

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 # S215F130122

Grants.gov Tracking#: GRANT11378614

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:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/11/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Crockett Independent School District

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

756001231

* c. Organizational DUNS:

1000744590000

d. Address:

* Street1:

704 Burnett Avenue

Street2:

* City:

Crockett

County/Parish:

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

75835-2189

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Jack

Middle Name:

* Last Name:

Patton

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

936-544-2125

Fax Number:

* Email:

jpatton@crockettisd.net

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:**

Crockett On Track

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
Toni Nicol	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Crockett Independent School District	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

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

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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:

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PR/Award # S215F130122

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

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

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

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Crockett Independent School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Douglas"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Moore"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Tony Nicol"/>	* DATE: <input type="text" value="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:

The Crockett Independent School District (Crockett ISD) serves the town of Crockett, Texas (population 6,946 according to 2010 US Census), a highly impoverished rural community located in Houston County, which is situated between the cities of Dallas and Houston. The overall poverty rate is 38.2% (**more than double the rate of 17%** for the rest of Texas). More than one-half (50.2%) of Crockett's children live below the poverty level. And in terms of not just economic, but social, and health outcomes as well, according to CountyHealthRankings.org (a project of the Robert Wood Johnson Foundation), Houston County ranks 205th out of Texas' 254 counties. Crockett ISD serves approximately 1,481 students (pre-k through 12) in five school buildings including: Crockett Early Childhood Center; Crockett Elementary School; Crockett Junior High School, Crockett High School and the Piney Woods Alternative Education Co-op. More than 85% of Crockett ISD students qualify for free and reduced lunch.

With the assistance of **\$1,279,956** in PEP funds over three years (Crockett ISD will provide (b)(4) in matching funds over three years), Crockett ISD and its community partners (City of Crockett, Houston County, Houston County Department of Health, Groves Foundation, Crockett Academic Booster Club and Chartwell—food service) will launch **Crockett on Track (COT)**, which **qualifies for Competitive Preference Priority 2 and** was specifically designed to address the critical gaps identified through the needs assessment process described above while addressing all five of the PEP elements in that it: will provide K-12 students with regular, evidence-based instruction in healthy eating habits and good nutrition; includes a strong emphasis on fitness education and assessment that will help students understand, improve or maintain their well-being; offers a wide variety of fun, age- and skill-appropriate physical activities that facilitate the development of cognitive concepts about motor skills and physical fitness that support development of lifelong healthy behaviors; includes physical activities that

help students develop positive social and cooperative skills; and through ongoing professional development, will ensure that our PE teachers are knowledgeable about the latest PE research, issues and trends. **COT meets the Absolute Priority and qualifies for Competitive Preference Priority 2.**

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

COT outcomes include: 1) increase PECAT and HECAT scores when reviewing PE curriculum; 2) 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant— 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased; 3) increase the percentage of students achieving 60 minutes of daily physical activity; 4) increase the percentage of students who meet the healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment; 5) decrease the percentage of students who are overweight or obese (as measured by Body Mass Index); and 6) increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day. **COT** will serve approximately 1,481 students (pre-k through 12) at four sites (at a reasonable cost of **\$862.23** per student over three-years): Crockett Early Childhood Center; Crockett Elementary School; Crockett Junior High School and Crockett High School.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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NEED FOR THE PROJECT

(A) The Crockett Independent School District (Crockett ISD) serves the town of Crockett, Texas (population 6,946 according to 2010 US Census), a highly impoverished rural community located in Houston County, which is situated between the cities of Dallas and Houston. The overall poverty rate is 38.2% (**more than double the rate of 17%** for the rest of Texas). More than one-half (50.2%) of Crockett's children live below the poverty level and among Black residents (42.5% of the population), the poverty rate skyrockets to 58.3%. And in terms of not just economic, but social, and health outcomes as well, according to CountyHealthRankings.org (a project of the Robert Wood Johnson Foundation), Houston County ranks 205th out of Texas' 254 counties, making it one of the unhealthiest counties in Texas. Crockett ISD serves approximately 1,481 students (pre-k through 12) in five school buildings including: Crockett Early Childhood Center; Crockett Elementary School; Crockett Junior High School, Crockett High School and the Piney Woods Alternative Education Co-op. More than 85% of Crockett ISD students qualify for free and reduced lunch.

Self-assessment: In February 2013, a multi-disciplinary project team conducted an assessment of the current Crockett ISD approach to physical and nutrition education in the district. Elements of this process included: 1) assessing the degree to which our current Physical Education (PE) curriculum is aligned to state standards; 2) examining the health and fitness outcomes of our students; 3) conducting modules one through four of the School Health Index (SHI) assessment; and 4) analyzing our overall approach to physical and nutrition education to identify gaps and weaknesses. Additional data was obtained from Wellness Policies and Campus Improvement Plans, which are developed annually for each school after a thorough assessment carried about by each building's **Campus Advisory Council**, which is comprised of school and

district administrators, teachers, curriculum specialists, guidance counselors, specialized support staff, parents, students and stakeholders. Results are below (SHI scorecards attached).

District School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			53%		
#2 - Health Education			51%		
#3 - Physical Education and Other PA			48%		
#4 Nutrition Services				69%	

Discussion of SHI results: As shown in the results above, in no module did the district score higher than ‘medium,’ with the majority falling in the ‘low medium’ range. These scores are indicative of critical deficiencies in the districts’ approach towards PE, health and nutrition education. Across each of the modules, professional development was lacking. Due to budget constraints teachers rarely have professional development opportunities for improving their knowledge and skills relating to the provision of effective, standards-aligned programs that result in active students, healthy eating habits, good nutrition, and physical well-being for students. Scores of 0 or 1 out of 3 were noted for all professional development related items on the SHI. Many content or task related items scoring 2 or below scored due to staff lacking professional development. Additionally, PE time and individual student assessment need improvement. And while all grades have daily PE for 50 minutes, less than 50% of this time is spent being physically active. Educators are also unable to accurately monitor individual student progress and are unable to develop individual fitness plans targeted to the specific needs of each student.

State standards: The State of Texas uses the Texas Essential Knowledge and Skills (TEKS) for Physical Education (PE) to guide PE programming. A review of the standards in relation to our PE programming identified the following gaps/weaknesses:

Standard	Gap(s) in meeting standard
Movement: 1) The student demonstrates competency in movement patterns and proficiency in	<ul style="list-style-type: none"> Our PE curriculum does not specifically address this standard. Our current program does not provide adequate instruction in healthy eating habits and good nutrition. Moreover, with our team sports-

<p>a few specialized movement forms; 2) The student applies movement concepts and principles to the learning and development of motor skills.</p>	<p>based curriculum, students are not provided with education regarding concepts that promote comprehensive health and increase fitness levels.</p> <ul style="list-style-type: none"> • With our current sports-based curriculum, students are not provided with specific instruction in movement forms outside of those relating to traditional team sports and games. We do not have equipment available to teach and allow students to become competent in an array of physical activities and movement forms. In particular, we lack equipment that ensures students are moderately to vigorously active, including individual-centered activity equipment. • There is not a sequential curriculum set up so skills are not taught in progression and some of the skills are not taught at all (e.g., movement concepts).
<p>Physical activity and health: 1) The student exhibits a health-enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge; 2) The student knows the benefits from involvement in daily physical activity and factors that affect physical performance; 3) The student understands and applies safety practices associated with physical activities.</p>	<ul style="list-style-type: none"> • No standards have been set within our district as to what constitutes a “healthy physical activity level;” the district does not have the means for objectively assessing students’ physical fitness levels (assessment is subjective, rather than objective); students do not maintain fitness portfolios and the PE teachers do not maintain individual student progress reports. Currently, there is no strategy in place for determining the degree to which a student is “maintaining a challenging level of health-related physical fitness.” Equipment available is primarily aimed at traditional team sports, and therefore, is not sufficient for building student fitness levels. We are particularly lacking in the area of cardiovascular fitness equipment. • Currently, we do not meet this standard. Resources such as fitness assessment, tracking, and reporting tools and technology for individualized fitness plans and teacher training would be necessary to accomplish this successfully. • PE teachers do not monitor students’ behaviors, collect data or keep specific records. Technology for assessing and tracking student fitness and activity levels and teacher training on those tools are needed to meet this standard.
<p>Social development: 1) The student understands basic components such as strategies and rules of structured physical activities including, but not limited to, games, sports, dance, and gymnastics; 2) The student develops positive self-management and social skills needed to work independently and with others in physical activity settings.</p>	<ul style="list-style-type: none"> • Our approach to physical education is primarily focused on team sports and ‘keeping students moving’ through activities such as calisthenics. For the athletically-inclined student team sports can provide an excellent facilitator of social development skills. However, for those students who do not enjoy team sports or are not gifted athletes, participation in team sports does little to assist in the development of social skills. Additionally, activities such as calisthenics, jumping rope, etc. are ‘individual’ activities that do not specifically require social skills for participation.

Fitness outcomes: Given the nature and magnitude of the gaps identified through the self-assessment process, it is not surprising that Crockett students are achieving poor fitness outcomes. Standardized assessments of our students using measures such as FITNESSGRAM and the CDC’s Body Mass Index (BMI) calculation show that not only are Crockett ISD students performing poorly in terms of their fitness outcomes but also that a significant number are either

overweight or obese. The percentages of students NOT able to achieve the Healthy Fitness Zone (HFZ) in the FITNESSGRAM test are shown in the following table.

Grade	Gender	% NOT able to achieve HFZ	Grade	Gender	% NOT able to achieve HFZ
3	Boys	80.0%	6	Boys	87.0%
3	Girls	87.23%	6	Girls	76.4%
4	Boys	71.05%	7	Boys	81.0%
4	Girls	68.63%	7	Girls	69.0%
5	Boys	70.0%	8	Boys	85%
5	Girls	87.5%	8	Girls	74.8%

Discussion of gaps in the current PE environment: All of the schools are equipped with gymnasiums. However, equipment is woefully inadequate to sufficiently engage our students in healthy, enjoyable physical activities that can be mastered by students of all ages and abilities, regardless of special need or disability. Strategies for keeping students active primarily focus on competitive sports (e.g., basketball, soccer, volleyball, etc.) and calisthenics, neither of which is suitable for students of all athletic abilities as well as those with special needs or disabilities. Furthermore, neither of these activities focuses on leisure-time physical activities that will help kids develop a positive attitude toward physical activity for life or encourage children to get moving inside and outside of the classroom by giving them creative ideas for new activities. Lastly, for the non-athletic student, there are few opportunities to develop locomotor and non-locomotor skills as well balance, coordination and other critical attributes. Across all grades students have PE class for 50 minutes a day, 5 days a week, throughout the school year. However, on average Crockett students are only engaged in moderate-to-vigorous physical activity (MVPA) for about 100 minutes per week. This is due to limited equipment, lack of professional development to enable PE teachers to devise new, creative and fun ways to get students active, and an absence of activity selections for non-athletes. Consequently, many non-athletic students spend much of PE class walking or standing on the sidelines, watching. In

addition, the elementary school playground is poorly equipped—in fact, **all of the playground equipment dates back to the 1970s**. Not surprisingly, it is extremely poor shape (at best), does not include modern safety features and does not facilitate use by children with special needs or disabilities. In 2006, Crockett ISD opened a brand new, state-of-the-art multi-school campus. However, as construction progressed it became clear that the bond issue did not provide sufficient funding to fully equip the new facility, resulting in ‘non-essential’ items being slashed from the budget—including PE items and playground equipment. Consequently, playground equipment from the old elementary school was moved to the new campus. Voters were repeatedly asked to pass a new bond issue to fully equip the school, but given the extraordinarily high poverty rate in the community, it is not surprising that voters denied the request. Since then, Crockett ISD has made great strides towards ensuring that Crockett students have the same quality educational environment that is enjoyed by their peers in more affluent districts. For example, a Rural Technology Grant supported acquisition of technology infrastructure and an Improving Literacy through School Libraries Grant allowed the district to acquire an electronic card catalog for the library. However, the need to equip the campuses with the equipment necessary to provide all Crockett ISD students of all ages and skill levels, including those with special needs and disabilities with a healthy, fun, engaging Physical Education and physical activity experience remains to be met.

