

**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 # S215F130132**

**Grants.gov Tracking#: GRANT11378761**

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:

Providence Little Company of Mary Foundation

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

51-0224944

\* c. Organizational DUNS:

9329526250000

**d. Address:**

\* Street1:

4101 Torrance Boulevard

Street2:

\* City:

Torrance

County/Parish:

\* State:

CA: California

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

90503-4607

**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:

James

Middle Name:

\* Last Name:

Tehan

Suffix:

Title:

Organizational Affiliation:

\* Telephone Number:

310-257-3586

Fax Number:

\* Email:

james.tehan@providence.org

**Application for Federal Assistance SF-424**

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.215

CFDA Title:

Fund for the Improvement of Education

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

ED-GRANTS-022613-001

\* Title:

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

**13. Competition Identification Number:**

84-215F2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Creating Opportunities For Physical Activity (COPA) improves school based physical education, physical activity opportunities, nutrition education and availability of healthy food in Wilmington, CA.

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	<input type="text" value="1,630,646.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

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

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>JIM TEHAN</p>	<p>* TITLE</p> <p>Service Area Director, Community Partnerships</p>
<p>* APPLICANT ORGANIZATION</p> <p>Providence Little Company of Mary Foundation</p>	<p>* DATE SUBMITTED</p> <p>04/11/2013</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee  
\* Name: James Tehan  
\* Street 1: 4101 Torrance Boulevard Street 2:  
\* City: Torrance State: CA: California Zip: 90505  
Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**  
Prefix \* First Name James Middle Name  
\* Last Name Tehan Suffix  
\* Street 1 Street 2  
\* City State Zip

**b. Individual Performing Services** (including address if different from No. 10a)  
Prefix \* First Name James Middle Name  
\* Last Name Tehan 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: JIM TEHAN  
\* Name: Prefix \* First Name James Middle Name  
\* Last Name Tehan Suffix  
Title: Telephone No.: Date: 04/11/2013

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

PR/Award # S215F130132

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPAStatement2013ProvidenceLCM.pdf

Add Attachment

Delete Attachment

View Attachment

## GEPA Statement

### Providence Little Company of Mary

This Project presents no physical or discriminatory barriers to participation. All school sites involved in the project are ADA compliant. All of the collaborative partners have non-discrimination policies in hiring. Every effort will be made to show teachers and after school staff how to adapt the curriculum for students with physical limitations to assure full participation.

Instructional strategies take into account the diverse needs of the underserved elementary student population from Wilmington. In order to reduce the barriers that these students face, a series of measures are implemented and followed by Project staff including modeling for teachers and after school staff on how to follow relevant protocols.

Federal law and California law require that both sexes be treated equally in integrated physical education classes. All students, male and female are given the teacher's (ie.classroom teacher or peer coach) attention and feedback on an equal basis and are called upon equally to demonstrate new skills. The teacher also disciplines males and females equally.

The Providence peer coach models teach positive attitudes, skills and trainings, ensure that those students with motor, or perceptual deficits, or more severe disabilities, successfully receive access to curriculum core content. All students, not just a select few, receive positive feedback and reinforcement from the instructor or other students; and all have opportunities to be involved in the lessons.

In addition, children with disabilities, whether they are identified as needing special education and related services or not, have the right to a modification of the regular program, and such children may not be discriminated against by school personnel or project staff, when present. Service delivery options that must be made available to all children with disabilities are modified physical education lessons, collaboration and consultation. COPA staff have expertise in creating the Least Restricted Environment (LRE) for children with disabilities. Again, it is the role of the staff to work with the classroom teacher in implementing the modifications, whether through modeling or breaking down a lesson or skill into multiple lessons.

Different types of instruction approaches are also implemented for students with limited proficiency in English or other communication problems. An example of this is the use of cooperative learning strategies. These strategies have also proved effective in teaching students at various levels of English proficiency because high levels of interaction are associated with enhanced learning of content and English. In physical education, this might take the form of breaking the class into multiple small groups or using audio signals (ie. whistle) rather than a verbal command (ie. freeze).

Activities and events for parents will also incorporate plans that ensure that parents with limited proficiency in English can actively participate in school site wellness committees and planned activities. Project Staff will ensure that all written materials are available in Spanish and English and are below a 6<sup>th</sup> grade reading level. Project staff will also provide translation for participants at meetings. School site wellness committee meetings and other event planning meetings will be held at times and on days that are accessible to parents.

## 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

Providence Little Company of Mary Foundation

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

Prefix:  \* First Name: James Middle Name:

\* Last Name: Tehan Suffix:

\* Title: Service Area Director, Community Partnerships

\* SIGNATURE: JIM TEHAN

\* DATE: 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:

## **Providence Little Company of Mary Foundation Project Abstract**

**Introduction.** Providence Little Company of Mary is a nonprofit community hospital and long term partner with the Los Angeles Unified School District (LAUSD). Our involvement with LAUSD dates back to 1994 and is a visible demonstration of our Mission commitment to pay special attention to the poor and vulnerable. This Project COPA (Creating Opportunities for Physical Activity) is a skills-based peer coach training model to increase physical activity and improve nutritional habits, in collaboration with trusted community partners. Wilmington California is low income, urban, working class community of 56,000 residents, 88% of whom are Hispanic, where 50% of single parent families live in poverty, 90% of students qualify for free and reduced lunch and 60% of 5<sup>th</sup> graders are either overweight or obese.

