NC

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**References**

Superior Court Judge Greg Bell Walnut St. Lumberton, NC 28358 (910) 618-4752	District Court Judge Herbert Richardson 2702 Shaw Avenue Lumberton, NC 28358 (910) 738-3886	Retired Superintendent Greg Killingsworth Hope Mills, NC (910) 920-6247
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## Appendix K: Key PEP Personnel Vitas

### Jim Rich Vita

#### Jim Rich

(b)(6)

#### EDUCATION

- East Carolina University, Masters of Arts in Education/Physical Education, 1984
- University of North Carolina at Wilmington, Bachelor of Arts/Physical Education, 1973

#### TEACHING RELATED PROFESSIONAL EXPERIENCES

- (1) Physical Education Consultant (Present)
  - Wake County Public Schools, Raleigh, NC
  - Walker County Schools, Jasper, Alabama (PEP Grant)
  - Millcreek Public Schools, Erie, PA (PEP Grant)
  - Glendale Public Schools, Flinton, PA (PEP Grant)
- (2) Instructor, UNC-CH, School of Education (2006)
- (3) Master Teacher, Studies to Treat or Prevent Pediatric Type 2 Diabetes (2004-2005)
- (4) School of Nursing, The University of North Carolina at Chapel Hill
- (5) Teacher, Adapted Physical Education, Gateway Education Center (1999-2004)
- (6) Adapted Physical Education Consultant, Exceptional Children Division (1984-1999)  
North Carolina State Department of Public Instruction
- (7) Adapted Physical Education Specialist, New Hanover County Schools (1974-1984)

#### PHYSICAL EDUCATION WORKSHOPS/PRESENTATIONS

Conducted over 800 workshops/presentations on different topics in Physical Education, Adapted Physical Education and Special Education Issues for teachers, administrators, parents, and university students.

#### PROFESSIONAL RECOGNITION

- MEMORIAL AWARD: Spring Physical Education Leadership Training (SPELT). 2005
- OUTSTANDING ALUMNI AWARD: The School of Health and Human Performance, East Carolina University, 2001.
- NCAAHPERD HONOR AWARD: In Recognition of Distinguished Service. Presented by the North Carolina Alliance of Athletics, Health, Physical Education, Recreation & Dance, 1996.
- CAMP CAESAR HALL OF FAME: WV Association for Elementary Physical Education. 1994.
- SPECIAL RECOGNITION AWARD: Presented by the Adapted Physical Activity Council of the American Alliance for Health Physical Education Recreation and Dance. 1990.

**Appendix L: Partnership Agreements**

**LEA Partner:** Public Schools of Robeson County (PSRC), Dr. Johnny Hunt, Superintendent

**Roles and Responsibilities:** The Public Schools of Robeson County will serve as the lead agency for the **GUIDE** PEP Grant proposal. In assuming this role, PSRC will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Program (Implementation of programs/activities, GPRA data collection, reports);
- Fiscal management (Bids, procurement, etc.);
- Placement of personnel (PEP Grant Program Manager, secretary, etc.);
- Community Partnerships (Coordination, oversight, etc.)

**Contribution to the Project and Sustainability:** As the lead agency, we will perform all stated activities and responsibilities as stated in the **GUIDE** proposal. This agreement is in support of **GUIDE** PEP project and was developed after timely and meaningful consultation between the required partners.

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



**Dated:** \_\_\_\_\_

4-10-13

**Higher Education Partner:** University of North Carolina at Pembroke (UNCP), Dr. Tommie Thompson, Physical Education Department Chairperson

**Roles and Responsibilities:** The UNCP Partnership will assist in the expansion of physical activity during the school day as described in the **GUIDE PEP** Grant proposal. In assuming this role, UNCP Partnership staff will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Provide facilities for cooperative events and programs with PSRC families
- Develop and implement a Presidential Physical Youth Fitness Program District Competition
- Host swimming events, water safety camps and provide swimming instruction for PSRC students

**Contribution to the Project and Sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will assist with physical activity opportunities, and participate in at least one parent outreach event on an annual basis. This agreement is in support of **GUIDE PEP** project and was developed after timely and meaningful consultation between the required partners.

**Signature of Higher Education Authorized Representative:**

**Dated:** 10 April 2013

(b)(6)

**Child Nutrition Partner:** Public Schools of Robeson County (PSRC), Felicia Hunt, District Director

**Roles and Responsibilities:** The PSRC Child Nutrition Program will serve as a partner for the nutrition outreach program for families. This includes helping students and parents to understand key nutrition strategies (Healthy Meals – Healthy Children, My Plate Nutrition Education Series) as described in the **GUIDE** PEP Grant proposal. In assuming this role, Child Nutrition staff will coordinate and implement the following activities:

- Implementing the “Cafeteria is a Classroom” model by using and encouraging the use of proven nutrition education teaching tools as recommended by the North Carolina Department of Health and Human Services
- Send staff to in the North Carolina Conference for Child Nutrition Administrators on an annual basis
- Pilot Grab and Go Breakfast and Fruits and Vegetable grants at selected schools
- Participate in parent outreach programming as recommended by SHAC groups on an annual basis

**Contribution to the Project and Sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district’s SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of **GUIDE** PEP project and was developed after timely and meaningful consultation between the required partners.

**Signature of Child Nutrition Authorized Representative:**

(b)(6)

**Dated:** 4/10/13

**CBO Partner:** Robeson County Parks and Recreation (RCPR), Wendy Chavis, Director

**Roles and Responsibilities:** The RCPR will serve as a partner for the after-school and family outreach programs as described in the GUIDE PEP Grant proposal. In assuming this role, the RCPR will implement all facets of the PEP activities as seen in this proposal including:

- Coordination of after-school programs at designated sites across the district
- Promote programs and enrichment activities that increase family engagement and overall wellness
- Provide programs that allow students to participate in a variety of recreational, social and cultural activities
- Work as a team with selected district physical education staff to establish and maintain meaningful structure in the after-school program

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will provide recreational opportunities and participate in at least one parent outreach event on an annual basis. This agreement is in support of the GUIDE PEP grant project and was developed after timely and meaningful consultation between the required partners.