Addressing the gaps: With the assistance of **\$1,279,956** in PEP funds over three years (Crockett ISD will provide \$387,154 in matching funds over three years), Crockett ISD and its community partners (City of Crockett, Houston County, Houston County Department of Health, Groves Foundation, Crockett Academic Booster Club and Chartwell—food service) will launch **Crockett on Track (COT)**, which was specifically designed to address the critical gaps

identified through the needs assessment process described above while addressing all five of the PEP elements. **COT qualifies for Competitive Preference Priority 2 and addresses all PEP elements** in that it: will provide K-12 students with regular, evidence-based instruction in healthy eating habits and good nutrition; includes a strong emphasis on fitness education and assessment that will help students understand, improve or maintain their well-being; offers a wide variety of fun, age- and skill-appropriate physical activities that facilitate the development of cognitive concepts about motor skills and physical fitness that support development of lifelong healthy behaviors; includes physical activities that help students develop positive social and cooperative skills; and through ongoing professional development, will ensure that our PE teachers are knowledgeable about the latest PE research, issues and trends. With the overwhelming majority of Crockett students coming from socioeconomically disadvantaged homes, outside funding to address the gaps above is essential. *Without the assistance of PEP funds, this critically-needed project will not take place and Crockett students' fitness outcomes will continue to lag behind those of their wealthier peers as they are forced to use much of the same physical activity equipment their parents--and in some cases grandparents--used back in early 1970s-more than 40 years ago.*

SIGNIFICANCE

(A) Systemic change and improvement: The purpose of COT is to dramatically improve the fitness, nutrition and health outcomes of our students by bringing about meaningful, sustainable change and improvement in the district's approach towards PE and health education. COT will encourage students to adopt lifelong healthy behaviors that will demonstrably improve their fitness, nutrition and health outcomes—now and throughout their lives. To ensure that COT was designed to fully address the key elements of systemic change and improvement in

school districts, the COT planning team referred to the National School Board Association model of systemic change,¹ which includes the following key elements:

- **Create a vision of what you want the system to look like and accomplish:** COT includes ambitious yet attainable goals and objectives along with a thorough, well-defined plan for achieving them
- **Take stock of the current situation:** COT was developed based on a thorough needs assessment
- **Identify strengths and weaknesses of the system in light of the vision:** COT planning included an in-depth inventory of available resources, skill sets and capabilities
- **Target several priority items for improvement:** COT includes project goals and objectives that target priority items for improvement
- **Assess progress regularly and revise actions as needed; and take stock again and use feedback to revisit vision and begin the cycle again:** The COT project approach includes a comprehensive, thorough plan for continually monitoring and assessing project progress while ensuring a sustained process of continuous improvement

Goals, objectives and outcomes: In carrying out COT Crockett ISD will ensure that students: 1) meet Texas standards for nutrition and physical education; 2) develop and achieve personal physical fitness goals—including a healthy BMI; and 3) improve their knowledge of nutritional concepts and adopt healthy eating habits. Related objectives and outcomes include:

Goal 1: All Crockett ISD students will be offered a PE program that enables them to meet state standards for nutrition and physical education.	
Objective 1: To improve the PE curriculum in relation to recognized standards	Outcomes 1.1 and 1.2: By the end of the three-year grant period, the districts' (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools)
Objective 2: To increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and	Outcome 2.1: 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant; Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the

fitness outcomes.	training or equipment was purchased.
Goal 2: All Crockett ISD students will develop and achieve personal physical fitness goals—including a healthy BMI.	
Objective 3: To increase the amount of time our students are active. Objective 4: To improve the fitness levels of students. Objective 5: To increase percentage of students who have a healthy body mass index (BMI).	Outcome 3.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR—for grades 5-12). Outcome 4.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured by PYFP fitness testing). Outcome 5.1: In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).
Goal 3: All Crockett ISD students will improve their knowledge of nutritional concepts and adopt healthy eating habits	
Objective 6: To improve students' eating habits.	Outcome 6.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)

Strategies to achieve goals, objectives and outcomes: All of COT’s goals and related activities were specifically developed to address deficiencies identified through the self-assessment process, including the School Health Index assessment (**Requirement 1: Align project goals to needs identified using the School Health Index**) as shown below.

Module	School Health Improvement Plan correlation
1	District health, physical fitness and wellness policies will be assessed and updated to address the identified deficiencies. Details about our approach can be found in section (C) <i>Meeting statutory purposes and requirements</i> , below
2	Crockett ISD will provide its PE teachers with professional development regarding the latest evidence-based health education strategies.
3	The strategies outlined below will address PE- and physical activity-related deficiencies identified through the School Health Index assessment
4	Addition of proven, activity-based nutrition education activities to engage students in inquiry-oriented projects that educate them about nutrition and healthy eating

Thoroughly review and update physical fitness, health and wellness policies (relates to SHI module 1; all state standards; all program objectives): To address deficiencies identified through the SHI assessment, Crockett ISD physical fitness, health and wellness policies will be reviewed and updated to ensure that the policies reflect proven, research-based and best

practices. Policy reviews and updates will be carried out in year one and adopted in year two using model nutrition and physical activity policies that meet all federal requirements. The models presented offered by schoolwellnesspolicies.org represent a comprehensive set of nutrition and physical activity policies based on nutrition science, public health research, and existing practices from exemplary states and local school districts around the country. Policy elements will include: 1) School Health Councils; 2) Nutritional Quality of Foods and Beverages Sold and Served on Campus; 3) Nutrition and Physical Activity Promotion and Food Marketing; 4) Physical Activity Opportunities and Physical Education; and 5) Monitoring and Policy Review.

Improve knowledge and skills by providing ongoing, job-embedded professional development for PE teachers (relates to SHI module 2; all state standards; all program objectives): Through COT, the Project Director, all Crockett ISD PE teachers and support personnel (e.g., Curriculum Director, food service, etc.) will participate in ongoing professional development and training. These individuals will participate in a minimum of 20 hours of professional development and training each year. Topics to be covered include (but are not limited to): monitoring, assessment and data collection in the PE classroom; evidence-based strategies for engaging students in age- and skill-appropriate physical activities; adaptive PE; research-based health and nutrition education strategies; training provided by successful bidders for curriculum, technology, equipment, supplies or services; engaging community partners, and other topics to be collaboratively determined by a multidisciplinary Advisory Council (refer to 'management' section for details about the Council and its roles in supporting the project) that will support COT. In addition, each year the Project Director and one PE teacher from each school (rotating each year) will attend TXHPERD and AAHPERD conventions/workshops.

Dramatically improve physical education programming (relates to SHI module 3; all state standards; program objectives 1, 3, 4 and 5): As noted in the 'Need' section Crockett ISD PE programming is primarily focused on team sports and group activities that leave many students 'disengaged' from PE class. To counter this, COT will introduce the highly acclaimed, reference-based, proven effective HOPSports Training System (HTS) system into our PE environment (**sole source letter is included in the appendices**). The system is a multi-media instructional tool that is delivered via Digital Video Recorder (DVR) technology. The HOPSports Video Library encompasses over 300 fitness lesson plans specifically designed to meet state and national physical education standards. These engaging and interactive lessons deliver physical education directly to children through the merger of media and technology. HOPSports has created innovative, cost-effective fitness programming for schools and community organizations that train, evaluate, educate and entertain all ages while marketing nutrition and career opportunities in a multi-screen, dynamic presentation that captures children's attention and speaks their language. The HTS incorporates traditional sport skills such as baseball, basketball, football, and soccer but also exposes students and teachers to activities to which they otherwise might not be exposed. For instance, students can participate in yoga, Pilates, martial arts, kickboxing, fencing and a broad range of types of dance to name a few. Similarly, Physical Educators can expand their areas of competency due to the wide variety of activities that exist in the HOPSports Video Library. For example, while teaching Hip Hop Dance may be outside a particular teacher's comfort zone, there are a large number of other options from which to choose. For instance, HOPSports also features well-known dancers and choreographers from the popular television show "So You Think You Can Dance." The HOPSports "experts" instruct students on the skills while the teacher is freed up to help students

and provide encouragement. The system offers more than 300 different lessons in a broad range of disciplines and has been empirically shown to **increase the amount of time students are active while also providing opportunities for students to develop positive social and cooperative skills through physical activities.**

Also, to increase the amount of physical activity for students in elementary school, Crockett will implement a new playground and structured recess program called Peaceful Playgrounds. This evidence-based program is a system of activities that enhance both physical education and increases physical activity by painting game and activity markings onto a school yard surface. Peaceful Playgrounds 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. Peaceful Playgrounds research has demonstrated that when classroom teachers implement this program's fun and engaging developmentally-appropriate games and learning activities, that there are increases in moderate-to-vigorous physical activity levels for children. Peaceful Playgrounds maximizes the number of students in physical activity rather than waiting in long lines or just standing around talking. Through this curriculum, PE teachers will introduce and teach the K-5 students how to play these self-directed games while supervised by the classroom teachers. Because as noted in the 'need' section above, the district lacks sufficient equipment, PEP funds will support the acquisition of playground equipment that will ensure that Crockett students have a broad range of fun and safe outdoor play environment. Equipment will be selected that: 1) meets the highest safety standards; 2) develops a range of skills and abilities (e.g., climbing, agility, coordination, etc.); 3) is suitable for children of all ages and skill levels; and 4) allows students with special needs and disabilities to enjoy a healthy play experience.