**Project Objectives and Activities.** Three project goals and 14 objectives are designed to accomplish 5 observable outcomes. These Goals and Objectives were arrived at after meaningful consultation with Stakeholders and are based on community needs assessments, deficits identified at each school site by a collaborative team using the School Health Index, and alignment with the California State Physical Education Standards. **Goal 1** provides students the opportunity to learn and practice daily physical activity and healthy eating habits that can be used for a lifetime. Objectives include an increase in: the number of steps students take and daily physical activity; students who meet the Healthy Fitness Zone standards; fruits and vegetables consumed; students who spend at least 50% of their physical education class time in moderate-to-vigorous physical activity. **Goal 2** engages classroom teachers to champion a school culture of daily physical activity and balanced nutrition. Objectives include teacher instructional independence in: physical education instruction at their grade level, Instant Recess physical activity breaks during the school day, nutrition education; and documentation of high teacher

satisfaction with the Providence Physical Education Specialist peer coach. **Goal 3** convenes community stakeholders to eliminate barriers to physical activity and healthy eating. Objectives include the Boys and Girls Club partner improving quality of After School instruction; COPA Champions implement, coordinate, and organize school wide (or community wide) physical activity and nutrition events; putting the LAUSD District Policy on Wellness into practice; and school site wellness committees, that include parents, provide leadership and strategies to accomplish and sustain project goals. A wide range of activities will be conducted: skills-based training sessions, peer coach follow-ups, Instant Recess, ongoing salad bars, age appropriate and content specific lessons, classroom materials and electronic messages promoting Project goals, school and community wide special events, clubs and coalition meetings involving stakeholders.

**Applicable Priorities.** COPA addresses all 7 elements of the absolute priority, competitive preference priority 2 (Partnerships) and Invitational Priority 1 (Design filters).

**Proposed Project Outcomes.** COPA is designed to accomplish five outcomes, two for students (60 minutes of physical activity daily and fruits and vegetables incorporated into a healthy balanced diet), one for teachers (physical education/activity and nutrition education become part of the school day) and two for community stakeholders (agree upon and implement systems and policies that further promote fitness and nutrition; and active participation by parents in the design and implementation of school-based policies and special events that promote fitness and nutrition).

**Number of Participants to be served.** 4,625 students, 175 teachers, 30 community stakeholders.

**Number and location of proposed sites.** Seven elementary schools in the high need community of Wilmington California, the southernmost community of the City of Los Angeles.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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## **NEED FOR THE PROJECT (20 pts)**

The Wilmington, CA Community. Providence Little Company of Mary Medical Center is a nonprofit regional health care provider for 890,000 residents of the South Bay region of Los Angeles County. The applicant, Providence Little Company of Mary Foundation (Providence), is a nonprofit community based organization that supports the Medical Center's community benefit priorities: access to subsidized health care, physical activity, and linkage to low cost/free health and social services for residents of low income communities in the region. Of 14 municipalities that make up the Hospital Service area, Wilmington, CA is the most disadvantaged community.

Wilmington is the southernmost community of the City of Los Angeles, bordered by the Port of Los Angeles, a major freeway and three oil refineries. It is a low income, urban, working class community of 56,000 residents, 88% of whom are Hispanic, where 50% of single parent families live in poverty, and 90% of students qualify for free and reduced lunch. Only 7% of residents hold a bachelor's degree or above (vs. 29% in LA County) and 32% of residents are uninsured (vs. 17% in LA County) (Truven, 2013). The presence of heavy industry has contributed to very poor air quality, unsightly oil and port operations, and illegal street vendors; many parents refuse to allow their children to play outdoors, due to persistent gang activity.

Weaknesses in Teacher Preparation. Like children in most other elementary schools in the Los Angeles Unified School District (LAUSD), Wilmington children do not participate in daily physical education classes. Urban schools across California began to eliminate PE teachers at elementary schools more than 20 years ago. Classroom teachers are expected to provide standards based PE instruction, even though they have virtually no formal training in movement skills or outdoor classroom management techniques. The sad reality is the limited professional development opportunities offered by school districts are inadequate and fail to help teachers gain the necessary confidence to become independent in physical education instruction at their

grade level. Whether the school is a brand new campus or an aging facility, students are not going outdoors for PE and a typical recess does not display students engaged in physical activity. Childhood Obesity in Wilmington. It is no surprise then that Wilmington’s rate of childhood obesity is significantly higher than LA City or County. 40% of Wilmington’s 5<sup>th</sup> graders are obese; a staggering 61% are considered overweight or obese (UCLA CHPR, 2010). The L.A. County Department of Public Health found that areas like Wilmington, have a higher prevalence of obesity, “...because the economic burden (higher poverty, lower educational attainment, more dependents, etc.) is greater, compared to other communities in the County.” (2007).

Student Demographics. For children in Wilmington, the school environment is a safe haven where students play safely and receive nutritious breakfast and lunch. The 7 elementary schools, comparable in size to a small school district, represent 1.5% of the 457 elementary schools in LAUSD, the nation’s second largest school district with 655,455 students. All 7 are Title I schools; 4 of 7 are Title I schools *in program improvement* because they fail to meet Adequate Yearly Progress targets in English-Language Arts and Mathematics (CDE, 2013). Harry Bridges Elementary is a new school and all schools that fed into it were in improvement. Banning High School, a persistently lowest achieving school per the DOE definition, is where students enroll after middle school. The following describes demographics and challenges children face:

**Table 1. Wilmington elementary school demographics**

School Site Statistics	Broad Ave.	Fries Ave.	George De La Torre	Gulf Ave.	Harry Bridges	Hawaiian Ave.	Wilm. Park	TOTAL
Enrollment	883	550	730	810	806	709	840	<b>5,328</b>
# teachers	30	23	34	35	34	29	31	<b>216</b>
% Minority	97	99	99	98	99	99	99	<b>99%</b>
% Hispanic	90	97	96	96	96	95	97	<b>95%</b>
% obese	41	44	48	37	n/a*	38	32	<b>40%</b>
% Free/Red Lunch	79	91	94	91	90	90	90	<b>89%</b>
% English Learners	24	41	49	45	43	41	39	<b>40%</b>
Title I	Yes	Yes	Yes	Yes	Yes	Yes	Yes	<b>Yes</b>
Title I improvement	Yes	Yes	Yes	No	n/a*	Yes	Yes	<b>All but 1</b>
*Prior year data not applicable because this is a newly constructed school (September 2012)								

Each year 5<sup>th</sup> graders across California participate in the FITNESSGRAM, a standardized assessment of physical fitness. Only 19% of Wilmington students are in the Healthy Fitness Zone for 5 of the 6 fitness standards (aerobic capacity, body composition, abdominal strength/endurance, overall flexibility, trunk extensor, upper body strength/endurance) (CDE, 2013).