**Signature of RCPR Authorized Representative:**

**Dated:** 4-10-2013

(b)(6)

**CBO Partner:** First Tee of Robeson County (FTRC), Jamie Locklear, Director

**Roles and Responsibilities:** The FTRC will serve as a partner to expand physical activity opportunities and family outreach programs as described in the **GUIDE PEP** Grant proposal. In assuming this role, the FTRC will implement all facets of the PEP activities as seen in this proposal including:

- Promote positive youth development through the game of golf
- Provide First Tee character-building and life skills curriculum training to district physical educators
- Assist in securing needed equipment for the district's 24 elementary and 11 middle schools to use with students in the development of golf skills
- Assist in coordinating competitive golfing events for district students utilizing local facilities
- Work as a team with district physical education staff to establish and maintain meaningful structure in the First Tee Program

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to provide First Tee Program opportunities and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE PEP** grant project and was developed after timely and meaningful consultation between the required partner (b)(6)

**Signature of FTRC Authorized Representative:** \_\_\_\_\_

**Dated:** 4-10-13

(b)(6)

**CBO Partner:** Lifestyle Fitness Center (LFC) at Southeastern Health, Montressa Smith, Director of Fitness Services

**Roles and Responsibilities:** The LFC will serve as a partner in the expansion of physical activity opportunities as described in the **GUIDE** PEP Grant proposal. In assuming this role, LFC will implement all facets of the PEP activities as seen in this proposal including:

- Partner with PSRC through health and wellness programs to improve fitness and increase activity
- Provide district physical education staff with training opportunities in the areas of Zumba, Yoga, Plyometrics, Pilates, Water Aerobics, etc.
- Work as a team with physical education staff to establish and maintain meaningful structure in the district's physical education program

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district's SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE** PEP grant project and was developed after timely and meaningful consultation between the required partners,

**Signature of LFC Authorized Representative** (b)(6) \_\_\_\_\_

**Dated:** 4/11/13

**Local Government Partner:** Robeson County, Ricky Harris, County Manager

**Roles and Responsibilities:** Robeson County Government will serve as a partner for the **GUIDE** PEP Grant proposal. In assuming this role, Robeson County will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Increase coordination of local community and governmental policy makers for broader public support and awareness of stronger nutrition and physical activity programs
- Provide support to the school district in the development of nutrition and wellness outreach programs
- Encourage individual health awareness through interpersonal, organizational, environmental, and educational outreach activities that promote positive lifestyle changes

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district's SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE** PEP grant project and was developed after timely and meaningful consultation between the required partners.

**Signature of Robeson County Authorized Representative:**

(b)(6)

**Dated:** 4/10/13

**Community Medical Center Partner:** Southeastern Health (SH), Diane Zepaltas, Community Health Services, Community Dietitian

**Roles and Responsibilities:** The community dietitian will serve as a partner as described in the **GUIDE** PEP Grant proposal. In assuming this role, SH will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Offer nutrition education classes in the classroom targeted at elementary school-aged children
- Develop on-site school walking trails designed to encourage physical activity during school hours
- Provide nutrition information on the fruits and vegetables served through the USDA Fresh Fruit and Vegetable Program

**Contribution to the Project and Sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district's SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE** PEP project and was developed after timely and meaningful consultation between the required partners.

**Signature of Community Medical Center Authorized Representative:**

(b)(6) MS RD

**Dated:** 4-10-13

## **Appendix M: GEPA Statement**

### **GEPA 427 Statement**

Historically, there are two prominent equity issues that relate to this grant proposal: gender and disability. Within the school district training on gender equity and diversity has been offered systematically over the past several years to all school district personnel.

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All the programs strategies and curricula are inspected for these barriers, especially the barriers of gender and disability. To the extent that these population groups may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment. As described in the following, our plan of operation ensures that these and other possible barriers to equal access and treatment are eliminated for traditionally underrepresented groups and individuals.

#### **Elimination of Possible Disability Barriers**

We have a commitment to ensure equal access and treatment to students with disabilities, and every effort is made to ensure the elimination of possible disability barriers within the school programs, courses and activities. This strictly adheres to the provisions outlined in the Americans with Disabilities Act, as well as to the anti-discrimination policy that specifically states that no person shall be discriminated against due to a disability. A qualified adapted physical education consultant will be used in planning all grant activities. This individual will be responsible for ensuring that all program models are found to be age appropriate and free of ethnic and cultural bias from a special-needs perspective.

#### **Elimination of Possible Gender Barriers**

Proactive measures are taken within the grant to ensure both male and female students have equal access to and treatment in all areas of school life, specifically in courses or activities that are traditionally underrepresented by either of the sexes. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses while boys are encouraged to excel in language arts and foreign languages. Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success. The grant will use curriculum and developmentally appropriate programs and activities that will create equal opportunity and access for both genders.

#### **Elimination of Possible Racial Barriers**

Representatives from a culturally diverse background will be used as advisory council members. This group will provide insight into cultural values and norms that pertain to diet, exercise, and wellness, for the ethnic groups represented in our area.

U.S. DEPARTMENT OF EDUCATION						
BUDGET INFORMATION						
NON-CONSTRUCTION PROGRAMS						
<b>Public Schools of Robeson County (GUIDE)</b>			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)
Personnel	\$149,500	\$149,500	\$149,500	\$0	\$0	\$448,500
Fringe Benefits	\$43,040	\$43,040	\$43,040	\$0	\$0	\$129,120
Travel	\$82,500	\$80,500	\$80,500	\$0	\$0	\$243,500
Equipment	\$255,970	\$296,611	\$315,697	\$0	\$0	\$868,278
Supplies	\$122,929	\$86,689	\$63,600	\$0	\$0	\$273,218
Contractual	\$71,780	\$71,780	\$71,780	\$0	\$0	\$215,340
Construction	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0
Total Direct Costs (lines 1-8)	\$725,719	\$728,120	\$724,117	\$0	\$0	\$2,177,956
Indirect Costs	\$22,313	\$20,497	\$19,400	\$0	\$0	\$62,210
Training Stipends	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Costs (lines 9-11)</b>	<b>\$748,032</b>	<b>\$748,617</b>	<b>\$743,517</b>	<b>\$0</b>	<b>\$0</b>	<b>\$2,240,166</b>

FORM NO. 524

<b>Name of Institution/Organization</b> <b>Public Schools of Robeson County (GUIDE)</b>	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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**NON-FEDERAL FUNDS (matching in-kind contributions)**

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						
<b>Total Costs</b> <b>12. (lines 9-11)</b>						

**SECTION C - OTHER BUDGET INFORMATION (see instructions)**

ED FORM NO. 524

<b>Section C - Other Budget Information</b>						
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<b>Budget Detail</b>						
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All Personnel and fringe benefit costs are based on the current rates. Travel costs including workshop expenses are based upon the local hotel charges and the District's rates for reimbursing mileage and per diem. Equipment and materials/supplies costs are in accordance with state contract figures or vendor-supplied cost estimates, and contractual rates are in accordance with regional market values.