Integrate monitoring and assessment technologies into the PE classroom (SHI module

3; all state standards; program objectives 1, 3, 4 and 5): To enable PE teachers to establish accurate fitness baselines that will allow for the development of individual student wellness portfolios, the district will introduce the use of heart rate monitors, pedometers and other assessment technologies into PE activity sessions throughout the targeted schools. By introducing these technologies: 1) all students will be able to objectively assess their current fitness levels; 2) with the assistance of PE teachers, all students will be able to establish individual fitness portfolios (see below for description) with individual goals based on the baseline assessment; students (PE teachers) will be able to monitor students' progress towards achieving their stated goals; 3) PE teachers will be able run reports for presentation to students, parents and even the school district (all student data will be coded to ensure privacy); 4) teachers will be able to identify trends and adjust student fitness plans as appropriate; and 5) students will learn about concepts such as exertion level, target heart rate, healthy fitness zones, body mass index (BMI) and the difference between light, moderate and vigorous physical activity.

Enable students to take charge of their fitness by developing comprehensive wellness portfolios (SHI module 3; all state standards; program objectives 1, 3, 4 and 5): All Crockett students participating in PE class will create individual fitness portfolios that will include baseline fitness information (established at the start of the school year) along with information about activity levels (e.g., time spent engaged in physical activities) and nutrition habits. With the assistance of the PE teacher, the students will establish personalized fitness and nutritional goals and objectives. Monitoring and assessment technologies will enable students to chart their progress towards achieving their goals and objectives. Individual student portfolio data will **not** be included in the evaluation reports.

Revise and revamp the district's nutrition education (relates to SHI module 4; program

objective 6): The Houston County Health Department will work with Crockett ISD curriculum, food service and PE personnel to review and revise the district’s nutrition curriculum to ensure that it reflects evidence-based and best practices while also being fully aligned to Texas standards. In addition, Coordinated Approach to Child Health (CATCH) curriculum will be used to improve nutrition programming in the district. CATCH is a research-based program designed to promote physical activity and healthy food choices. The program provides training, support, consultation and nutrition curriculum aligned to state standards. The district will also post carbohydrate/calorie counts on its school website along with the menu. A new section of school/district newsletters will be added to encourage students to adopt healthy eating habits while providing tips for parents to help their children make healthier choices. The ‘parents’ section will encourage them to talk about the healthy food options and simply introduce their child to healthier meal choices. Parents are their child’s primary role model and when they see the parent choose healthy foods the child is more likely to choose them as well. Colorful posters and other educational materials posted throughout the schools will also inform, educate and encourage students to make healthy nutritional choices.

QUALITY OF THE PROJECT DESIGN

(A) Building capacity: COT has been designed using proven, research-based and best practices that will enable Crockett ISD to achieve its intended goals, objectives and outcomes while building capacity to sustain the changes brought about through the program for years to come. First, the district will **leverage the following resources** to build the capacity of the district to sustain the changes brought about through our project

Initiative	Linkage
Nutrition, Physical Activity & Obesity Prevention Program (NPAOP)	The NPAOP Program serves as a leader using Centers for Disease Control and Prevention (CDC) recommended strategies and Healthy People 2020 guidance to encourage implementing evidence-based strategies and interventions. DSHS’s response to the high levels of overweight and obesity in Texas is based on this sound evidence and is coordinated

(state)	<p>across the agency’s programs as well as with external partners at the national, state, and community levels. Within DSHS, the Nutrition, Physical Activity and Obesity Prevention Program (NPAOP) is responsible for coordinating the obesity prevention activities with the Texas Title V Office, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), Worksite Wellness, School Health, and chronic disease prevention programs that address diabetes, heart disease and stroke, kidney disease, and others.</p> <p>To coordinate efforts, Crockett ISD leadership will reach out to state leaders to: a) inform them of our project; b) coordinate efforts wherever possible (e.g., community outreach, facilitating workshops and presentations, etc.); and c) provide relevant data (e.g., gender-specific BMI percentages, etc.) that support shared goals and objectives (no individually-identifiable information will be shared).</p>
Action for Healthy Kids (federal)	<p>COT will be coordinated with the TX Action for Healthy Kids program. This will include attendance at meetings; sharing of information, participation in events (e.g. a best practices conference) and launching of Action initiatives in all Crockett ISD campuses including (but not limited to): Every Kid Health Pledge; Game On! Ultimate Wellness Challenge; and Fuel Up to Play 60, among others.</p>

Crockett ISD will also leverage **community partnerships** to increase opportunities for students to be active and to build the capacity of the district to ensure lasting, systemic change. Project partners will support the project by contributing the following resources (partnership agreements are included in the appendices):

Partner	Contribution
Groves Foundation; Crockett Academic Boosters	Serve on the Advisory Council, providing input, feedback and guidance; promote the project to the broader community to encourage broad support and involvement; engage parents and encourage them to support the project by making healthy food choices in the home; provide volunteers to supervise students on the playground; support the sustainability of the project by organizing fund raising events and reaching out to additional community supporters
City of Crockett; Houston County	Serve on the Advisory Council, providing input, feedback and guidance; promote the project to the broader community to encourage broad support and involvement
Houston County Health Department	In addition to serving as a member of the Advisory Council, provide resources (e.g., educational materials, posters, workbooks, etc. relating to the County’s obesity prevention plan
Chartwell (food service)	Will coordinate the nutritional component of the project; participate in reviews, assessments and updates to the district’s nutritional and wellness policies; ensure that the district’s food choices reflect healthy options that reflect federal guidelines; provide input for informing students and parents about proper nutrition and healthy eating

Building capacity through professional development: Ongoing, job-embedded professional development will ensure that our PE teachers, support personnel and community partners are equipped with the skills and knowledge they need to implement the high quality programming we have proposed and that in addition, they are knowledgeable about the latest

research, trends and issues in the field of physical education. For instance, knowledge gained through professional development and conferences will be shared among teachers and passed along to new teachers through the Professional Learning Communities (PLCs), which are collegial groups of administrators and educators united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making as leaders. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Overall the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.ⁱⁱ At Crockett ISD, teachers are provided PLC time once per week (45 minutes). A sub-PLC (Fitness PLC) will have the purpose of sharing knowledge (e.g., engagement strategies, assessment, individualized fitness/nutrition goals, etc.) on PE and nutrition while also facilitating collaboration among PE/classroom teachers (e.g., strategies for incorporating physical activity into the regular classroom setting) and PE teachers/food service staff.

Building capacity with a solid, standards-aligned curriculum: Annual assessments using the PECAT and HECAT tools will also build the capacity of our district to sustain curricular, policy and organizational changes for the long-term. PECAT and HECAT will be used to ensure that all curricula are aligned to state and national standards. Our revised curriculum, nutrition- and physical activity-related policies will not only build the capacity of our district, schools and staff to improve students' fitness, health and nutrition outcomes, but they will also ensure that activities and strategies are sustained beyond the federal funding period. The updated curriculum and policies will provide a framework that will guide the district's approach to student wellness by providing requirements and guidelines for: teaching students about healthy eating habits and

good nutrition; setting guidelines for keeping students active each day; and ensuring alignment of curriculum and policies to our district’s needs.

Building capacity through partnerships: As previously mentioned, Crockett’s capacity to carry on project activities will also be strengthened by our project partners—each of which is committed to continuing its involvement beyond the grant-funded three years (refer to partnership agreements in appendices).

Building capacity through inclusion: To bring about lasting, systemic change and build the capacity of the district to improve students’ health and nutrition outcomes, COT will ensure that the district’s approach to PE meets the needs of **all** students—regardless of ability, skill level, special need or disability. PE teachers will ensure that all project beneficiaries will have equal access to participation in the proposed funded project. To ensure that Crockett PE teachers are equipped with the skills, knowledge and resources they need to ensure full inclusion among students with special needs or disabilities, professional development includes adaptive PE.

Sustaining COT: In order to further ensure the continuation of COT, during year two a multidisciplinary Advisory Council (refer to management section below) will develop a long-term sustainability plan. This will include: 1) finalizing ongoing budgetary needs beyond the federal funding period; 2) identifying potential local, state and federal funding sources (e.g., foundations, corporate donors, state and federal funding agencies, etc.); 3) preparing a strategy, list of action items and timeline for approaching each; and 4) reviewing and updating the sustainability plan every six months.

(B) Up-to-date knowledge: All of the approaches that comprise this project have been chosen after a careful review of proven, research-based and best practices.

Program	Research or evidence base
HOPSports	Independent studies have conclusively shown heightens periods of moderate to vigorous physical activity that improves a student’s flexibility, muscular strength, endurance and body composition.

	HOPSports adapts physical education to help students understand the importance of maintaining their physical well-being. HOPSports empowers students by having them interact with 21st century technology in a manner that is fun, new, motivating and exciting. The lesson's multi-screen display format enables appropriate sensory distraction so that participants achieve end-result stimulating physical education at the same time while they are watching entertaining video and receive other messaging. This concept aligns with this age of multi-tasking youth and promotes socially adaptive behavior whereby children can easily incorporate physical fitness into modern lifestyles. Lastly, HOPSports-supported PE provides a more efficient use of class time than traditional PE with studies showing that all children are 55% more active during HOPSports supported PE, and girls and students with an unhealthy weight benefit even more than their counterparts. ⁱⁱⁱ
CATCH	CATCH has undergone extensive research with the first controlled trial taking place from 1991–1994 in 96 schools (56 intervention, 40 control) in four states (California, Louisiana, Minnesota, and Texas) and included over 5,100 students with diverse cultural and ethnic backgrounds. The CATCH trial was the largest school-based health promotion study ever funded in the United States (through the National Heart Lung and Blood Institute). The evidence of the Main Trial indicated that CATCH indeed decreased student fat consumption and increased physical activity among children and adolescents. In 1999, a follow-up study of 3714 (73%) of the initial CATCH cohort of 5106 students was conducted. energy intake from fat at baseline was virtually identical in the control (32.7%) and intervention (32.6%) groups. At grade 5, the intake for controls remained at 32.2%, while the intake for the intervention group declined to 30.3%. At grade 8, the between-group differential was maintained. The study concluded that CATCH demonstrated that school-level interventions could modify school lunch and school physical education programs as well as influence student behaviors. The 3-year follow-up without further intervention suggests that the behavioral changes initiated during the elementary school years persisted to early adolescence for self-reported dietary and physical activity behaviors. ^{iv}
Peaceful Playgrounds	Research supports the efficacy of Peaceful Playgrounds to increase the amount of time children spend being active. For instance, a study of Florida's Martin County Health Department three-year Peaceful Playgrounds project found that it increased children's activity levels and energy expenditures while decreasing playground injuries. ^v

(C) Exceptional approach: As shown, Crockett On Track meets the Absolute Priority:

Priority	COT alignment
Instruction in healthy eating habits and good nutrition	Implementation of CATCH nutrition curriculum
Physical fitness activities: a) fitness education and assessment b) instruction in a variety of motor skills and physical activities that enhance the physical, mental, and social or emotional development c) cognitive concepts that support a lifelong healthy lifestyle d) opportunities to develop positive social and cooperative skills through physical activity participation e) professional development	a) monitoring and assessment technologies will enable each student to establish a fitness baseline, develop personal fitness goals and have the capacity to monitor his or her progress towards achieving those goals b) the project includes NEW activities such as HOPSports that will engage students of all abilities and ages in healthy, fun physical activities that facilitate the development of motor skills, while enhancing students' physical, mental and social development c) in addition to including lifelong fitness activities, the revised PE curriculum and new nutrition curriculum will include specific instruction in cognitive concepts that support a lifelong healthy lifestyle d) new fitness activities such as partner/small group stretching and HOPSports that will help students develop positive social and cooperative skills e) all Crockett ISD PE teachers and other key personnel will participate in a minimum of 20 hours of professional development each year to help them stay abreast of the latest research, issues, and trends in the field of physical education