**Table 2. Wilmington elementary school baseline HFZ: % of students meeting 5 of the 6 fitness standards**

Broad Ave	Fries Ave	De La Torre	Gulf Ave	HarryBridges	Hawaiian Ave.	WilmPark	TOTAL
23%	19%	17%	17%	n/a	17%	21%	<b>19%</b>

The School Health Index (Modules 1-4) were completed and a School Health Improvement Plan designed by teachers and administrators at each school. (See Appendix E: SHI Score Cards).

**Table 3. Average SHI Scores—All 7 school combined**

Module	Score (out of 100%)
1: School Health and Safety Policies and Environment	78%
2: Health Education	44%
3: Physical Education and Physical Activity	35%
4: Nutrition Services	78%

LAUSD has good health and safety and nutrition policies in place, reflected in the high scores for modules 1 and 4; however low scores in modules 2 and 3 (and questions relevant to implementation in modules 1 and 4) show policy implementation is weak for health education (nutrition) and physical education/physical activity. Teacher and principal interest in these areas is high, but resources in Wilmington are weak and insufficient to make improvements.

State Physical Education Standards. Providence staff also worked with classroom teachers to consider the 5 PE Content Model Standards for California Public Schools. Each Standard is addressed in the COPA Teacher Guide, a PE Curriculum linked to the standards, by grade level and reinforced by before/during/after school activities that also address the standards.

Eight priority action steps identified in the SHI were selected to address gaps in PE, physical activity, and nutrition resources. These priority areas, as described below, address the

Department of Education’s absolute priority by expanding Providence’s COPA PE program; and

address the CA PE Standards by providing instruction in healthy eating habits and providing physical fitness activities that address all 5 identified areas identified in the absolute priority (fitness education/assessments; motor skill and physical activity instruction; instruction in cognitive motor skill concepts; development of positive social and cooperative skills; and PE professional development for teachers.

**Table 4. COPA’s 8 Priority Action Steps**

<b>Target Group</b>	<b>Priority Action Steps to Address SHI Gaps</b>	<b>Gaps Identified in School Health Index</b>	<b>CA Content Standard</b>
Students	<ol style="list-style-type: none"> <li>1. Increase the number of minutes spent in daily physical activity (before during, after school).</li> <li>2. Increase the number of fruits and vegetables that students consume.</li> </ol>	<ul style="list-style-type: none"> <li>-more minutes of PE per week.</li> <li>-teachers avoid practices that result in student inactivity.</li> <li>-health related fitness.</li> <li>-promote healthy food/beverage choices.</li> </ul>	<p><b>Standard 1:</b> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2:</b> Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
Teachers	<ol style="list-style-type: none"> <li>3. Peer-coach based professional development for teachers in standards-based physical education and nutrition.</li> <li>4. Improve availability and coordination of physical education equipment.</li> <li>5. Establish a regular physical education schedule.</li> </ol>	<ul style="list-style-type: none"> <li>-health education taught in all grades</li> <li>-sequential health education and PE curriculum consistent with standards.</li> <li>-opportunities to practice skills.</li> <li>-offering 150 minutes of PE per week.</li> <li>-students active at least 50% of class time</li> <li>-health-related fitness.</li> <li>-physical education safety practices.</li> <li>-professional development for teachers in health education and physical education</li> <li>-professional development in delivering curriculum.</li> <li>-essential topics in physical activity.</li> <li>-essential topics in healthy eating.</li> </ul>	<p><b>Standard 3:</b> Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><b>Standard 4:</b> Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>
Community Stakeholders	<ol style="list-style-type: none"> <li>6. Professional dev’t to engage students in physical activity (for recess aides, after school staff )</li> <li>7. Healthy fundraising</li> <li>8. School site wellness committees to sustain activities.</li> </ol>	<ul style="list-style-type: none"> <li>-Representative school health committee</li> <li>- Improve physical activity opps at recess</li> <li>-participation in physical activity clubs</li> <li>-fundraising meet nutrition standards</li> <li>-promote community physical activities</li> <li>-physical education safety practices</li> <li>-promote healthy food/beverage choices</li> <li>-collaborate btwn nutrition staff&amp;teachers</li> </ul>	<p><b>Standard 5:</b> Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>

**SIGNIFICANCE (15 pts).** The Mission of Providence, a faith and community based nonprofit healthcare system, commits the organization to give special attention to the poor and vulnerable.

The Mission is lived out by partnering with public schools in the five most underserved

communities in our service area, through a mobile school based health clinic, a physical activity initiative, a communitywide mental health education project for parents and assistance to parents with their child's applications for subsidized health insurance. Our work with schools, since 1994, has taught us that there must be trust and momentum, together, to effect system change. In Wilmington, our longstanding commitment to direct services at the school sites has contributed to a strong community perception that the People of Providence can be trusted.