	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
				In-Kind	In-Kind	In-Kind

(b)(4)

Grant Program Manager (1FTE, 12MOE, based on Lead Teacher salary schedule, 0-10 years experience, graduate degree).	\$55,000.00	\$55,000.00	\$55,000.00	(b)(4)
Administrative Assistant (1FTE, 12MOE, based on local salary requirements).	\$32,000.00	\$32,000.00	\$32,000.00	
Data Collection Coordinator (1 FTE, 12MOE, based on local salary requirements).	\$40,000.00	\$40,000.00	\$40,000.00	
Three Lead PE Teachers (to be paid a stipend of \$2,500) for each year of the grant.	\$7,500.00	\$7,500.00	\$7,500.00	
Certified teacher substitutes, permitting teachers to attend professional staff development programs on project activities in the grant and proper use of physical education equipment, materials and supplies (estimated for 200 substitutes per year at \$75 per substitute)	\$15,000.00	\$15,000.00	\$15,000.00	

(b)(4)

				(b)(4)
<b>TRAVEL</b>				
Travel for one person to attend the two-day project directors' meeting, estimated at \$2,000 per person to include travel, hotel, and per diem)	\$2,000.00			
Travel for two persons to attend the three-day OSDFS National conference (estimated at \$2500 per person to include travel, hotel, and per diem)	\$5,000.00	\$5,000.00	\$5,000.00	
Travel for Program Manager and PE teachers (15 staff total) to a national professional conference to present findings and results of grant project (estimated at \$2,500 to include registration, mid-week airfare, ground transportation, lodging and meals).	\$37,500.00	\$37,500.00	\$37,500.00	
Travel for teachers to attend staff development opportunities related to the grant (I.e., State AHPERD). 40 staff at \$800 to include registration, ground transportation, lodging and meals.	\$32,000.00	\$32,000.00	\$32,000.00	

Travel for project evaluators, consultants/presenters, curriculum developers, program manager, program director. 8 trips @\$750/trip	\$6,000.00	\$6,000.00	\$6,000.00
<b>Travel Subtotal</b>	<b>\$82,500.00</b>	<b>\$80,500.00</b>	<b>\$80,500.00</b>
<b>EQUIPMENT</b> (> \$5,000 per unit cost)			
Physical education equipment packages (need total of 6 elementary, 4 middle and 4 high school unit for at \$8,676/elem; \$12,560/middle, \$16,789/high). Plus 10% S&H; to be purchased over 3 years	\$51,371.39	\$51,371.39	\$83,655.29
4 Precor TRM885/P80 Treadmill/120V @\$7,895 Plus10% S&H; to be purchased over 3 years		\$17,369.00	\$17,369.00
4 Precor AMT885/P80 Open Stride120V @\$7,995 Plus10% S&H; to be purchased over 3 years		\$17,589.00	\$17,589.00
4 Precor RBK885/P80 Recumbent Bike120V @\$4,820 Plus10% S&H; to be purchased over 3 years		\$10,604.00	\$10,604.00
4 Expresso HD Upright Bike @\$7,395 Plus10% S&H; to be purchased over 3 years		\$11,814.00	\$11,814.00
4 Precor EFX885/P80 DA XTrainer120V @\$7,395 Plus10% S&H; to be purchased over 3 years		\$16,269.00	\$16,269.00
Hopsports Cardio-Sports System (24 @ \$18,000) 10% S&H	\$198,000.00	\$138,600.00	\$138,600.00
Peaceful Playgrounds In school Program Package @\$5999 per school site. 8 schools over 3 years, 10% S/H	\$6,598.90	\$32,994.50	\$19,796.70
<b>Equipment Subtotal</b>	<b>\$255,970.29</b>	<b>\$296,610.89</b>	<b>\$315,696.99</b>
<b>SUPPLIES</b> (see budget narrative for additional information)			

(b)(4)

Wireless Pedometers to collect GPRA data (\$50/unit for each year 1-2) 300 units each year.	\$16,500.00	\$16,500.00		(b)(4)
Teaching & Assessing PE Power Standards Instructional Packages for teachers; 75@\$599, plus 10% S/H	\$42,828.50	\$6,589.00		
Telephone, Misc Office	\$3,600.00	\$3,600.00	\$3,600.00	
75 Notebook Computers @ \$2,000 PE Department staff, plus 10% S/H; to be purchased over 3 years	\$55,000.00	\$55,000.00	\$55,000.00	
Misc printing, postage, posters, brochures, etc.	\$5,000.00	\$5,000.00	\$5,000.00	
<b>Supplies Subtotal</b>	<b>\$122,928.50</b>	<b>\$86,689.00</b>	<b>\$63,600.00</b>	
<b>CONTRACTUAL</b> (see budget narrative for additional information)				
Contracted services for project evaluation, estimated at 5% of total budget (approximately 360 hours contracted services at \$215/hr, distributed over three years of grant project)	\$25,800.00	\$25,800.00	\$25,800.00	
VPE Administrator Student Assessment Portal for student assessment and monitoring	\$15,000.00	\$15,000.00	\$15,000.00	
Contracted services for curriculum consultants for technical training on nutrition and physical activity (4 @ \$3,995) each year	\$15,980.00	\$15,980.00	\$15,980.00	
Student Health Force Nutrition Education Curriculum Resources	\$15,000.00	\$15,000.00	\$15,000.00	
<b>Contractual Subtotal</b>	<b>\$71,780.00</b>	<b>\$71,780.00</b>	<b>\$71,780.00</b>	
<b>OTHER</b>				
<b>Other Subtotal</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>Direct Costs (Includes all Subtotals)</b>	<b>\$725,718.79</b>	<b>\$728,119.89</b>	<b>\$724,116.00</b>	

<b>Indirect Costs</b> (Calculated at 5% on all direct costs except equipment)	\$22,313.05	\$20,496.68	\$19,399.95	(b)(4)		
<b>Total (Direct and Indirect costs)</b>	\$748,031.84	\$748,616.57	\$743,516.94			
				<b>% Applicant Match to Total Cost By Year</b>		
				<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
<b>Total&gt;&gt;</b>	(b)(4)					

Year 1 In-Kind	(b)(4)
Year 2 In-Kind	
Year 3 In-Kind	

- **Budget Narrative**

**Salaries:** Personnel salaries are funded in our grant project for Years 1-3. To implement the grant, adequate levels of paid staff will be employed. These include:

- A full-time (1.0 FTE) Program Manager will be hired.
- A full-time (1.0 FTE) Administrative Assistant will be hired.
- A full-time (1.0 FTE) Data Collection Coordinator will be hired.
- Associated Lead Teacher Stipends

Costs for substitutes are fixed at the established rate per day, which cover expenses when non-certified staff function in substitute roles. In kind contributions are calculated for the Supervising Administrator at 30% of salary in accordance with expectations for the amount of time during the workday that he will be devoting to the project. Building administrators were projected at 10% of their salaries.