As shown in the following paragraphs, **COT** meets each of the PEP **program requirements**. First, the district's nutrition- and physical education-related policies will be reviewed and updated to ensure that they reflect current research and best practices (**addresses requirement 2 regarding nutrition- and physical education-related policies**). **COT** will also be coordinated with the Crockett ISD Wellness Policy (**meeting requirement 3**). For instance, a key project goal is to provide all students with evidence-based instruction in healthy eating habits and good nutrition. Toward that end, project leadership will ensure that the evidence-based standards adopted by the district are incorporated into the Wellness Policy. Other areas of coordination will include: 1) setting physical activity goals; 2) reviewing and updating PE qualifications; 3) providing professional development to improve staff qualifications; 4) reviewing and updating the district's food service environment; and 5) ensuring an inclusive program that meets the needs of **all** students, regardless of skill level, special need or disability. **COT** will be coordinated with the local, state and federal resources outlined in the 'building capacity' section above, therefore meeting **requirement 4**. **COT** includes an annual assessment of the Crockett ISD physical education and nutrition instruction curricula (**meeting requirement 5**) utilizing the PECAT and HECAT tools. The nutrition curriculum will be developed using the HECAT tool as a guide. Each year, should any deficiencies be noted, changes to address the shortcomings will be implemented. Follow-up reassessments will take place annually.

The equipment purchased through **COT** is directly aligned to the needs identified through the self-assessment process as well as all goals and objectives (**addressing requirement 6**). As an example, the addition of HOPSports will not only increase the amount of time students spend being active in PE class but also provide fun, healthy, engaging physical activities that **all** students can enjoy—regardless of skill level, special need or disability.

In addition, the evaluation plan below will ensure the highest degree of transparency and accountability and ensure accurate collection and reporting of required GPRA performance measures (**meeting requirement 7**). Crockett’s plan for managing the project includes sufficient oversight and multiple checks and balances to ensure accountability and transparency. All data collection and reporting will be carried out in accordance with all confidentiality laws. Lastly, **COT** also addresses **Invitational Priority 1**:

Priority	Alignment
Strive for universal access; and include a range of age-appropriate activities	All activities will be age- and skill level-appropriate for all students. For those students with special needs or disabilities, activities will be adapted to enable them to fully participate
Aim to reach the recommended guidelines on dosage and duration	Our project aims to significantly increase the amount of time our students spending being active each week with the target that all students reach the recommended guidelines on dosage and duration
Be engaging and fun for kids	We have selected activities that have been identified as best practices, both for their efficacy and because they have proven to be both engaging and fun activities that students enjoy
Be led by well-trained coaches and mentors	Ongoing professional development will ensure that our PE teachers are knowledgeable about the latest research-based strategies, trends and issues in physical education
Track progress, both individually and for the group	Our project approach includes individual student portfolios (to track progress individually) as well as a comprehensive evaluation plan that tracks progress for the group
Provide consistent motivation and incentives	The monitoring and assessment technologies will provide real-time feedback, enabling students to see their progress each week. In addition, each month a different “fit class of the month” will be recognized on school bulletin boards and via project-specific social media pages— Facebook and Twitter

ADEQUACY OF RESOURCES

(A) Reasonableness of costs: We have carefully developed a project budget that is both adequate and sufficient to achieve the goals, objectives and outcomes of **Crockett On Track**. First, the budget fully supports the acquisition of necessary supplies and equipment, all of which will provide years of service and while supporting fitness goals. Crockett ISD will fund maintenance and upgrade costs beyond the grant. **COT** also addresses all deficiencies that were identified during the needs assessment process and by incorporating proven, research-based strategies and activities will result in meaningful, sustainable change and reform throughout the

district. Moreover, our management plan accounts for all key activities and ensures sufficient oversight and accountability to carry out the high quality programming we have proposed. All of this will be accomplished at a reasonable cost of **\$862.23** per student over three-years.

QUALITY OF THE MANAGEMENT PLAN

(A) Management plan: Crockett ISD intends to hire a full-time (1 FTE) **Project Director** to oversee and manage implementation, ensuring that all activities are carried out as specified, on-time and within the outlined budget. This individual will be supported by an **Advisory Council**, which will serve in an advisory capacity and provide project oversight and direction. The Council is comprised of: Project Director; Curriculum Director; PE teachers; school nurses; guidance counselors; community partners; parents (at least two); and student representation. School-based council members will meet monthly with the full council meeting quarterly. Key roles of the Council are to: guide implementation of high quality programming; solicit a diversity of perspectives; ensure accountability; engage community resources to sustain the program; and review performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. The **Project Director** will supervise and ensure that the project plan is being carried out as intended and that the vision of the plan is being considered in all aspects of the decision-making process. Other key roles of the Project Director include: manage project budgets; ensure compliance with grant program requirements; oversee project personnel; work with the evaluator to certify that data, reports, and feedback are fully utilized, among other duties as outlined in the attached job description.

Individual-time commitment	Project Role
Project Director (1 FTE)	Provide overall leadership and guidance; coordinate implementation school-based individuals and community partners; delegate responsibility for day-to-day tasks; ensure accurate and effective data collection and management; oversee AC; review and approve budgets; ensure that all reports are prepared and submitted as scheduled; ensure compliance with all regulations;

Director of Curriculum (.20 FTE)	Participate in the curriculum and policy assessment/updating process; ensure that all curricula are aligned to state standards and that policies reflect proven models and best practices; ensure that all approaches account for including students with special needs or disabilities
PE teachers (.25 FTE)	Serve on project team; provide input and guidance relating to physical activities and the PE curriculum; attend conferences; participate in professional development as outlined in the proposal; assume primary responsibility for implementing project activities at the school-, classroom-, and out-of-classroom level; collect assessment/evaluation data as required
Food Service (.15 FTE)	Participate in PECAT/HECAT assessment; provide input relating to updating nutrition curriculum, nutrition-related policies and wellness policy; coordinate implementation of updated curriculum and policies
Business Office (.10 FTE)	Provide financial oversight; review budgets and expenditures; ensure fiscal transparency, responsibility and accountability
School Nurses (.10 FTE)	Serve on project team; provide input and guidance relating to ensuring the health and safety of all students; participate in PECAT/HECAT assessment;

A project timeline is below.

Date	Activity	Objective	PERSON	MILESTONE
Oct. 2013	Advisory Council (AC) meets (monthly throughout project period)	Finalize list of equipment, roles & responsibilities & professional development (PD) schedule	Project Director (PD) and AC	Equipment inventoried; monthly meeting schedule set ; PD schedule finalized
Oct. – Nov. 2013	Issue RFP purchase, install equipment; activity schedules; align curriculum to state standards; ensure the sustainment of professional development	Bid equipment/select vendors, purchase equipment; finalize activity schedules, project promotion begins; organize the professional learning community (PLC)	PD, AC, PE teachers, trainers	Equipment bid, purchased, installed; student PE activity schedules finalized; promotion underway; plan and timetable for updating curriculum finalized; PLC begins its regular weekly meeting schedule
Nov. 2013	Professional development and training	Improve staff knowledge and skills	Vendors; partners; contractors	Professional development is underway
Dec 2013	Align curriculum to state standards; review Wellness Policy	Begin PECAT/HECAT assessments; ensure that Wellness Policy is up-to-date and reflects best practices	PD, AC	Curriculum evaluation is underway; Wellness Policy assessment is underway
Jan. 2014	Establish student fitness baselines	Measure student fitness levels	PD, AC, PE teachers	Baseline established (3 measurements in year 1; 2 per year for subsequent years)
Mar – Apr.	Reports	Meet reporting requirements	PD	Required reports are submitted each year
June-July 2014	Continue PECAT and HECAT review	Identify areas in which curricula and policies are not aligned to state standards	PD, AC, PE teachers, Evaluator	Work plan for curriculum/policies revisions done; PECAT - HECAT reviews completed annually
July	Begin planning	Plan next year's activities,	PD, AC, PE	2 nd year activities planned;

2014	process for following year of the project; conduct SHI	implement changes to 2 nd year based on year 1 feedback; measure SHI improvements	teachers, Evaluator	changes to program implemented as necessary; SHI reassessment is conducted annually
Sept. 2014	Review assessment data	Summarize year one results; PT audits budgets	PD	Budget audited; summary report completed
Oct. 2014	Reports	Meet reporting requirements	PD	Required reports are submitted each year
Oct. 2014-Sept. 2015	Repeat year 1	Prior year of project implemented minus major equipment purchases ; new activities include: adjust program as necessary based on year 1 feedback; implement updated curriculum and policies;	Same as year one	Same; project reflects changes made based on prior year's feedback; sustainability plan is complete; revised curriculum and policies are approved and implemented
Oct. 2015-Sep. 2016	Repeat year 2	Prior year of project implemented	Same	Same
Oct. 2016	Report	Meet reporting requirements	PD	Required final report is submitted

QUALITY OF PROJECT EVALUATION

(A) Evaluation plan: As noted above, Crockett ISD intends to contract with an experienced, skilled third-party evaluator to work with Advisory Council in implementing the evaluation plan outlined below. The evaluator—as with all contractors and vendors—will be selected in a manner providing full and open competition, consistent with the standards in Section 80.36 (SEAs and LEAs) and Sections 74.40-74.48 (CBOs and IHEs) of the Education Department General Administrative Regulations (EDGAR). The underlying principle of our evaluation plan is to utilize performance feedback such that it tracks progress towards achieving the intended goals, objectives and outcomes while providing a framework for continuous program improvement. This approach is incorporated into all formative and summative evaluation activities for the program. The goals of the formative evaluation are to: (1) ensure that the project timeline and goals are met; (2) identify issues and topics that may interfere with program success; and (3) share and discuss these issues among project leadership and make

recommendations for overcoming these challenges.

Instruments to be developed and when: Within the first nine months, the evaluator will develop a survey with which to measure stakeholder satisfaction with the project. The evaluator will develop and administer a qualitative survey, modeled after the Hawaii Department of Education School Quality Survey (SQS), which asks teachers, students, parents, administrative office staff, and instructional support staff for their opinions within nine dimensions or programming. Results from these assessments (as well as performance feedback) will result in systemic change through a process of continuous improvement. In order to ensure consistency across all schools, the evaluator will work with PE teachers to coordinate data collection. The table below outlines data to be collected as well as the method by which it will be collected and the frequency of collection. The Project Director will collect data for outcomes 1.1, 1.2 and 2.1. PE teachers will collect data for outcomes 3.1 through 6.1. All data will be coded to ensure confidentiality. No individually-identifiable information will be used in evaluation or reporting.