Increasing Momentum for a Physical Activity and Nutrition Initiative in Wilmington. LAUSD

has strong physical education and nutrition policies in place but lacks the resources to implement them District wide. Several factors have contributed to the weaknesses in services and opportunities for children to fully participate in physical education and healthier nutrition practices: the community is geographically distant from the centralized District headquarters, the immigrant community is just beginning to advocate for its share of resources and the previously overcrowded campuses taken together created weaknesses and fragmentation. In the last few years, Principals and local Stakeholders have created new momentum that will allow COPA to create a new community dynamic. Two new school campuses have reduced the average enrollment to 740 students, the new LAUSD Superintendent strongly supports the COPA peer coach training model, and Gulf Elementary school has successfully piloted salad bars, in collaboration with a widely recognized nutrition researcher from UCLA which other schools now want to replicate. These factors, along with the longstanding track record of Providence and the Boys and Girls Clubs of the LA Harbor in Wilmington schools, have combined to provide broad administrative support from the seven Principals, the District Superintendent, John Deasy, the local area Superintendent, the LA County Department of Public Health, the LAUSD area food services, the City of LA Councilman representing Wilmington, the

Executive Director of the Los Angeles Harbor Boys and Girls Club and Wendelin Slusser of the UCLA Schools of Medicine and Public Health (See Appendices C and D for letters).

COPA Peer Coach Training Model. Beginning in 2003 Providence began to test and develop peer coach methods and techniques designed to increase physical activity in children.

Ultimately, a variety of health promotion projects were brought together in COPA, a skills based peer coach training model linked directly to California PE standards. The purpose of COPA is to give classroom teachers the skills and tools to become independent in teaching physical education for their grade level. Beginning in 2007, Providence had the opportunity to implement COPA across all seven schools in the Lawndale Elementary School District, with funding from USDOE. This small public school district, approximately 11 miles north of Wilmington, has similar demographics and student achievement characteristics. Over 3 years teachers became independent in teaching PE, took their students out more frequently and gradually created a cultural shift within the school environment about the importance of daily physical education and activity for students. A 3-year independent evaluation found that that this model achieved its core goal to get children physically active. COPA results show:

- 70% increase in teachers who are confident to independently teach P.E.
- 12% increase in the teacher instructional time devoted to Physical Education.
- Teachers report high satisfaction with COPA and specifically with the quality of their relationship with their Peer Coach (the Physical Education Specialist).
- The amount of time that children are engaged in moderate to vigorous physical activity during a PE lesson increased to just over 50% of lesson time, which meets national standards of excellence in physical education instruction (NASPE).

COPA Champions are teachers, students, administrators, and parents who, with support and guidance from Providence PE Specialists and Instructors, become leaders for and mentors of physical activity and healthy eating for the school-wide community. Before she became a Lawndale school Principal, Beth Mossman was a classroom teacher who was also peer coached

by Providence to implement the COPA program. After two years in COPA, she became a Teacher Champion, leading projects to inspire others to join her in school wide projects. Beth's projects inspired parents to network - walking together, sharing health snacks in their children's classrooms - and create an environment where being "healthy" is the norm. Her leadership in PE and nutrition instruction led to her recognition as California's Physical Fitness Teacher of the Year by the Governor's Council on Physical Fitness and her school's Silver award from the Alliance for a Healthier Generation's Healthy Schools Program, which acknowledges schools who improve the culture of nutrition and physical activity.

What makes these changes more significant is COPA's ability to make long-term system changes within a school environment to sustain this culture. 4th grade teacher John Scognamillo illustrates his transformation during COPA: "I am not a PE teacher. The PE teachers I can recall sat on the floor... and tossed out a kickball for us to play with for 45 minutes. I am not a PE teacher. I'm the first grader who had to listen to the nurse shout out '110 pounds!' while being weighed in front of my friends. I wasn't picked last for teams, but I was pretty close, and looked horrible as a heavy-set kid in our gym uniforms...I didn't consider myself in shape or qualified to teach PE. I got involved with COPA a few years ago. It was fun and full of movement...The COPA teacher was enthusiastic and knowledgeable, but most of all, supportive. I knew that his presence was to help lead me to eventually teach PE on my own, but he made the transition doable... (now) as a Teacher Champion, I'm part of a running program where students log weekly miles while learning about the California Missions. I am very proud to be part of COPA; proud of myself and thankful for the lessons I learned. It has been well worth the effort and will become part of my instructional program." Teachers like John and Beth transform from hesitant and apprehensive providers of *minimal* physical education, to fitness leaders and role models for

their students, parents, and peers. Similarly, COPA will transform Wilmington, by replicating its success in PE and activity and using this same model to improve nutrition and healthy eating.

**QUALITY OF THE PROJECT DESIGN**

**(A) Building capacity and sustaining the project beyond Federal financial assistance.** COPA

provides a myriad of opportunities for elementary school students to be more active and eat more nutritiously. Multi-sector project partners from government, the schools, and the community (See Appendices C and D: Partnership Agreements for competitive preference priority 2 and Letters of Support) build a culture of daily physical activity and balanced nutrition. COPA Champions at each school site will emerge and with support from community partners, create an environment of healthy eating and active living that turns knowledge into habits and events into rituals. This culture of healthy living sustains itself and extends way beyond the Federal Grant.

COPA Goals and Objectives. Consistent with community needs, the deficits identified in the SHI self-assessment, and CA State PE Standards, the COPA Project proposes 3 goals and 14 specific measurable objectives leading to observable outcomes for the three target populations. **Goal 1** provides students the opportunity to learn and practice daily physical activity and healthy eating habits that can be used throughout their life. **Goal 2** engages classroom teachers to champion a school culture of daily physical activity and balanced nutrition. **Goal 3** convenes community stakeholders to identify new resources that promote physical activity and nutrition.