**Fringe Benefits:** Fringe benefits are calculated at 32% of salary and includes costs for FICA, retirement, workman’s compensation, hospitalization, dental, longevity, and state administration bonus.

**Travel:** Local travel is calculated at the state approved rate of \$0.55/mile

**Equipment (Items \$2500 or above):**

**(A)** HYPE equipment packs (to be used with the Teaching & Assessing PE Power Standards Instructional Guides) will be purchased (\$.8,676/elementary; \$12,560/middle school, \$16,789/high school. Each pack contains an assortment of recommended and age-appropriate physical education equipment. Items for motor skills, a variety of sport skills, fitness, rhythms and dance, and other HYPE specific supplies are included in each equipment pack. These packs will provide additional PE supplies so that a skill-based program can be implemented.

**(B)** Precor cardiovascular fitness items with interactive LCD screens that track and monitor individual student fitness levels over time (880 Line) will be purchased. These include:

TRM885/P80 Treadmill/120V @\$7,895 Plus10% S&H; Precor AMT885/P80 Open Stride120V

@\$7,995 Plus10% S&H; Precor RBK885/P80 Recumbent Bike120V @\$4,820 Plus10% S&H; Espresso HD Upright Bike @\$7,395 Plus10% S&H; Precor EFX885/P80 DA XTrainer120V @\$7,395 Plus10% S&H;

(C) (Hopsports Cardio-Sports System at \$18,000 will be purchased. This innovative TiVo projection system will allow up to 50 students at a time to develop cardiovascular fitness in a sport-skill aerobics activity, plus 10% S/H.

(D) Peaceful Playgrounds Afterschool Program Package @\$5999 per school site. Fundamental Movement Equipment Package, PE Roll Out Stencil Set, School Set Fundamental Movement Task Cards, and School Set Physical Activity Aerobic Fitness Card Set, and 8 Teacher Guides. (E) Peaceful Playgrounds Recess Kits @\$5999 per school, plus 10% S/H. Fundamental Program Kit, Fundamental Movement Equipment Package, PE Roll Out Stencil Set, School Set Fundamental Movement Task Cards, and School Set Physical Activity Aerobic Fitness Card Set, and 8 Teacher Guides.

(F) Edible School Garden Kit and Nutrition Education Curriculum @\$2,500. Includes modules Garden Classroom, Kitchen Classroom, School Cafeteria, Academic Classroom, Lessons, Recipes, raised bed gardens materials and supplies, webinar series.

(G) Socci Sports School Kits; \$2599 per elem; \$2999 per middle; \$3299 per high, plus 10% S/H.

(H) Wellness, Academics and You (WAY) School Kits @\$3,000/school, plus 10% S/H.

(I) Foundational Fitness Kits; Elementary \$10,995; middle \$11,995; high school \$12,995, plus 10% S/H.

#### **Material/Supplies (Below \$2,500)**

(A) Fitnessgram (President Youth Fitness Program) @ \$230/unit.

(B) Suunto Heart Rate Monitors School Kits @\$7819, plus 10% S/H.

(C) Wireless pedometers (Actiped), \$50/unit with reoccurring annual fee of \$25 in Years 2/3.

(D) Teaching & Assessing PE Power Standards Instructional Packages for teachers@\$599, plus 10% S/H.

(E) Aerobic Dance PA System@\$2195, plus 10% S/H.

(F) Notebook computers and printers will be used to track and monitor student success on meeting the GPRA and State PE Standards. Please note that these items are critical to the overall implementation of the proposed grant based on conversations with other PEP Grantees.

**NOTE:** Material and supplies are estimated at vendor-supplied costs. Otherwise, all purchases are

made in accordance with established school district Accounting and Budgeting and state contract policies and procedures. Purchases of 'equipment' pieces, all with unit costs less than \$2,500, are included in this category and purchased in accordance with state contract procedures as appropriate.

**Contracts/Consultants:** Costs for contractual services are estimated at local market rates. Expenses for consultants are as stated by the consultants and agencies and consistent with the school district's standards.

(A) Expenses for the evaluation are estimated to approximate 5% of the total budget, consistent with expectations for a thorough evaluation of the project.

(B) Services to develop social marketing videos to promote physical activity and sound eating habits.

(C) Virtual PE Administrator student assessment platform for monitoring achievement of state PE standards.

(D) Services for teacher staff development providers.

(G) Student Health Force nutrition and wellness resources as required by grant nutrition education priorities.

**Indirect Costs:** Indirect costs are calculated at the district's restricted cost rate 4.75% on all budget expenses except equipment. See the memorandum included with the assurances identifying the 4.75% restricted rate.

PROGRAM SPECIFIC ASSURANCE

**Agency Name:** Public Schools of Robeson County      **DUNS #** 100058999

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

We do not have any ongoing initiatives at this time in our community but will

coordinate with any that may be initiated during the program period.

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.
5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures
6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

*Johnny Kent*  
Signature of Authorized Representative

*Superintendent*  
Title

*Public Schools of Robeson County*      *4/10/13*  
Applicant Organization                      Date Submitted

## Other Attachment File(s)

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## Appendix K: Key PEP Personnel Vitas

### Christopher Jason Suggs

(b)(6)

**Objective:** To obtain a position that would allow me to use my education and experience to assist others in reaching their goals.

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#### Experience:

*2011-Current Public Schools of Robeson County Athletic Director and Driver Education Coordinator*

District Director in charge of Athletics, Driver Education, Healthful Living, Safe Schools, and Curriculum Focus Intervention Team Member.

*2009-2011 Principal, Fairmont High School*

Oversaw the improvement of Fairmont High from an EC Composite score of 56% and Priority Status to 74% and High Growth over 2.5 years.

*2007-2009 Principal, Robeson County Career Center*

Administrator of the Shared Time Vocational Center that saw record numbers and recognition while achieving VoCats scores over 90%.

*2005-2007 Assistant Principal, Lumberton High School*

*1999-2005 Teacher, Lumberton High School*

I taught Algebra and Driver Education

*1998-1999 Teacher, Lumberton Junior High School*

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#### Education:

*2000-2003 Masters of School Administration*

University of North Carolina at Pembroke, Pembroke NC

*1998-2000 NC Teacher Licensure requirements*

Fayetteville State University, Fayetteville, NC

*1993-1998 Bachelor of Science in Mathematics*

University of North Carolina at Pembroke, Pembroke NC

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#### References

Superior Court Judge  
Greg Bell  
Walnut St.  
Lumberton, NC 28358  
(910) 618-4752

District Court Judge  
Herbert Richardson  
2702 Shaw Avenue  
Lumberton, NC 28358  
(910) 738-3886

Retired  
Superintendent  
Greg Killingsworth  
Hope Mills, NC  
(910) 920-6247

## Appendix K: Key PEP Personnel Vitas

**ARTIE KAMIYA**

(b)(6)

**Current Position:** **President and Founder**  
 Great Activities Publishing Company, Inc.  
 PO Box 51158  
 Durham, North Carolina 27717  
**Phone:** (800) 927-0682  
**E-mail:** artie@greatactivities.net

**Background**  
 National physical education curriculum development and training center with a client listing of over 600 school district, state and/or national organizations. Publisher of physical education books, periodicals, and other instructional resources. Federal and foundation grants totaling over \$20 million to school districts and state agencies.