Outcome	Data to be collected/method	Frequency
Outcomes 1.1 and 1.2: By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).	Curriculum assessment (PECAT and HECAT tools)	Baseline in year 1; annual thereafter
Outcome 2.1: 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.	PD participation; knowledge gained; use of knowledge (sign-in logs; post-participation survey; lesson plan reviews; annual survey)	As sessions occur (sign-in & tracking log); annual curriculum or lesson reviews; PE class observations / walk-throughs by PD or evaluator; teacher survey
Outcome 3.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR—for grades 5-12)	Number of steps (pedometers); activity levels (3DPAR)	Three times in year one and twice per year in years 2 and 3
Outcome 4.1 (GPRA 2): In comparison to baseline, the	Student fitness levels	Three times in

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

Data analysis: The evaluator will analyze the data in a manner that accurately presents the degree to which project goals, objectives and outcomes were met. After analysis, data will be disaggregated by gender, grade, ethnicity, and free and/or reduced lunch to the greatest extent possible. No individually-identifiable information will be included (all student data will be coded). **Availability of data and reports:** The evaluator will prepare written mid- and year-end programmatic and financial reports each year of the project, in addition to informal reports and communication as necessary. Reports will be presented to the Advisory Council and the superintendent and aggregate outcomes data will be posted on the district website at least once per year for community and stakeholder review. Students, parents, teachers, administrators and community partners will be asked to complete an online survey (e.g., Survey Monkey, etc.) that will include statements and a 1-5 agreement scale with room for comments at the end. Survey results will be summarized and reported to the district. At the end of the three-year project, a comprehensive summative evaluation report will provide a rich, contextualized understanding of the project’s results and how/why these results were achieved (e.g., what worked well, what didn’t work well and what could be improved upon). This (final) summative report will be available to other districts interested in replicating Crockett’s PEP approach.

Use of information: Performance feedback gathered through the evaluation process will permit periodic assessment of progress towards achieving the desired goals, objectives and outcomes. Moreover, through ongoing tracking of key performance measures and financial data (e.g., actual expenses versus budget, etc.), the evaluation plan will ensure fiscal and programmatic transparency and accountability. Additionally, the Advisory Council will review quarterly reports, which will provide accurate and timely data so that stakeholders can better see where the project started, what is being accomplished, and what needs to change--if anything-- in order to best meet the needs of students and achieve the mission and goals of the program. Toward that end, the Advisory Council will review and discuss the quarterly reports using the performance feedback gathered to refine, strengthen and improve the project approach as improvement (continuous improvement). As noted above, the final summative evaluation report will serve as a 'lessons learned' document that can be used by other districts to replicate the success of COT in other communities throughout the United States.

PEP funding is essential to launching this much needed, worthwhile project. With the overwhelming majority of Crockett students coming from socioeconomically disadvantaged homes, outside funding to address the gaps above is essential. *Without the assistance of PEP funds, this critically-needed project will not take place and Crockett students' fitness outcomes will continue to lag behind those of their wealthier peers as they are forced to use much of the same physical activity equipment their parents--and in some cases grandparents--used back in early 1970s-more than 40 years ago.*

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JACK PATTON



PERSONAL INFORMATION:

Born August 17, 1956
Height: 6'0" Weight: 187
Married - 2 children
Excellent Health

EDUCATION:

Post Graduate	Colorado State University	Colorado Springs, Colorado
M. Ed.	Stephen F. Austin State Univ.	Nacogdoches, Texas
B.S.	Texas A&M University	College Station, Texas

CERTIFICATIONS:

Professional Superintendent - 452-19-0562
Professional Mid-Management Administrator - 452-19-0562
Professional Agriculture Science and Technology - 452-19-0562

EXPERIENCE:

August 2009-----Present	Grant Writer	Crockett ISD
June 1999-----2004	Superintendent	Llano ISD

- o Developed and implemented an improved communication system with the community, staff, and board including:
- o Implemented a school-community guidance and visionary program which focused on variety of community resources seeking solutions to the problems of individual school children and their families, particularly those with attendance and behavior problems.
- o Established a superintendent's cabinet committee to advise the superintendent of community ideas and suggestions.
- o Established a policy of weekly communication with each board member.
- o Established monthly meetings with elected faculty representatives.
- o Initiated bi-weekly meetings with all district administrators.
- o Established a superintendent's council made up of secondary students to inform the administration of student needs and opinions.

- Awarded Texas Successful School Award for academic performance (Exemplary Status) Llano Elementary, Packsaddle Elementary, Llano Junior High, and Llano High School for the 2000, 2001, and 2002 school years.
- Developed and implemented a reorganization plan for all departments.
 - Implemented a preventive maintenance program for the district.
 - Developed new job descriptions for all positions in the district with emphasis on production and accountability.
- Developed a priority list for new construction and renovation projects to meet TEA, ADA and Air Quality Standards.
- Developed and implemented an improved management system for campus decisions and budgets including:
 - An improved decision-making process based on a management and staff collaborative effort.
 - Implemented an improved organizational system focusing on clarification of job definition and responsibility.
 - Implemented a centralized approach to purchasing, receiving, and distributing materials and supplies.
 - Implemented a communication committee composed of elected faculty representatives. DELT "District Educational Leadership Team".
 - Implemented a budget system designed to meet the needs of the staff, as well as the goals of the Board of Education, using "Site Based Management", and staff and community surveys.
 - Developed and implemented a program in the transportation department, based on student safety and maintenance procedures for buses. Implemented daily safety inspection program for all buses.
 - Implemented a preventive maintenance program for all schools.
 - Routed buses for most economical operation and time consumption.
- Elected President of Texas Association of Community Schools. TACS Represents over 800 School Districts Statewide.
- Developed and implemented a campus maintenance and beautification program: Streamlined maintenance-needs procedure, which resulted in completion time of jobs reduced by 30%.
- Improved procedures for checking contact hours and FTE's for special education and vocational education, which has resulted in a 70% increase in state and federal aide for these programs.
- Recognized as the Outstanding School Board in Region XIII for 2002 by the TASA School Board Awards Program.
- Recognized as "Top 5" School Board in State TASA/TASB Competition for 2002.
- Initiated a complete audit of all Llano ISD TASB Board policies.
- Developed and implemented an early retirement plan for Llano ISD employees (first year saving over \$500,000 dollars).
- Developed and implemented long-range facilities plan for Llano ISD.
- Implemented a girls' volleyball program and a boys'/girls' weight lifting program to be fully operational in the 2002-2003 school year.
- Implemented (Top Down Vertical Alignment Curriculum Program) which resulted in overall TAAS scores surpassing comparison group by 31% in 2000 and 42% in 2001 and 48% in 2002. Exit TAAS scores have risen by 31% over the same time span.

- Successfully protested the state's local property valuation, saving Llano ISD taxpayers approximately 11-cents/\$100 valuation on their 2001-2002 property taxes and 2-cents/\$100 valuation on their 2002-2003 property taxes.
- Streamlined procedures at Board meetings that cut the time spent at Board meetings per month from about seven hours to about three hours per month.
- Certified provider of School Board Member training as required by state law. Areas of specialization include vision, structure, accountability, advocacy, unity and public school law.
- Developed a priority list for new construction and renovation projects to meet growing facility needs. Total cost-\$26.1 million.
 - Building Additions--High School--New High School.
Total Cost-\$14.1 million.
 - Building Additions—New Elementary.
Total Cost-\$2.5 million.
 - Building Additions—New Elementary Wing.
Total Cost-\$1.7 million.
 - Building upgrades District Wide 3.8 million.
 - Building renovations—Llano Junior High --New roof and HVAC.
Total cost-\$4 million.
- Developed and implemented a \$3 million Technology Plan to be implemented over the next 3 years including:
 - Electrical upgrades to all buildings.
 - Staff development for all personnel.
 - Hardware/Software acquisition for curriculum needs.
 - Hardware/Software acquisition for student and financial services
 - Equipment and software maintenance.
- Lowered total central office administrative costs by 13%.
Our administrative costs are about 50% of the state average for districts our size, or less than one-half the state average.
- Created a financial reward system to cut down on employee absenteeism (40% decrease in the first year).
- Developed and implemented long-range facilities plan for Llano ISD.
- Implemented a strategic planning effort to increase and maximize student academic achievement.
- Developed and implemented a localized educational program in the district that resulted in an 18% increase in non-referenced (NAPT) test results over the past year.
- Recognized as a Gold performance Acknowledgement District in 4 of 7 Gold Criteria's.
 1. College Readiness Recommended High School Program Participation
 2. Improvement in Mathematics – College Readiness – Recommended High School Program Participation.
 3. Improvement in Mathematics – Improvement in Reading – Algebra I Examination Results.
 4. Improvement in Mathematics – Improvement in Reading.

April 1997—June 1999**Superintendent****Hereford ISD**
(4200 students enrolled)

- Awarded Texas Successful School Award for academic performance (Recognized Status) Northwest Primary, Tierra Blanca Primary, Shirley Intermediate, West Central Intermediate, Hereford High School and (Exemplary Status) Aikman Primary for 1997-1998 TAAS scores (the academic status for these schools was significantly raised from acceptable or low performing in academic standing from the 1996-1997 TAAS results).
- Awarded commendation for "Commended School for Title I Student Achievement Hereford Jr. High and Hereford High School 1997 and 1998".
- Developed a priority list for new construction and renovation projects to meet TEA and ADA guidelines.
- Applied for and awarded 14.5 million dollars in instructional facilities allotment grant funds from the Texas Education Agency.
- Recognized as the Outstanding School Board in Region XVI for 1998 by the TASA School Board Awards Program.
- Awarded state commendation for the Hereford ISD Migrant Program.
- Elected Regional Director of the Equity Center for the 1998-99 fiscal year.
- Developed and implemented an early retirement plan for Hereford ISD employees (first year saving \$1 million dollars).
- Developed and implemented long-range facilities plan for Hereford ISD.
- Developed a local supplement schedule for classroom teachers to be paid above base for steps 20-25, including a supplemental pay for employees with doctoral degrees.
- Developed and implemented a Hereford ISD sick leave bank program.
- Created a competitive bid program for risk management insurance, which resulted in the district saving over \$100,000, for the 1997-98 fiscal year, and at the same time had additional health benefits for all employees.
- Implemented a girls' softball program and a boys' wrestling program to be fully operational in the 1998-1999 school year.
- Implemented a strategic planning effort to increase and maximize student academic achievement.
- Implemented (Top Down Vertical Alignment Curriculum Program) which resulted in overall TAAS scores surpassing comparison group by 31 % in 1997 and 42% in 1998. Exit TAAS scores have risen by 31%. These scores have been accomplished with a student body made up of 71 % minority, 79% disadvantaged students and a tax base below the state average.
- Developed and implemented a localized educational program in the district that resulted in an 18% increase in non-referenced (NAPT) test results over the past year.
- Successfully protested the state's local property valuation, saving Hereford ISD taxpayers approximately 21-cents/\$100 valuation on their 1997-98 property taxes.
- Streamlined procedures at Board meetings that cut the time spent at Board meetings per month from about seven hours to about three hours per month.
- Developed a priority list for new construction and renovation projects to meet growing facility needs. Total cost-\$16.7 million.
 - Building Additions--High School--New Fine Arts Center. Total Cost-\$2 million.
 - Building Additions--High School--New Vocational/Tech Prep Center. Total Cost-\$6.5 million.