**Table 5. COPA Goals and Objectives**

<b>Goal 1: Students will adopt lifelong habits related to physical activity and healthier eating habits.</b>	
<i>Outcome 1:</i> Students will engage in physical activity at least 60 minutes per day.	
<i>Outcome 2:</i> Students will eat a healthy, balanced diet that incorporates fruits & vegetables.	
<b>Objectives (achieved over 3 years)</b>	<b>Measurement Tool</b>
1.1: Students will increase physical activity over baseline. (GPRA 1)	Pedometer
1.2: 5 <sup>th</sup> graders will increase daily physical activity over baseline (GPRA 1)	3-Day Physical Activity Recall
1.3: An increase over baseline in the number of students who meet the standards of a HFZ in at least 5 of the 6 fitness areas assessed. (GPRA 2)	FITNESSGRAM assessment from Presidential Youth Fitness Program
1.4: Students will report an increase over baseline in eating at least 2 fruits and 3 vegetables per day. (GPRA 3).	Pre-post student survey each year

1.5 An increase, over baseline of the number of students who spend at least 50% of their PE class time in moderate-to-vigorous physical activity.	System for Observing Fitness Instruction Time (SOFIT)
<b>Goal 2: Classroom teachers will champion a culture of daily physical activity and balanced nutrition.</b>	
<b>Outcome:</b> PE, nutrition education, and physical activity will be incorporated into the school day curriculum.	
<b>Objectives (achieved over 3 years)</b>	<b>Measurement Tool</b>
2.1 After 3 years, 80% of classroom teachers will implement the COPA PE curriculum independently.	Assessment by PE Specialist.
2.2 After 3 years, 80% of classroom teachers will implement “Instant Recess”, independently.	Pre-post survey yearly. Monthly tracking sheet.
2.3 After 3 years, 80% of Classroom teachers will independently provide nutrition instruction.	Pre-post survey annually. Monthly Tracking Sheet.
2.4 90% of teachers will report high satisfaction in the quality of relationship with COPA peer coach.	Annual survey.
<b>Goal 3: COPA will build community capacity and eliminate barriers to physical activity &amp; good nutrition.</b>	
<b>Outcome 1:</b> Project partners will design, coordinate and implement activities that bring LAUSD Policy on Wellness alive in Wilmington community.	
<b>Outcome 2:</b> Parents actively participate in implementation of school-based policies and special events that promote fitness and nutrition.	
<b>Objectives (achieved over 3 years)</b>	<b>Measurement Tool</b>
3.1 B&G Club partners in implementing COPA After School training program to Club members at four school sites.	Training logs and Daily Attendance
3.2 By year 3, at least 2 Teacher COPA Champions per school will implement physical activity /nutrition events that have school or community wide impact.	Sign up sheets
3.3 Project partners will implement district policies that improve access to physical education and healthy eating. (Examples: PE time requirements; banning junk foods for birthday celebrations; etc)	Logs of policies implemented
3.4 Two parents will participate in each school’s wellness committee.	Sign-in sheets from meetings.
3.5 By year 3, Project partners will work with school wellness committees to implement 2 school-based Physical Activity and Nutrition events per school.	Log of activities implemented.

Program Activities. The following is a description of the 3 program components that achieve the COPA goals and objectives. These activities build capacity within the school environment and will improve children’s physical activity and nutrition. The activities are led by a team consisting of the Co-project Directors, PE Specialists, PE Instructors, and a Health Education Specialist.

**Component 1: COPA School Day.**

***1a. Standards Based Physical Education Instruction:*** The COPA School Day curriculum is a peer coach training model that pairs a full-time PE Specialist with 50 classroom teachers. This evidence-based model successfully prepares teachers to independently provide PE lessons and

lays the groundwork to sustain a culture of daily physical activity at each school campus. The PE Specialist meets with teachers (and their students), every other week during the school day and works through a 14-unit curriculum over the course of the school year. Each unit has 3 related lessons so the teacher can teach them before the Specialist returns 2 weeks later. The curriculum, broken down by grade level, provides children the opportunity to practice the full range of motor skills, physical fitness and cooperative skills linked to California State Physical Education Standards. Each lesson uses a consistent, four-part structure that is amenable to partner teaching. While outdoors with the Specialist, teachers learn outdoor classroom management techniques, how to test and assess physical fitness, and how to modify lessons to include children of all abilities. Over 3 years, classroom teachers progress through three stages: modeling by the PE Specialist, partner teaching and finally, independence in teaching PE. The strength of this training method is that it can be tailored for success, based on the Specialist's assessment of the teacher's instructional strengths and areas of improvement.

***Ib. Daily Opportunities for Physical Activity:*** Daily opportunities for physical activity will be developed under the direction of the PE Specialist, working with the PE instructors to supplement, not replace PE. These include but are not limited to, enhanced physical activity at recess, before/after school activity clubs, and Instant Recess<sup>®</sup> (10 minute activity breaks).

***Ic. Nutrition Education:*** Access to nutrition materials is a glaring gap in the Wilmington schools. Professional development is sporadic and dependent on those teachers/principals who seek out the services. For example, only a handful of teachers participate in a widely available Harvest of the Month program and few if any utilize the nutrition curriculum available to them by LAUSD due to time restrictions. COPA will:

- Provide nutrition based technical assistance and resource coordination for teachers.

Starting in September, 2013, all 7 schools will have “Breakfast in the Classroom” fully implemented. Teachers have identified this 20-minute time period as an ideal time for a daily nutrition intervention. The Providence Health Education Specialist will work with the LAUSD Area Food Service Director to select approved nutrition materials, coordinate resources for teachers, and offer suggestions and support to teachers to implementing nutrition activities.