**Previous Position:** **Senior Administrator for Health and Physical Education**  
 Wake County Public Schools (April, 2001 – September, 2005)  
 3600 Wake Forest Road  
 Raleigh, North Carolina 27611

**Duties**  
 General duties include directing the school district's K-12 health and physical education program involving over 275+ health and physical education teachers in the school district's 122 schools.

**Achievements**

- \$1.3 million Carol M. White Physical Education Program (PEP) Grant
- \$493,000 Carol M. White Physical Education Program (PEP) Grant
- \$1.4 million Health Education Curriculum Development Grant

**Previous Position:** **Section Chief for Arts Education & Healthful Living** (1996-2001)  
 North Carolina Department of Public Instruction  
 301 N. Wilmington Street  
 Raleigh, North Carolina 27601-2825

**Duties**  
 Direct the arts education (music, art, dance, and theatre) and healthful living (health, physical education, driver education, athletics) section for the North Carolina Department of Public Instruction.

**Achievements**

- \$3.4 Million CDC Grant (Health Infrastructure Grant) between the NC Department of Health and Human Services and the Department of Public Instruction.

**Other Positions:** **Physical Education Consultant (NCDPI) 1983-1996**  
 Responsible for providing statewide leadership to the 2,000+ K-12 physical education teachers employed by the 118 school districts in North Carolina.

- Physical Education Teacher (Wake County Schools) 1978-1983
- Teacher-Aide (Wright School, Durham, NC) 1976-1977
- Houseparent (Hathaway Home, California) 1974-1975

**Professional Preparation**

Masters of Arts in Teaching, Health & PE <i>University of North Carolina, Chapel Hill</i>	1978
Bachelors of Arts, Physical Education/Math <i>California State University at Los Angeles</i>	1972

**Publications**  
 Written, co-authored, contributed or edited a variety of educational publications (over 19), including:

- 1.) *Games and Great Ideas: A Guide for Elementary School Physical Educators and Classroom Teachers*. Contributor. Greenwood Press, 1995.
- 2.) *Academic Activities for the Gifted and Talented Elementary Child*. Artie Kamiya and Alan Reiman, Editors. Prentice-Hall, 1987.
- 3.) *Elementary Teacher's Handbook of Indoor and Outdoor Games*. Artie Kamiya. Prentice-Hall, 1985.
- 4.) *Great Activities Newspaper*. Artie Kamiya, Editor. 1982-Present.
- 5.) *The Gym Dandies Series*. Artie Kamiya, Editor. 1986-2000

## Appendix K: Key PEP Personnel Vitas

### Jim Rich Vita

#### Jim Rich

(b)(6)

#### EDUCATION

- East Carolina University, Masters of Arts in Education/Physical Education, 1984
- University of North Carolina at Wilmington, Bachelor of Arts/Physical Education, 1973

#### TEACHING RELATED PROFESSIONAL EXPERIENCES

- (1) Physical Education Consultant (Present)
  - Wake County Public Schools, Raleigh, NC
  - Walker County Schools, Jasper, Alabama (PEP Grant)
  - Millcreek Public Schools, Erie, PA (PEP Grant)
  - Glendale Public Schools, Flinton, PA (PEP Grant)
- (2) Instructor, UNC-CH, School of Education (2006)
- (3) Master Teacher, Studies to Treat or Prevent Pediatric Type 2 Diabetes (2004-2005)
- (4) School of Nursing, The University of North Carolina at Chapel Hill
- (5) Teacher, Adapted Physical Education, Gateway Education Center (1999-2004)
- (6) Adapted Physical Education Consultant, Exceptional Children Division (1984-1999)  
North Carolina State Department of Public Instruction
- (7) Adapted Physical Education Specialist, New Hanover County Schools (1974-1984)

#### PHYSICAL EDUCATION WORKSHOPS/PRESENTATIONS

Conducted over 800 workshops/presentations on different topics in Physical Education, Adapted Physical Education and Special Education Issues for teachers, administrators, parents, and university students.

#### PROFESSIONAL RECOGNITION

- MEMORIAL AWARD: Spring Physical Education Leadership Training (SPELT). 2005
- OUTSTANDING ALUMNI AWARD: The School of Health and Human Performance, East Carolina University, 2001.
- NCAAHPERD HONOR AWARD: In Recognition of Distinguished Service. Presented by the North Carolina Alliance of Athletics, Health, Physical Education, Recreation & Dance, 1996.
- CAMP CAESAR HALL OF FAME: WV Association for Elementary Physical Education. 1994.
- SPECIAL RECOGNITION AWARD: Presented by the Adapted Physical Activity Council of the American Alliance for Health Physical Education Recreation and Dance. 1990.

PROGRAM SPECIFIC ASSURANCE

**Agency Name:** Public Schools of Robeson County

**DUNS #** 100058999

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

We do not have any ongoing initiatives at this time in our community but will

- coordinate with any that may be initiated during the program period.
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.
  5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures
  6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
  7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

*Johnyfeent*  
Signature of Authorized Representative

*Superintendent*  
Title

*Public Schools of Robeson County*      *4/10/13*  
Applicant Organization      Date Submitted

**Appendix L: Partnership Agreements**

**LEA Partner:** Public Schools of Robeson County (PSRC), Dr. Johnny Hunt, Superintendent

**Roles and Responsibilities:** The Public Schools of Robeson County will serve as the lead agency for the **GUIDE** PEP Grant proposal. In assuming this role, PSRC will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Program (Implementation of programs/activities, GPRA data collection, reports);
- Fiscal management (Bids, procurement, etc.);
- Placement of personnel (PEP Grant Program Manager, secretary, etc.);
- Community Partnerships (Coordination, oversight, etc.)

**Contribution to the Project and Sustainability:** As the lead agency, we will perform all stated activities and responsibilities as stated in the **GUIDE** proposal. This agreement is in support of **GUIDE** PEP project and was developed after timely and meaningful consultation between the required partners.