- Building Additions--High School--New Physical Education Facility. Total Cost-\$3.5 million.
- Building Additions--Jr. High School--New 30 Room Classroom /Technology Center. Total Cost-\$3.5 million.
- Building renovations--Northwest Elementary --New roof and HVAC. Total cost - \$1.2 million.
- Developed and implemented a \$7 million Technology Plan to be implemented over the next 3 years including:
 - Electrical upgrades to all buildings.
 - Staff development for all personnel.
 - Hardware/Software acquisition for curriculum needs.
 - Hardware/Software acquisition for student and financial services
 - Equipment and software maintenance.

January 1991 - April 1997**Superintendent****Menard ISD**

- Developed and implemented an improved communication system with the community, staff, and board including:
 - Published an in-district newsletter called Board Briefs, which summarized board meetings.
 - Initiated a fall and spring open house on all campuses so parents would have the opportunity to meet all teachers, administrators and board members.
 - Established a superintendent's cabinet committee to advise the superintendent of community ideas and suggestions.
 - Established a policy of weekly communication with each board member.
 - Established monthly meetings with elected faculty representatives.
 - Initiated bi-weekly meetings with all district administrators.
 - Established a superintendent's council made up of secondary students to inform the administration of student needs and opinions.
- Recognized by Texas Monthly as having a 4-Star elementary campus (highest recognition given).
- Awarded Texas Successful School Award for academic performance (Recognized Status) for 1992-1993, 1993-1994, 1994-1995, and 1995-1996 TAAS scores.
- Awarded commendation for "Commended School for Title I Student Achievement Menard Jr. High 1995 and 1996".
- Awarded Governor's Certificate for the Texas Successful Schools Award.
 - \$32,000 monetary award (Menard Elementary, Menard Jr. High, and Menard High School).
- Awarded Recognized Status for the District for outstanding academic achievements in 1995 and 1996.
- Ranked number one school district in school comparison group for academic performance in 1994, 1995, and 1996.
- Implemented (Top Down Vertical Alignment Curriculum Program) which resulted in overall TAAS scores surpassing comparison group, regional and state averages by 22% in 1992, 37% in 1993, 51% in 1994, 80% in 1995 and 87% in 1996 across the academic indicators. Exit TAAS scores rose steadily in the last few years. We were ranked near the

top state-wide with scores of 100% Reading, 100% Writing, and 94% in Math in 1992; 96% Reading, 93% Writing, and 96% Math in 1993; 96% Reading, 98% Writing, and 76% Math in 1994; 86% in Reading, 100% in Writing, and 100% in Math in 1995; and the 1996 scores were 91% Reading, 100% Writing, and 87% Math. Those scores were accomplished with a student body comprised of 54% minority, 71% disadvantaged students and a tax base below the state average.

- Lowered total central office administrative costs by an additional 42%. Our administrative costs were about 46% of the state average for districts our size, or less than one-half the state average.
- Developed and implemented a localized educational program in the district that resulted in a 62% increase in norm-referenced (NAPT) test results over the last four years.
- Awarded Governor's Certificate for Performance Gain, and Outstanding Effort Recognition for Academic Achievement Advancement for 1991-92 TAAS scores.
- Successfully protested the state's local property valuation, saving Menard ISD taxpayers approximately \$.15/\$100 valuation on their 1992-93 property taxes.
- Lowered overall total effective tax rates by about 10%.
- Founding member of Central Texas coalition, a coalition designed to share staff development and other educational costs with member districts, saving the district over \$75,000 annually.
- Established a coalition with TEA and Central Texas Coalition of Schools to design curriculum guides to be piloted statewide.
- Applied for and received over three million dollars in educational grants and awards.
- Developed a Technology Plan as well as a Site Based Management Plan that not only met and exceeded state standards, but were being used as models for other districts.
- Identified and eliminated \$246,000 in fiscal waste in the school budget, which was reinvested in student instruction and staff development.
- Developed and implemented a reorganization plan for the maintenance department.
 - Implemented a preventive maintenance program for the district.
 - Developed new job descriptions for all maintenance and custodial staff with emphasis on production and accountability.
- Founding member of Concho Valley Tech-Prep program--an educational program designed not only to prepare students for college, but also to supply them with a marketable skill after completion of high school.
- Developed a priority list for new construction and renovation projects to meet TEA and EPA guidelines.
- Building Additions--High School construction and renovation project that met all EPA Asbestos Guidelines as well as all TEA Architectural Barrier Guidelines. Total Cost-\$1.2 million.
- Building Additions - Complete Elementary School renovation project. Total Cost-\$2 million.
- Building Additions--Track Complex. Initiated a plan to build a \$300,000 track facility, which was a 25-year community dream. Total cost to district after donations and grants was slightly over \$140,000.
- Building Additions--Alternative Education Program Center (AEP) \$250,000.
- Implemented energy-efficient building renovation and construction practices.
- Instrumental in acquiring architectural services and costs estimates for all services.
- Initiated a system-wide facilities study.

- Developed and implemented an improved management system for campus decisions and budgets including:
- An improved decision-making process based on a management and staff collaborative effort.
- Designed and implemented detailed job descriptions for all school employees.
- Implemented an improved organizational system focusing on clarification of job definition and responsibility.
- Implemented a centralized approach to purchasing, receiving, and distributing materials and supplies.
- Implemented a communication committee composed of elected faculty representatives, DELT "District Educational Leadership Team".
- Implemented a budget system designed to meet the needs of the staff, as well as the goals of the Board of Education, using "Site Based Management", and staff and community surveys.
- Developed and implemented a program in the transportation department, based on student safety and maintenance procedures for buses.
- Implemented daily safety inspection program for all buses.
- Implemented preventive maintenance program.
- Routed buses for most economical operation and time consumption.
- Developed and implemented a campus maintenance and beautification program:
- Streamlined maintenance-needs procedure, which resulted in completion time of jobs reduced by 50%.
- Supported and encouraged both students and teachers to excel in all UIL and extracurricular activities. Menard ISD students consistently advanced to play-offs and upper-division competition in vocational agriculture, band, literary, science, drama, and athletic arenas, winning state titles in several.
- Certified provider of School Board Member training as required by state law. Areas of specialization include vision, structure, accountability, advocacy, unity and public school law.

1990-91 Assistant Superintendent Business and Operations Poteet I.S.D.

- Developed new job descriptions for all paraprofessional employees, with emphasis on production and accountability.
- Developed a priority list for new construction and renovation projects.
Building additions -- high school addition, elementary addition, baseball field complex, additional parking, and numerous renovations projects: total cost-\$8 million.
- Developed and implemented a program in the transportation department, based on student safety and maintenance procedures for buses.
- Initiated replacement schedule for buses.

1988-1990**Principal (K-12)****Latexo I.S.D.**

- Implemented elementary and secondary programs for the gifted and talented.
- Implemented alternative approaches to secondary education for students unable to function effectively.
- Developed and implemented an improved management system for campus decisions and budgets including:
 - An improved organizational system focusing on clarification of job description and responsibility.
 - A needs-assessment process resulting in the determination of specific needs of the staff.
 - A communication committee composed of elected faculty representatives.
 - A budget system designed according to the needs of staff, as well as goals of the Board of Education and community, using "Site Based Management".
- Involved SCOPE (School Community Organization of Parents and Educators) in campus improvement process.
- Established an Emergency TEAMS Plan to address the problem of low TEAMS scores.
 - As a result of the implementation of this plan, TEAMS scores improved:
 - 9% in the first grade
 - 69% in the third grade
 - 8% in the fifth grade
 - 22% in the seventh grade
 - 31 % in the ninth grade
 - 41 % in the eleventh grade (EXIT exam)
- Established a teacher reward system to recognize top teachers each month.
- Received the Excellence in Education Award from the Governor of Texas, for student achievement. Total award amounted to over \$25,000.
- Recognized as among the top schools in Texas, based on student achievement for the past three years.

1987-1988**Administrative Asst. to Superintendent****Latexo ISD****1980-1987****Teacher****Latexo ISD****PROFESSIONAL ORGANIZATIONS:**

- Texas Association of School Administrators
- Texas Association of School Business Officials
- American Association of School Administrators
- Phi Delta Kappa
- American Association for Supervision and Curriculum Development
- Member of TASA Leadership and Legislative Advisory Committee
- President of Region XIII Education Service Center Advisory Committee
- Member TASA Leadership Advisory Committee
- Chairman of Region XIII UIL Music Executive Committee
- Director General of District 26-AAA, Academic and Athletic Competition
- Regional Director of Equity Center
- Region XVI Director of Texas Association of Community Schools
- Chairman of Texas Association of Community Schools Legislative Committee
- President of TACS – Representing over 800 school districts

PUBLICATIONS AND PROFESSIONAL DEVELOPMENT

- Wrote article entitled The Role of the Superintendent: In a Small to Medium Sized School. Texas School Business
- Wrote article entitled State Auditor's Report: "Where Are The Savings?". TACS Talk
-
- Presenter of Time Management workshops
-
- Presenter of Construction In Small To Medium Sized Schools workshop (TASA/TASB State Conference)
- Presenter of School Finance workshop (TASA Mid-Winter Conference; TASA/TASB State Conference)
- Presenter of Planning and Passing Bond Issues workshop (TACS Summer Conference 1996 & 1997)
- Participant in Lamar University Strategic Planning and Think Tank Seminar
- Frequent speaker to civic, and social organizations on a variety of educational subjects related to school finance, curriculum development, and facility planning
- Involvement in state and regional committees for accreditation, selection of curriculum materials and texts
- Involvement in superintendent and principal evaluation state committees Chairman for TACS State Committee on School Finance Issues 1997/98

CIVIC/COMMUNITY SERVICE

- Llano Chamber of Commerce
- Llano County Youth Livestock Show – Livestock Sales Committee Member
- First United Methodist Church – Member
- First United Methodist Church—Building Committee
- Houston Livestock Show & Rodeo Go Texan Committee – Member
- Llano Economic Development Committee—Council Member Board of Directors
- President of Llano Noon Lions Club

SPECIFIC ASSURANCE

Agency Name: Crockett ISD

DUNS : 100074459

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

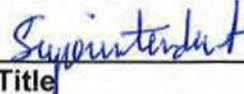
5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

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

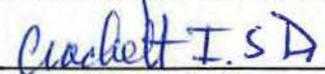
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.