- Introduce salad bars as a lunch menu option during school. Dr. Wendelin Slusser from the UCLA Schools of Medicine and Public Health, an expert in nutrition research, will help schools increase fruit and vegetable consumption through implementation of lunch time salad bars at all 7 school sites. Dr. Slusser has arranged for salad bars to be donated and has worked in the past with the LAUSD Nutrition Services to successfully implement this program at other school sites, including Gulf Avenue, one of the Wilmington schools. Children will receive education about salad bar etiquette (how to serve themselves), components of a well-balanced lunch and will participate in art contests to be displayed around the cafeteria to promote the project. The salad bar will feature the Harvest of the Month items, taste tests to sample healthy foods, and access to healthy foods that students are learning about in the classroom nutrition lessons.

**Component 2: COPA After School.** COPA after school is designed to run twice a week for 3 hours per day, over 8 weeks (3 8-week sessions per school year). The program leads students through a full range of age-appropriate movement skills, while enhancing cooperative behaviors and cognitive health-related fitness skills. The Executive Director of the Boys and Girls Clubs of the Los Angeles Harbor identified staff development in physical activity as a necessary program improvement needed for the daily after school programs that they operate at 4 of the 7 targeted

elementary schools, and at their main Wilmington facility. At each school a Boys and Girls Club staff member will be peer coached by a Providence PE Instructor, with support from the PE Specialists and Health Education Specialists to improve their outdoor classroom management skills and offer 520 of their children with more daily physical activity time through COPA after school. Project staff will also provide 2 group trainings per year for all of the Wilmington Boys and Girls Club staff on physical activity and nutrition program delivery for children. These services will be integrated into daily operations of the clubs, beyond the grant period.

At the remaining 3 school sites, the Providence PE Instructors will provide COPA After School directly and will work with parents to transition their children to the after school program at the main Boys and Girls Club facility; the Club has a van available to transport children from schools to their main club which will ease this transition. In doing so, children at these 3 sites will have continued access to physical activity programming once the grant is over.

**Component 3: COPA Bridges.**

**3a. Project Advisory Group.** One of the challenges in Wilmington is the absence of any infrastructure that supports sharing of ideas, resources or advocacy between school sites, service providers, and Wilmington residents. COPA bridges this gap by bringing together a dynamic multi-sector network that includes parents, educators, private sector community organizations, health, and government who will comprise the COPA Advisory Group, as described in Table 9.

**Table 9: The COPA Project Advisory Group**

<b>Organization</b>	<b>Sector</b>	<b>Name, Title</b>	<b>Contribution to Project</b>
Providence	PE/Health	Jesus Mejia and Alina Nadsady, MPH, Co-Project Directors	Lead project activities; interface between advisory group and staff.
Providence	Health	Jim Tehan, Service Area Dir.Community Partnerships	Leverage project and medical center resources to attract external funding for project
LAUSD	LEA	Dr. Robert Bravo, Instructional Area Superintendent	Advisement on district’s policy on wellness and best practices used at other school sites
LAUSD	Food Services	Jay Ma, Area Food Service Supervisor	Coaching for food service staff on salad bar implementation, identify nutrition education materials and resources, teacher trainings
City Council	Gov’t	Joe Buscaino, City Councilman	Advocate for city resources that can be

			brought to Wilmington
Health Dept	Public	Eloisa Gonzalez, MD Director School Health/ Chronic Disease	Coordinate COPA activities with county's CDC grant
LA Harbor B&G Club	CBO	Mike Lansing, Executive Director	Coordinate staff trainings, improve resources available after school
Parents	Community residents	TBD from targeted schools	Advocate for local needs, advise on project, become local leaders for change.
Principals	Schools	7 from targeted schools	Allow COPA to operate at school; support teachers in efforts to provide PE, Physical activity and nutrition; support cafeteria workers to implement salad bars; support teachers who want to participate on advisory group; support and promote school-site health and safety committee.
UCLA Schools of Public Health and Medicine	Nutrition Research	Wendelin Slusser, M.D. Associate Professor/ Dir. UCLA's Fit for Healthy Weight Project	Advise project staff on salad bar implementation, technical assistance for staff on training teachers and students.

Project staff will facilitate communication between these partners through quarterly meetings. The focus is to bring in existing resources - that for various reasons have not been allocated to Wilmington - and leverage those resources to attract new services that promote a culture of physical activity and healthy eating across the community. Over the course of the project, each Advisory Group member will have an opportunity to do a presentation about their organization, services they provide, and engage the other partners in meaningful conversations on how their resources can strengthen the infrastructure for physical activity and nutrition – a critical resource that is currently missing in Wilmington. This brings the needs of Wilmington to the attention of decision makers and stakeholders who can continue to advocate for resources.

**3.b. School Site Health and Safety Committees.** Providence staff will work schools to integrate health/wellness into their already existing school site safety committees. These committees, led by the schools will have parent and teacher participation, will complete the SHI annually and will report on implemented activities that support the LAUSD Policy on Wellness.

**3.c. Campaigns/Special Events.** Providence will lead partners to conduct community-wide physical activity/nutrition events at the school site. Examples include Family Fitness Nights,

Cardio Carnivals, Walk to School Days, Rethink your Drink! Campaigns, Balanced Life Health Fairs, etc. These events promote community physical activity and healthy eating at little or no-cost, engage project partners, and model behaviors that contribute to the culture of daily physical activity and healthy nutrition. Providence will also introduce COPA Tweets! – a social media campaign to increase awareness of the hands-on work done by teachers and partners. It is a new, low-cost, efficient method for spreading the word about this project activities.

COPA Project Overview. Table 6 summarizes COPA goals and activities.