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



Dated: \_\_\_\_\_

4-10-13

**Higher Education Partner:** University of North Carolina at Pembroke (UNCP), Dr. Tommie Thompson, Physical Education Department Chairperson

**Roles and Responsibilities:** The UNCP Partnership will assist in the expansion of physical activity during the school day as described in the **GUIDE** PEP Grant proposal. In assuming this role, UNCP Partnership staff will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Provide facilities for cooperative events and programs with PSRC families
- Develop and implement a Presidential Physical Youth Fitness Program District Competition
- Host swimming events, water safety camps and provide swimming instruction for PSRC students

**Contribution to the Project and Sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will assist with physical activity opportunities, and participate in at least one parent outreach event on an annual basis. This agreement is in support of **GUIDE** PEP project and was developed after timely and meaningful consultation between the required partners.

**Signature of Higher Education Authorized Representative:**

**Dated:** 10 April 2013

(b)(6)

**Child Nutrition Partner:** Public Schools of Robeson County (PSRC), Felicia Hunt, District Director

**Roles and Responsibilities:** The PSRC Child Nutrition Program will serve as a partner for the nutrition outreach program for families. This includes helping students and parents to understand key nutrition strategies (Healthy Meals = Healthy Children, My Plate Nutrition Education Series) as described in the **GUIDE** PEP Grant proposal. In assuming this role, Child Nutrition staff will coordinate and implement the following activities:

- Implementing the “Cafeteria is a Classroom” model by using and encouraging the use of proven nutrition education teaching tools as recommended by the North Carolina Department of Health and Human Services
- Send staff to in the North Carolina Conference for Child Nutrition Administrators on an annual basis
- Pilot Grab and Go Breakfast and Fruits and Vegetable grants at selected schools
- Participate in parent outreach programming as recommended by SHAC groups on an annual basis

**Contribution to the Project and Sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district’s SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of **GUIDE** PEP project and was developed after timely and meaningful consultation between the required partners.

**Signature of Child Nutrition Authorized Representative:**

(b)(6)

**Dated:** 4/10/13

**CBO Partner:** Robeson County Parks and Recreation (RCPR), Wendy Chavis, Director

**Roles and Responsibilities:** The RCPR will serve as a partner for the after-school and family outreach programs as described in the **GUIDE PEP** Grant proposal. In assuming this role, the RCPR will implement all facets of the PEP activities as seen in this proposal including:

- Coordination of after-school programs at designated sites across the district
- Promote programs and enrichment activities that increase family engagement and overall wellness
- Provide programs that allow students to participate in a variety of recreational, social and cultural activities
- Work as a team with selected district physical education staff to establish and maintain meaningful structure in the after-school program

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will provide recreational opportunities and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE PEP** grant project and was developed after timely and meaningful consultation between the required partners.

**Signature of RCPR Authorized Representative:**

**Dated:** 4-10-2013

(b)(6)

**CBO Partner:** First Tee of Robeson County (FTRC), Jamie Locklear, Director

**Roles and Responsibilities:** The FTRC will serve as a partner to expand physical activity opportunities and family outreach programs as described in the **GUIDE** PEP Grant proposal. In assuming this role, the FTRC will implement all facets of the PEP activities as seen in this proposal including:

- Promote positive youth development through the game of golf
- Provide First Tee character-building and life skills curriculum training to district physical educators
- Assist in securing needed equipment for the district's 24 elementary and 11 middle schools to use with students in the development of golf skills
- Assist in coordinating competitive golfing events for district students utilizing local facilities
- Work as a team with district physical education staff to establish and maintain meaningful structure in the First Tee Program

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to provide First Tee Program opportunities and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE** PEP grant project and was developed after timely and meaningful consultation between the required partners.

**Signature of FTRC Authorized Representative:**

**Dated:** 4-10-13

(b)(6)

**CBO Partner:** Lifestyle Fitness Center (LFC) at Southeastern Health, Montressa Smith, Director of Fitness Services

**Roles and Responsibilities:** The LFC will serve as a partner in the expansion of physical activity opportunities as described in the **GUIDE PEP** Grant proposal. In assuming this role, LFC will implement all facets of the PEP activities as seen in this proposal including:

- Partner with PSRC through health and wellness programs to improve fitness and increase activity
- Provide district physical education staff with training opportunities in the areas of Zumba, Yoga, Plyometrics, Pilates, Water Aerobics, etc.
- Work as a team with physical education staff to establish and maintain meaningful structure in the district's physical education program

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district's SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE PEP** grant project and was developed after timely and meaningful consultation between the required partners,

**Signature of LFC Authorized Representative**

(b)(6)

**Dated:**

4/11/13

**Local Government Partner:** Robeson County, Ricky Harris, County Manager

**Roles and Responsibilities:** Robeson County Government will serve as a partner for the **GUIDE** PEP Grant proposal. In assuming this role, Robeson County will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Increase coordination of local community and governmental policy makers for broader public support and awareness of stronger nutrition and physical activity programs
- Provide support to the school district in the development of nutrition and wellness outreach programs
- Encourage individual health awareness through interpersonal, organizational, environmental, and educational outreach activities that promote positive lifestyle changes

**Contribution to the project and sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district's SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE** PEP grant project and was developed after timely and meaningful consultation between the required partners.

**Signature of Robeson County Authorized Representative:**

(b)(6)

**Dated:** 4/10/13

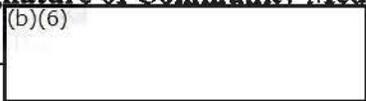
**Community Medical Center Partner:** Southeastern Health (SH), Diane Zepaltas, Community Health Services, Community Dietitian

**Roles and Responsibilities:** The community dietitian will serve as a partner as described in the **GUIDE PEP** Grant proposal. In assuming this role, SH will coordinate and implement all facets of the PEP activities as seen in this proposal including:

- Offer nutrition education classes in the classroom targeted at elementary school-aged children
- Develop on-site school walking trails designed to encourage physical activity during school hours
- Provide nutrition information on the fruits and vegetables served through the USDA Fresh Fruit and Vegetable Program

**Contribution to the Project and Sustainability:** In addition to the continued support of the activities listed above when the PEP Grant is over, we will continue to participate as an active member of the school district's SHAC and participate in at least one parent outreach event on an annual basis. This agreement is in support of the **GUIDE PEP** project and was developed after timely and meaningful consultation between the required partners.

**Signature of Community Medical Center Authorized Representative:**

(b)(6)  MS RA

**Dated:** 4-10-13

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Year 1 In-Kind: (b)(4)  
Year 2 In-Kind:  
Year 3 In-Kind:

• **Budget Narrative**

**Salaries:** Personnel salaries are funded in our grant project for Years 1-3. To implement the grant, adequate levels of paid staff will be employed. These include:

- A full-time (1.0 FTE) Program Manager will be hired.
- A full-time (1.0 FTE) Administrative Assistant will be hired.
- A full-time (1.0 FTE) Data Collection Coordinator will be hired.
- Associated Lead Teacher Stipends

Costs for substitutes are fixed at the established rate per day, which cover expenses when non-certified staff function in substitute roles. In kind contributions are calculated for the Supervising Administrator at 30% of salary in accordance with expectations for the amount of time during the workday that he will be devoting to the project. Building administrators were projected at 10% of their salaries.