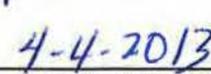
Signature of Authorized Representative



Title



Applicant Organization



Date Submitted



Crockett ISD
1400 W. Austin St.
Crockett, TX 75835

936-544-2125 X7104
936-544-5658 (Fax)
936-222-4431 (Cell)

March 27, 2013

Crockett ISD
Jack Patton
1400 West Austin Street
Crockett, Tx 75835

Mr. Patton,

Please accept this letter of support for the Crockett ISD grant application for the Carol M. White Physical Education Program. As the director of Dining Services for Crockett ISD, I will coordinate the nutritional component by providing the following:

- Ensure that food and beverages meet or surpass all federal guidelines.
- Participate as an Advisory Board member and attend 2 to 4 meetings a year as well as in the re-assessment of the districts strengths and weaknesses through the use of the CDC's School Health index (SHI) Modules 1-4.
- Provide input and feedback on regarding resolving issues within the project and nutrition curricula.

On behalf of Chartwells this letter expresses our full commitment to the project and acceptance of our responsibility to provide input, guidance, and suggestions to refine and strengthen the project approach as appropriate.

(b)(6)

LouAnn Turner
Director of Dining Services

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Crockett Independent School District ; DUNS #: 100074459

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

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Crockett ISD

Roles and Responsibilities:

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

Contribution to the Project:

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

This agreement is in support of Crockett's PEP project and was developed after timely and meaningful consultation between the required partners. (b)(6)

Signature of LEA's Authorized Representative: _____

Dated: 3-28-2013

(CBO Partner)

CBO Name: Crockett Bulldog Booster Club

Roles and Responsibilities:

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

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community
- Will provide resources to purchase all food and beverages recommend by the Food Service Director and Advisory Group. Additionally they will supply all cafeteria staff to prepare meals and conduct clean up; provide free gym space, green space and blacktop space for after school training and related activities. In addition, staff will be provided to assist with supervision of students in after school project activities.

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

Signature of CBO's Authorized Representative:

(b)(6)
(b)(6)

Dated: 3/8/2023

(CBO Partner)

CBO Name: Groves Educational Foundation

Roles and Responsibilities:

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

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community
- Will provide resources to purchase all food and beverages recommend by the Food Service Director and Advisory Group. Additionally they will supply all cafeteria staff to prepare meals and conduct clean up; provide free gym space, green space and blacktop space for after school training and related activities. In addition, staff will be provided to assist with supervision of students in after school project activities.

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

Signature of CBO's Authorized Representative:

(b)(6) (b)(6)

Dated: March 7, 2013

(Public Health Entity Partner)

Public Health Partner Name: Texas Department of State Health Services (Crockett, TX office)

Roles and Responsibilities:

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

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for
- Promotion of the project to the greater community
- Provide resources (e.g., educational materials, posters, workbooks, etc. relating to the County's obesity prevention plan

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

Signature of Public Health Entity's Authorized Representative

(b)(6)

Dated: 3-27-2013

(LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Chartwell

Roles and Responsibilities:

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

Contribution to the Project:

- Input and feedback on and action toward resolving weaknesses identified by the SHI related to district food services
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community
- Will coordinate the nutritional component of the project. He will ensure that all food and beverages for both breakfast and lunch meet or surpass all federal guidelines for nutrition. Additionally, all meals will be prepared in a healthy manner. All menus will be developed with the Advisory Group and posted on the District website to increase awareness of students, staff and families.

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

Signature of Public Health Entity's Authorized Representative

(b)(6)

Dated: 3-27-13

(Head of Local Government)

Head of Local Government Name: City of Crockett

Roles and Responsibilities:

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

Contribution to the Project:

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

This agreement is in support of Crockett's PEP project and was developed after timely and meaningful consultation between the required partners (b)(6)

Signature of Head of Local Government or Designee: _____

Dated: 3/7/2017

(Head of Local Government)

Head of Local Government Name: Houston County

Roles and Responsibilities:

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

Contribution to the Project:

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

This agreement is in support of Crockett's PEP project and was developed after timely and meaningful consultation between the required partners (b)(6)

Signature of Head of Local Government or Designee:

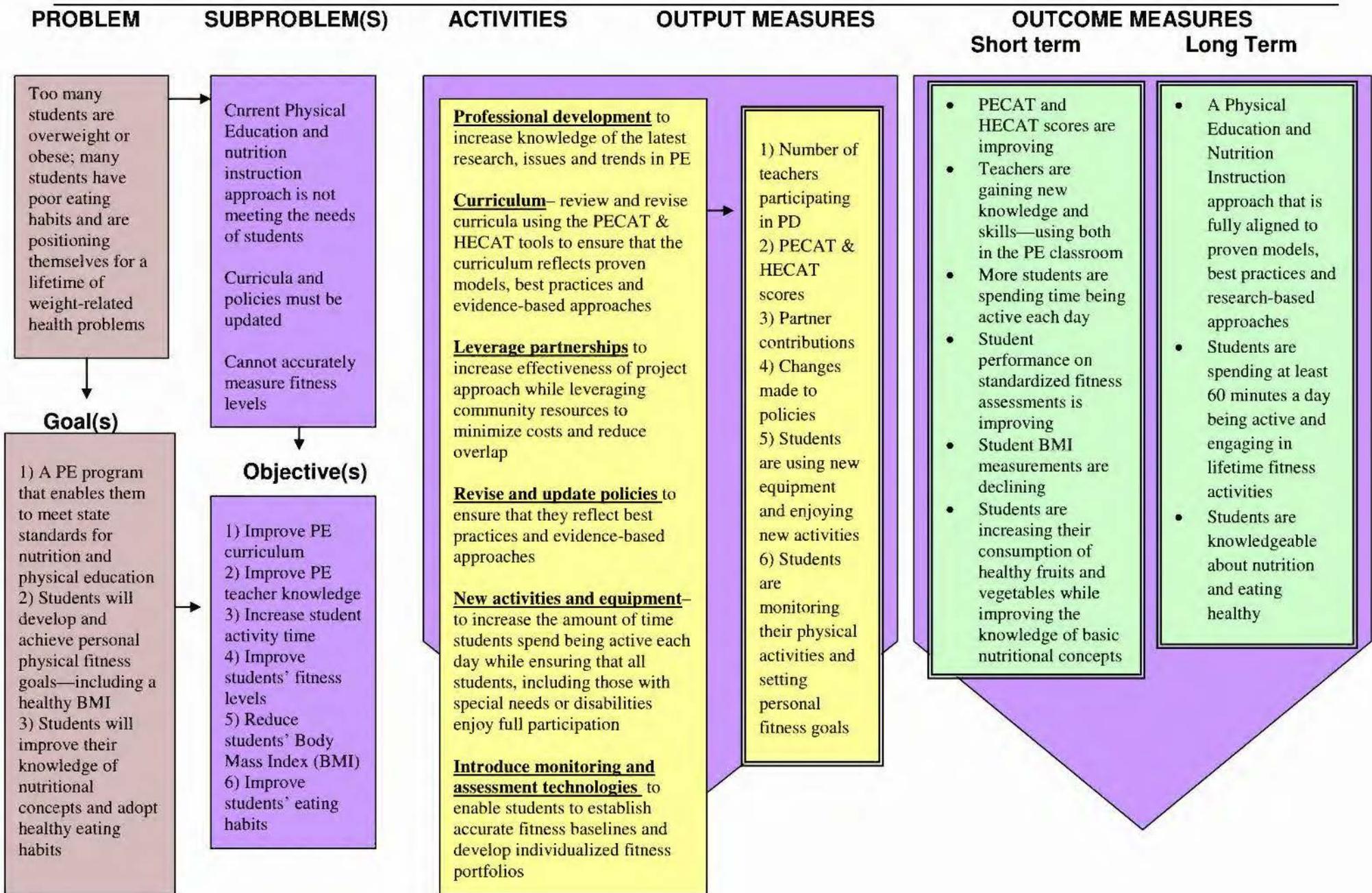
(b)(6)

Dated:

3/27/13

Crockett Early Learning Center School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			53%		
#2 - Health Education			51%		
#3 - Physical Education and Other PA			48%		
#4 Nutrition Services				69%	
Crockett Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			53%		
#2 - Health Education			51%		
#3 - Physical Education and Other PA			48%		
#4 Nutrition Services				69%	
Crockett Junior High School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			53%		
#2 - Health Education			51%		
#3 - Physical Education and Other PA			48%		
#4 Nutrition Services				69%	
Crockett High School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			53%		
#2 - Health Education			51%		
#3 - Physical Education and Other PA			48%		
#4 Nutrition Services				69%	
Piney Woods School Health Index Overall Score Card					
Modules and Scores	0- 20%	21-40%	41-60%	61-80%	81-100%
#1 - School Health Policies & Environment			53%		
#2 - Health Education			51%		
#3 - Physical Education and Other PA			48%		
#4 Nutrition Services				69%	

LOGIC MODEL



Project Director job description: Reports to Superintendent

Key tasks

- Plans, directs, and coordinates activities of designated project to ensure that goals or objectives of project are accomplished within prescribed time frame and funding parameters
- Reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project
- Ensures compliance with all of the accountability, transparency, and reporting requirements that apply to the program
- Establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel
- Confers with project staff to outline work plan and to assign duties, responsibilities, and scope of authority
- Directs and coordinates activities of project personnel to ensure project progresses on schedule and within prescribed budget.
- Reviews status reports prepared by project personnel and modifies schedules or plans as required
- Prepares project reports for project leadership and Advisory Council
- Confers with project personnel to provide technical advice and to resolve problems
- May also coordinate project activities with activities of government regulatory or other governmental agencies
- Responsible for overall quality and management of the initiative
- Research current education and training needs
- Research grant funding sources
- Develop grant proposals
- Oversee budget and ensure financial accountability
- Provide regular budget reports to project leadership and Advisory Council
- Facilitate staff training
- Recognize and solve potential problems and coordinate evaluation of project activities with outside evaluator, project leadership and Advisory Council
- Work with Advisory Council to establish operating procedures for project/program and ensure procedures meet program goals.
- Network with local, state and national agencies for future program development

Job specifications of Project director

- A university degree in a related field
- Relevant experience and expertise in education
- Demonstrated ability to establish and maintain effective relationships and partnerships with key stakeholders
- Demonstrated experience in leading and managing complex projects that are strategic in nature and potentially national in scope
- Excellent organizational skills with demonstrated ability to execute projects on time and on budget
- Strong interpersonal, communication, facilitation and presentation skills
- Strong analytical and problem solving skills
- Ability to work independently and with minimal supervision

March 27, 2013

Carlette KyserPegram
U.S. Department of Education
550 12th Street SW., Room 10007
Potomac Center Plaza (PCP)

To whom it may concern:

HOPSports, Inc. is the sole source for the HOPSports Training System, designed specifically for physical education and includes:

240 Lessons – equivalent to three years of repeatable curriculum:

- 10 HOPS Mats;
- 30 HOPSticks;
- 60 SandBells, varying weights;
- 10 T-Bows;
- 1 CPU operating Microsoft Windows 7 Professional;
- 1 digital projector;
- 1 sound system;
- 1 audio visual cart;
- 1 power strip extension cord;
- Phone and online support for school staff;

No other company manufacturers or distributes a similar educational product. The HOPSports Training System has been designed and developed to uniquely support physical education instructors while engaging every student for the full length of class time. HOPSports uniquely integrates technology, media and education in a manner that empowers an instructor to pause, instruct, change lessons all in a fully contained, turn-key system.