**Table 6: COPA Activities and Numbers Impacted.**

	<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
<b>Target Population</b>	<b><u>Students</u></b> <i>Increase physical activity and healthier eating</i>	<b><u>Teachers</u></b> <i>Teacher Champion: PE, Physical Activity &amp; Nutrition</i>	<b><u>School/Community</u></b> <i>Build Capacity &amp; Infrastructure</i>
<b>Project Activities</b>	1.COPA School Day 2.Nutrition Education 3.Salad bars at lunch 4.Instant Recess 5. Recess activities 6.COPA After School	-Peer Coach Model Training: 1. Physical Education 2. Instant Recess -Support for Nutrition Instruction	1. Facilitate COPA Advisory Group 2. Improve school-based food services. 2. School Site Wellness Committees 3. Special Events 4. COPA Tweets!
<b>Numbers Served</b>	4,625 students	175 teachers	60 stakeholders

In its entirety, the COPA project addresses all of the design filters identified in the invitational priority 1. COPA has a long history of including all students and will continue to support classroom teachers and all students regardless of ability, language, or any other barrier (see GEPA Statement in electronic application); it includes a range of age appropriate activities during the school day and after school; it helps students reach the recommended dosage and duration for physical activity and healthy eating; it engages kids and is fun; each school team is lead by a Providence PE Specialist who has a BA/BS in physical education, has experience working with adult learning principles and is skilled at assessing content knowledge and class management skill levels; it will track individual progress and report aggregate data; and through

the collaborative process and high energy team members have the skill to motivate and engage stakeholders to sustain the project.

**(B) Up-to-date knowledge from research and effective practice to inform project.** COPA is based on the most recent data and best-practices for improving physical education, activity and nutrition. The following examples include evidence for the peer coach model, Instant Recess, school-based salad bars, and best practices for leveraging community resources.

***Peer Coach Model.*** The core of the COPA project activities is based on a peer coach model. Peer coaching is an effective staff development strategy because it is ongoing, specific to grade levels and subjects, and creates a collaborative sense of community with the teachers of a school (Russo, 2004). The peer-coach model promotes improvement in instructional performance because the relationship between the PE Specialist and the classroom teacher is built on mutual trust and respect, immediate feedback, and the consistency that facilitates changes in teacher attitudes and behavior related to physical education instruction (Prince et al, 2010). By the end of the Project, teachers are confident in their ability to teach PE at their grade level. The COPA Project will use the peer-coach model to implement the COPA School Day project with teachers, Instant Recess, professional development for noon aides and the Boys and Girls Clubs staff. Training through the peer-coach model creates a sustainable project. Providence has seen the results through the COPA physical education program, which found:

- 99% of teachers rated their relationship with their PE Specialist as providing them with the support and knowledge they need to teach physical education lessons.
- A focus group of Teacher Champions across 3 school districts agreed that the most significant factor in changing their instructional practice related to physical education was the peer coach relationship with the PE Specialist.

**Instant Recess®.** *Instant Recess* is a recent strategy developed by UCLA Professor Toni Yancey to get students to be more physically active during the school day. Providence successfully

implemented *Instant Recess* under a grant from UCLA in the Hawthorne School District. Positive associations have been found between short physical activity breaks, like those used in *Instant Recess*, and students' "cognitive skills and attitudes, academic behavior, and academic achievement" (CDC, 2010). In addition, multiple studies show that physical activity improves group classroom behavior, concentration, cognition and social development, and ultimately academic performance (Barros et. al, 2009; CDC, 2010; Hollar et. al, 2010; NASPE, 2002; Shephard, 1997; Trost, 2009 Wu, 2008). The growing scientific evidence supports school day physical activity's impact on improved academic achievement.

***School Based Salad Bars to Improve Nutrition.*** Simply increasing the availability and accessibility of fruits and vegetables can increase consumption of these food items. In a school-based program, a salad bar "used as part of the US Department of Agriculture's reimbursable lunch program is an effective method to increase fruit and vegetable consumption among elementary school students" and its availability, coupled with nutrition education in the classroom, is effective at modifying a child's food choices (Slusser et al., 2007). For this reason, nutrition education complemented by a lunch time salad bar – has been selected for this project.

***Leveraging Resources as a Best Practice.*** The COPA Project will facilitate sustainability by strengthening partnerships between project partners. With closer collaboration and support from community partners, the Wilmington schools can successfully implement policies related to physical activity and nutrition because all of the partners will have a clear understanding of how they can support and enforce these policies changes. Further, collaboration will permit even more effective leveraging and capturing of local and County resources. Integration of parents and families in the wellness committees will also play an important sustainability role. By involving parents and giving them a voice in the policy making of the schools they become positive role

models for their children. When parents attend meetings, trainings and events on physical activity and healthy eating they will acquire the tools to affect the habits of their entire families.

**(C) Exceptional approach for meeting statutory purposes and requirements. *Please see Appendix***

*B: Program Specific Assurance that commits the project to the program requirements below.*

*Requirement 2: Nutrition and Physical Activity-Related Policies.* The LAUSD Board of Education adopted a Policy on Wellness in 2006, which is assessed annually. LAUSD’s Coordinated School Health District Council created the Blueprint for Wellness to complement and support implementation of the Wellness Policy. However the SHI revealed that many mandated policies regarding physical activity, physical education and nutrition are not being put into practice at the school site level. The COPA project will support implementation of activities that are consistent with the required action steps in LAUSD’s Policy on Wellness.