**Fringe Benefits:** Fringe benefits are calculated at 32% of salary and includes costs for FICA, retirement, workman’s compensation, hospitalization, dental, longevity, and state administration bonus.

**Travel:** Local travel is calculated at the state approved rate of \$0.55/mile

**Equipment (Items \$2500 or above):**

(A) HYPE equipment packs (to be used with the Teaching & Assessing PE Power Standards Instructional Guides) will be purchased (\$.8,676/elementary; \$12,560/middle school, \$16,789/high school. Each pack contains an assortment of recommended and age-appropriate physical education equipment. Items for motor skills, a variety of sport skills, fitness, rhythms and dance, and other HYPE specific supplies are included in each equipment pack. These packs will provide additional PE supplies so that a skill-based program can be implemented.

(B) Precor cardiovascular fitness items with interactive LCD screens that track and monitor individual student fitness levels over time (880 Line) will be purchased. These include:

TRM885/P80 Treadmill/120V @\$7,895 Plus10% S&H; Precor AMT885/P80 Open Stride120V

@\$7,995 Plus10% S&H; Precor RBK885/P80 Recumbent Bike120V @\$4,820 Plus10% S&H; Expresso HD Upright Bike @\$7,395 Plus10% S&H; Precor EFX885/P80 DA XTrainer120V @\$7,395 Plus10% S&H;

(C) (Hopsports Cardio-Sports System at \$18,000 will be purchased. This innovative TiVo projection system will allow up to 50 students at a time to develop cardiovascular fitness in a sport-skill aerobics activity, plus 10% S/H.

(D) Peaceful Playgrounds Afterschool Program Package @\$5999 per school site. Fundamental Movement Equipment Package, PE Roll Out Stencil Set, School Set Fundamental Movement Task Cards, and School Set Physical Activity Aerobic Fitness Card Set, and 8 Teacher Guides.

(E) Peaceful Playgrounds Recess Kits @\$5999 per school, plus 10% S/H. Fundamental Program Kit, Fundamental Movement Equipment Package, PE Roll Out Stencil Set, School Set Fundamental Movement Task Cards, and School Set Physical Activity Aerobic Fitness Card Set, and 8 Teacher Guides.

(F) Edible School Garden Kit and Nutrition Education Curriculum @\$2,500. Includes modules Garden Classroom, Kitchen Classroom, School Cafeteria, Academic Classroom, Lessons, Recipes, raised bed gardens materials and supplies, webinar series.

(G) Socci Sports School Kits; \$2599 per elem; \$2999 per middle; \$3299 per high, plus 10% S/H.

(H) Wellness, Academics and You (WAY) School Kits @\$3,000/school, plus 10% S/H.

(I) Foundational Fitness Kits; Elementary \$10,995; middle \$11,995; high school \$12,995, plus 10% S/H.

#### **Material/Supplies (Below \$2,500)**

(A) Fitnessgram (President Youth Fitness Program) @ \$230/unit.

(B) Suunto Heart Rate Monitors School Kits @\$7819, plus 10% S/H.

(C) Wireless pedometers (Actiped), \$50/unit with reoccurring annual fee of \$25 in Years 2/3.

(D) Teaching & Assessing PE Power Standards Instructional Packages for teachers@\$599, plus 10% S/H.

(E) Aerobic Dance PA System@\$2195, plus 10% S/H.

(F) Notebook computers and printers will be used to track and monitor student success on meeting the GPRA and State PE Standards. Please note that these items are critical to the overall implementation of the proposed grant based on conversations with other PEP Grantees.

**NOTE:** Material and supplies are estimated at vendor-supplied costs. Otherwise, all purchases

are made in accordance with established school district Accounting and Budgeting and state contract policies and procedures. Purchases of 'equipment' pieces, all with unit costs less than \$2,500, are included in this category and purchased in accordance with state contract procedures as appropriate.

**Contracts/Consultants:** Costs for contractual services are estimated at local market rates. Expenses for consultants are as stated by the consultants and agencies and consistent with the school district's standards.

(A) Expenses for the evaluation are estimated to approximate 5% of the total budget, consistent with expectations for a thorough evaluation of the project.

(B) Services to develop social marketing videos to promote physical activity and sound eating habits.

(C) Virtual PE Administrator student assessment platform for monitoring achievement of state PE standards.

(D) Services for teacher staff development providers.

(G) Student Health Force nutrition and wellness resources as required by grant nutrition education priorities.

**Indirect Costs:** Indirect costs are calculated at the district's restricted cost rate 4.75% on all budget expenses except equipment. See the memorandum included with the assurances identifying the 4.75% restricted rate.

<b>Section C - Other Budget Information</b>						
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<b>Budget Detail</b>						
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All Personnel and fringe benefit costs are based on the current rates. Travel costs including workshop expenses are based upon the local hotel charges and the District's rates for reimbursing mileage and per diem. Equipment and materials/supplies costs are in accordance with state contract figures or vendor-supplied cost estimates, and contractual rates are in accordance with regional market values.

	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
				In-Kind	In-Kind	In-Kind
<b>PERSONNEL</b>						

(b)(4)

Grant Program Manager (1FTE, 12MOE, based on Lead Teacher salary schedule, 0-10 years experience, graduate degree).	\$55,000.00	\$55,000.00	\$55,000.00	(b)(4)
Administrative Assistant (1FTE, 12MOE, based on local salary requirements).	\$32,000.00	\$32,000.00	\$32,000.00	
Data Collection Coordinator (1 FTE, 12MOE, based on local salary requirements).	\$40,000.00	\$40,000.00	\$40,000.00	
Three Lead PE Teachers (to be paid a stipend of \$2,500) for each year of the grant.	\$7,500.00	\$7,500.00	\$7,500.00	
Certified teacher substitutes, permitting teachers to attend professional staff development programs on project activities in the grant and proper use of physical education equipment, materials and supplies (estimated for 200 substitutes per year at \$75 per substitute)	\$15,000.00	\$15,000.00	\$15,000.00	

<b>Personnel Subtotal</b>	<b>\$149,500.00</b>	<b>\$149,500.00</b>	<b>\$149,500.00</b>	<b>\$269,080.00</b>	<b>\$276,634.00</b>	<b>\$284,188.00</b>
<b>FRINGE BENEFITS</b>						

(b)(4)