From time to time, HOPSports may decide to offer the HOPSports Training System through third-party catalogs or other vendors. As of the date of this letter, no such third-party agreement exists for the HOPSports Training System. However, HOPSports will not permit any third party to change the sales price, offer promotions, or modify the components or specifications of the HOPSports Training System. Only HOPSports reserves the right to offer promotional pricing from time to time.

For further information about HOPSports and its unique HOPSports Training System, please contact me at HOPSports, Inc. at 661-702-8946.

Sincerely,

(b)(6)

Tom Root
CEO/Founder
HOPSports, Inc.

References

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

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

ⁱⁱⁱ <http://www.hopsports.com/pdfs/HOPS-Eval-2.pdf>

^{iv} Arch Pediatr Adolesc Med. 1999;153:695-704

^v <http://www.peacefulplaygrounds.com/playground-research/>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Category	Justification/Description	Quantity	Unit cost	Year one Federal request	Year one match	Year two Federal request	Year two match	Year three Federal request	Year three match	Total Federal request	Total match
Personnel	Supports achievement of all goals and objectives		(b)(4)		(b)(4)		(b)(4)		(b)(4)		(b)(4)
	Project Director to oversee project implementation and ensure that all activities are carried out on-time, as-specified and within the outlined budget	1		\$22,500		\$22,500		\$22,500		\$67,500	
	Administrative Assistant - Part Time/Person to assist in Implementation and grant administration documentation (\$9.62 per hour)	1		\$18,000		\$18,000		\$18,000		\$54,000	
	Building principals to provide oversight at each school location. Will devote approximately 15% effort towards project activities (\$33.65 per hour x 6 hours x 5 = \$20,998)										\$0
	Food Services Director to work with the project team, participating in PECAT and HECAT assessments, providing input and guidance. Will dedicate about 10% of time towards project (\$26.44 x 10 hours = \$13,740)									\$0	
	District nurse to work with project team in planning and carrying out body mass index assessments, as well as ensuring the safety and well-being of students. Will spend about 15% of time on project activities (\$33.65 per hour x 6 hours = \$10,498)									\$0	\$0
Total				\$40,500		\$40,500		\$40,500		\$121,500	
Fringe	Fringe benefits are calculated at 25% of base wages (7.5% FICA; 7.5% unemployment; 10% medical)			\$10,125		\$10,125		\$10,125		\$30,375	
Total				\$10,125		\$10,125		\$10,125		\$30,375	
Travel	Supports achievement of all goals and objectives										
	One person to attend new grantee meeting. Airfare (\$400); Hotel (3 nights @ \$150 per night = \$450); Per diem (\$100 per day x 3 days = \$300)			\$1,250						\$1,250	
	Two people at the annual OSDFS National Conference. Airfare (2 @ \$500 = \$1,000); Hotel (4 nights @ \$150 per night x 2 persons = \$1,200); Per diem (4 days @ \$100 per day x 2 persons = \$800)			\$3,000		\$3,000		\$3,000		\$9,000	
	State AAPHERD conference for five PE teachers (3 nights hotel @ \$150 per night x 5 = \$2,250; per diem @ \$100 per day x 3 days x 5 teachers = \$1,500; 500 miles @ .55 per mile x 3 = \$825)			\$4,575		\$4,575		\$4,575		\$13,725	
Total				\$8,825		\$7,575		\$7,575		\$23,975	
Equipment	Supports achievement GPRA measures 1 and 2; Objectives 1, 3, 4 and 5										
	Complete HOPSports sets for each site (4)	4		\$79,960.00						\$79,960	
	Early Learning Center -- safe, fun, approved playground equipment that will suitably engage young learners providing them a healthy physical activity that helps them develop coordination and agility	1		\$40,000.00		\$25,000		\$25,000		\$90,000	
	Elementary school playground equipment to provide a fun, safe and healthy active play environment, suitable for students of all skill levels and abilities, include those with special needs or disabilities	1		\$50,000.00		\$30,000		\$45,000		\$125,000	

Middle school outdoor playground equipment to provide safe, healthy, outdoor physical activity opportunities suitable for students of all skill levels and abilities, include those with special needs or disabilities

	1	(b)(4)	\$25,000.00	\$45,000	\$30,000	\$100,000	\$0	\$0
Total			\$194,960	(b)(4)	100,000	(b)(4)	\$100,000	(b)(4)
Supplies								
NUTRITION CURRICULUM (RELATES TO GPRA 3 and Objective 6)								
Eat Smart Nutrition guide	6		\$149.70				\$150	
CATCH online subscription (nutrition education)	6		\$1,614.00	\$1,614		\$1,614	\$4,842	
CATCH K-3 manual	4		\$279.80	\$280		\$280	\$839	
CATCH grade 4 manual (nutrition education)	4		\$279.80	\$280		\$280	\$839	
CATCH grade 5 manual (nutrition education)	4		\$279.80	\$280		\$280	\$839	
CATCH K-2 curriculum (nutrition education)	1		\$1,595.00				\$1,595	
CATCH grade 3-5 curriculum (nutrition education)	1		\$2,795.00				\$2,795	
Peaceful Playground complete recess activity set	1		\$9,800.00				\$9,800	
Peaceful Playgrounds yearly recess equipment replacement pack	1			\$500		\$500	\$1,000	
MONITORING AND ASSESSMENT TECHNOLOGIES (MEASURES ATTAINMENT OF GPRA MEASURES 1 AND 2; OBJECTIVES 1, 3, 4 AND 5)								
Stopwatches	30		\$839.70				\$0	\$0
Trunk flexibility tester	10		\$1,499.90				\$1,500	
Body composition monitor	4		\$479.96				\$480	
Scales to measure student body mass index (BMI)	4		\$4,180.00				\$4,180	
Blood pressure & heart rate systems	4		\$3,320.00				\$3,320	
iPads for Data input for Fitnessgram	11		\$5,500.00				\$5,500	
Pedometers	1425		\$28,428.75	\$5,000		\$5,000	\$38,429	
heart rate monitor straps	200		\$1,000.00				\$1,000	
35 Transmitters for relaying remote fitness data	35		\$1,575.00				\$1,575	
Monitoring and assessment supplies (batteries, activity guides, posters, activity monitoring management system, web service) @ \$6,300 per school	4		\$25,200.00	\$25,200		\$25,200	\$75,600	
Evaluation software systems with networking capability	4		\$31,160.00				\$31,160	
Risk appraisal and evaluation technologies	4		\$33,980.00				\$33,980	
Downloadable heart rate monitors	200		\$55,200.00	\$13,800		\$13,800	\$82,800	
Packet PC to collect student fitness data in the field	4		\$2,796.00				\$2,796	
LIFETIME FITNESS SUPPLIES AND EQUIPMENT (RELATES TO GPRA 1 AND 2, OBJECTIVES 1, 3, 4 AND 5)								
After completing the PECAT assessment, the project team will identify a list of equipment to address gaps and/or weaknesses identified through the review process				\$35,000		\$35,000	\$70,000	
HOPSports supplies (to replace broken items and those that have reached the end of their useful life)				\$10,000		\$10,000	\$20,000	
Total			\$211,452	\$91,953		\$91,953	\$395,359	
Contractual								
Supports achievement and measurement of all goals and objectives								
Highly qualified, skilled third party evaluator to ensure ongoing, accurate, objective of progress towards achieving our stated goals and objectives. Evaluator will provide approximately 640 service hours in year one; 315 service hours in year two and 363 service hours in year three	640		\$64,000	\$31,519		\$36,300	\$131,819	
Travel for evaluator to conduct one site visit per year @ \$2,000 (\$600 airfare; 5 nights hotel @ \$150 per night; 6 days per diem @ \$100 per day; \$50 ground transport)			\$2,000	\$2,000		\$2,000	\$6,000	

On-site HOPSports training to provide participants with the knowledge and skills they need to implement HOPSports programming (7 day-long sessions)	3	(b)(4)	\$7,500	(b)(4)	(b)(4)	(b)(4)	\$7,500	(b)(4)
Trainers to provide professional development and training for teachers in the areas of: data collection; family engagement; best practices in nutrition education and other PE-related topics. Will provide a total of approximately 540 service hours in year one; 315 service hours in year two and 363 service hours in year three	540		\$54,000	\$31,519		\$36,300	\$121,819	
Data collection training and assistance to ensure the integrity, validity and reliability of all data collected as well as compliance with all applicable confidentiality laws. Will provide approximate 100 service hours in year one	100		\$10,000				\$10,000	
Technology, monitoring and assessment training to be provided on-site	3		\$5,400				\$5,400	
HOPSports Brain Breaks are actionable strategies that demonstrate ways for students to get active, anytime, anywhere. It also helps students to discover a form or type of physical activity that excites them. Brain Breaks deliver web-based classroom-appropriate physical activity movement forms, providing additional opportunities for students to be active throughout the day (1,425 @ \$2 each; 1450 @ \$2 each; and 1,500 @ \$2 each)	1		\$8,750				\$8,750	
4-site license for fitness assessment and monitoring software	4		\$12,600.00				\$12,600	
2 x2 site license for fitness assessment and monitoring software	2		\$3,150.00				\$3,150	
							\$0	
							\$0	
							\$0	
Total			\$167,400	\$65,038		\$74,600	\$307,038	
Other								
Shipping for HOPSports	4		\$6,000.00				\$6,000	
Shipping for pedometers	1		\$750.00				\$0	
							\$0	
Total			\$6,750	\$0		\$0	\$6,000	
Grand total			\$640,012	\$915,191		\$324,753	\$1,279,957	

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

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

Name of Institution/Organization

Crockett Independent School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	40,500.00	40,500.00	40,500.00			121,500.00
2. Fringe Benefits	10,125.00	10,125.00	10,125.00			30,375.00
3. Travel	8,825.00	7,575.00	7,575.00			23,975.00
4. Equipment	194,960.00	100,000.00	100,000.00			394,960.00
5. Supplies	211,452.00	91,953.00	91,953.00			395,358.00
6. Contractual	167,400.00	65,038.00	74,600.00			307,038.00
7. Construction						
8. Other	6,750.00					6,750.00
9. Total Direct Costs (lines 1-8)	640,012.00	315,191.00	324,753.00			1,279,956.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	640,012.00	315,191.00	324,753.00			1,279,956.00

***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 Crockett Independent School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Jack		Patton	

Address:

Street1:	704 Burnett Avenue
Street2:	
City:	Crockett
County:	
State:	TX: Texas
Zip Code:	75835
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
936-544-2125	

Email Address:

jpatton@crockettisd.net

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) #:

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No Provide Assurance #, if available:

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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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