PEP Grant Program Staff Fringe Benefit Package @32% of annual salary.	\$43,040.00	\$43,040.00	\$43,040.00	(b)(4)
<b>Fringe Benefits Subtotal</b>	<b>\$43,040.00</b>	<b>\$43,040.00</b>	<b>\$43,040.00</b>	
<b>TRAVEL</b>				
Travel for one person to attend the two-day project directors' meeting, estimated at \$2,000 per person to include travel, hotel, and per diem)	\$2,000.00			
Travel for two persons to attend the three-day OSDFS National conference (estimated at \$2500 per person to include travel, hotel, and per diem)	\$5,000.00	\$5,000.00	\$5,000.00	
Travel for Program Manager and PE teachers (15 staff total) to a national professional conference to present findings and results of grant project (estimated at \$2,500 to include registration, mid-week airfare, ground transportation, lodging and meals).	\$37,500.00	\$37,500.00	\$37,500.00	
Travel for teachers to attend staff development opportunities related to the grant (I.e., State AHPERD). 40 staff at \$800 to include registration, ground transportation, lodging and meals.	\$32,000.00	\$32,000.00	\$32,000.00	

Travel for project evaluators, consultants/presenters, curriculum developers, program manager, program director. 8 trips @\$750/trip	\$6,000.00	\$6,000.00	\$6,000.00
<b>Travel Subtotal</b>	<b>\$82,500.00</b>	<b>\$80,500.00</b>	<b>\$80,500.00</b>
<b>EQUIPMENT</b> (> \$5,000 per unit cost)			
Physical education equipment packages (need total of 6 elementary, 4 middle and 4 high school unit for at \$8,676/elem; \$12,560/middle, \$16,789/high). Plus 10% S&H; to be purchased over 3 years	\$51,371.39	\$51,371.39	\$83,655.29
4 Precor TRM885/P80 Treadmill/120V @\$7,895 Plus10% S&H; to be purchased over 3 years		\$17,369.00	\$17,369.00
4 Precor AMT885/P80 Open Stride120V @\$7,995 Plus10% S&H; to be purchased over 3 years		\$17,589.00	\$17,589.00
4 Precor RBK885/P80 Recumbent Bike120V @\$4,820 Plus10% S&H; to be purchased over 3 years		\$10,604.00	\$10,604.00
4 Espresso HD Upright Bike @\$7,395 Plus10% S&H; to be purchased over 3 years		\$11,814.00	\$11,814.00
4 Precor EFX885/P80 DA XTrainer120V @\$7,395 Plus10% S&H; to be purchased over 3 years		\$16,269.00	\$16,269.00
Hopsports Cardio-Sports System (24 @ \$18,000) 10% S&H	\$198,000.00	\$138,600.00	\$138,600.00
Peaceful Playgrounds In school Program Package @\$5999 per school site. 8 schools over 3 years. 10% S/H	\$6,598.90	\$32,994.50	\$19,796.70
<b>Equipment Subtotal</b>	<b>\$255,970.29</b>	<b>\$296,610.89</b>	<b>\$315,696.99</b>
<b>SUPPLIES</b> (see budget narrative for additional information)			

(b)(4)

Wireless Pedometers to collect GPRA data (\$50/unit for each year 1-2) 300 units each year.	\$16,500.00	\$16,500.00		(b)(4)
Teaching & Assessing PE Power Standards Instructional Packages for teachers; 75@\$599, plus 10% S/H	\$42,828.50	\$6,589.00		
Telephone, Misc Office	\$3,600.00	\$3,600.00	\$3,600.00	
75 Notebook Computers @ \$2,000 PE Department staff, plus 10% S/H; to be purchased over 3 years	\$55,000.00	\$55,000.00	\$55,000.00	
Misc printing, postage, posters, brochures, etc.	\$5,000.00	\$5,000.00	\$5,000.00	
<b>Supplies Subtotal</b>	<b>\$122,928.50</b>	<b>\$86,689.00</b>	<b>\$63,600.00</b>	
<b>CONTRACTUAL</b> (see budget narrative for additional information)				
Contracted services for project evaluation, estimated at 5% of total budget (approximately 360 hours contracted services at \$215/hr, distributed over three years of grant project)	\$25,800.00	\$25,800.00	\$25,800.00	
VPE Administrator Student Assessment Portal for student assessment and monitoring	\$15,000.00	\$15,000.00	\$15,000.00	
Contracted services for curriculum consultants for technical training on nutrition and physical activity (4 @ \$3,995) each year	\$15,980.00	\$15,980.00	\$15,980.00	
Student Health Force Nutrition Education Curriculum Resources	\$15,000.00	\$15,000.00	\$15,000.00	
<b>Contractual Subtotal</b>	<b>\$71,780.00</b>	<b>\$71,780.00</b>	<b>\$71,780.00</b>	
<b>OTHER</b>				
<b>Other Subtotal</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	
<b>Direct Costs (Includes all Subtotals)</b>	<b>\$725,718.79</b>	<b>\$728,119.89</b>	<b>\$724,116.00</b>	

<b>Indirect Costs (Calculated at 5% on all direct costs except equipment)</b>	<b>\$22,313.05</b>	<b>\$20,496.68</b>	<b>\$19,399.95</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total (Direct and Indirect costs)</b>	<b>\$748,031.84</b>	<b>\$748,616.57</b>	<b>\$743,516.94</b>	<b>\$355,185.60</b>	<b>\$365,156.88</b>	<b>\$375,128.16</b>
				<b>% Applicant Match to Total Cost By Year</b>		
				<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Total>>	(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

Public Schools of Robeson County

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	149,500.00	149,500.00	149,500.00			448,500.00
2. Fringe Benefits	43,040.00	43,040.00	43,040.00			129,120.00
3. Travel	82,500.00	80,500.00	80,500.00			243,500.00
4. Equipment	255,970.00	296,611.00	315,697.00			868,278.00
5. Supplies	122,929.00	86,689.00	63,600.00			273,218.00
6. Contractual	71,780.00	71,780.00	71,780.00			215,340.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	725,719.00	728,120.00	724,117.00			2,177,956.00
10. Indirect Costs*	22,313.00	20,497.00	19,400.00			62,210.00
11. Training Stipends						
12. Total Costs (lines 9-11)	748,032.00	748,617.00	743,517.00			2,240,166.00

**\*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 Public Schools of Robeson County	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: Mr.	First Name: Christopher	Middle Name: Jason	Last Name: Suggs	Suffix:
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Address:

Street1:	PO Drawer 2909
Street2:	
City:	Lumberton
County:	
State:	NC: North Carolina
Zip Code:	28359-2909
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
910-735-2341	910-671-4153

Email Address:  
christopher.suggs@robeson.k12.nc.us

**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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