**Table 7. LAUSD Policy on Wellness Action Steps and How COPA Supports Implementation**

<b>LAUSD Required Action Step</b>	<b>COPA Activities to Support Implementation</b>
All schools are expected to comply with applicable federal, state, and local laws and with the “Motion to Promote Healthy Beverages,” “Obesity Prevention,” and the “Cafeteria Improvement Motion” to maintain compliance for nutrition guidelines and fundraising activities.	Introduction of salad bars during lunch, nutritional campaigns, alternative fundraising campaigns that don’t include junk food.
PE instruction at the elementary level to include 200 minutes of instruction each 10 school days. (EC 51210)	Peer coach physical education and Instant Recess professional development for teachers.
FITNESSGRAM physical performance test administered in Grades 5, 7, and 9 by staff during the month of February, March, April, or May with results reported to the California Department of Education. (EC 60800)	All 5 <sup>th</sup> graders participate in the FITNESSGRAM. COPA staff will facilitate improvements in preparation, testing, data collection.
Schools review the Blueprint for Wellness, developed by the Coordinated School Health District Council.	Schools w/ include a health committee to their school safety committee that will review the Blueprint for Wellness.
Establish a school-site Coordinated School Health (CSH) Committee or an augmented Health and Safety Committee. This committee must have representation from health education; physical education; health services; nutrition services; counseling, psychological, and social services; safe environment; and parent and community.	Schools will include a health as part of their Health and Safety Committee. Providence will help schools identify committee members as required by LAUSD and provide technical assistance.
The school site CSH committee or augmented Health & Safety Committee will complete an assessment tool annually. Based on results, develop and implement an action plan.	Schools complete the SHI and created an action plan as part of the grant planning process. They will complete it annually and review action plan.

• *Requirement 3: Linkage with Local Wellness Policies.* The District requires schools to have a

school site Coordinated School Health Committee or Health and Safety Committee to address student health and coordinate wellness activities among students, parents, staff, and community stakeholders, as outlined by the policy and blueprint. While most of the Wilmington elementary schools have safety councils, few include health on their agenda. The COPA Project Director and PE Specialists will provide staff support to create and/or enhance school site health committees and recruit members to include representatives from each of the partners, parents, teachers, school personnel, students and community stakeholders. Schools have agreed, under the guidance of the Providence PE Specialist to add health as part of the safety committees. The new additional role of the school site safety and health committees will be to create an active healthy culture at the school by putting the District Policy on Wellness into action. Meetings will involve members actively planning for events, school site activity routines, fundraisers and initiatives to support the COPA project goals. Policies and the actions taken to implement them will be reviewed annually, as will the SHI, by the school site safety and health committees.

*Requirement 4: Linkages with Federal, State, and Local Initiatives.*

***Coordinated School Health Program*** The Coordinated School Health (CSH) model, developed by The Centers for Disease Control and Prevention is a framework around which to build capacity at each school. CSH has 8 components, 5 of which are linked to this project: health education, physical education, nutrition services, healthy and safe school environment, and family/community involvement. LAUSD has adopted a Coordinated School Health program, yet the Wilmington elementary schools were not aware of its existence when the SHI was conducted. COPA brings partners together to support and strengthen the school health program.

***Alliance for Healthier Generation.*** The COPA project will coordinate/facilitate activities that help schools meet the standards developed by this national organization that seeks to reduce the

prevalence of childhood obesity in 8 content areas (Policy/Systems; School Meals Programs; Competitive Foods & Beverages; Health Education; Physical Activity; School Employee Wellness; Physical Education; Before and after school programs). This Project will support the efforts of each school to reach silver or gold status over the next 3 years and to recognize them publicly in the Los Angeles areas when they accomplish their goals.

***Communities Putting Prevention to Work-Community Initiative.*** In March 2010, the LACDPH received major funding from the CDC to implement policy, systems, and environmental changes to improve nutrition, increase physical activity, and reduce obesity, especially in disadvantaged communities. These resources were not allocated to Wilmington; LAUSD did receive a \$562,000 award from the County which was used to launch the “I’m In” nutritional campaign in 2011 but none of the Wilmington teachers who participated in the SHI were able to identify that this campaign reached their campus. Providence will work with schools and LAC DPH to raise awareness of the campaign, bring resources to Wilmington, and make sure that staff, parents, and students are involved with implementing sustainable activities.

***Presidential Youth Fitness Program (PYFP).*** The participating schools have not formally used the PYFP in their program delivery. COPA is in direct alignment with PYFP standards and includes professional development, motivational recognition (by participating in the Alliance, art contests for students), and fitness assessments (schools use the FITNESSGRAM and have baseline data on 5<sup>th</sup> graders). The COPA project will utilize additional resources available through the PYFP to support the project.

**REQUIREMENT 5: Updates to PE and Nutrition Curricula.** COPA will use existing curricula. Since there is no plan to modify or enhance them, the PECAT and HECAT will not be required.

**REQUIREMENT 7: Increasing Transparency and Accountability.** Providence staff has met with

the Principals, as a group, to discuss how student data for this project will be collected and monitored. To maintain confidentiality, each student will receive a unique identifier (e.g. a student ID number) and the electronic database for this project will only contain that unique identifier, not the students' names. Providence has successfully used this method of data collection at other school districts, which also improves data reliability. Data can be reported out at the individual level or aggregated group level, whether by grade, school, gender or multiple other analysis. In addition, project staff can track changes in key GPRA indicators over the course of the 3 year project period. Aggregate data will be available publicly on the schools' and Providence's website, and shared locally with partners.

**ADEQUACY OF RESOURCES.** Providence seeks \$1,630,646 over 3 years to serve 4,625 children. This cost, \$353 per child over 3 years, is cost effective when compared to the per capita spending for an obese adult (\$1,429) or 42% higher than someone of normal weight (Finkelstein et al., 2009). COPA is evidence based, uses best practices, has documented results, builds strong community support for physical activity and the local schools. The expected results (teachers independent in instruction, students more physically active and community stakeholder more engaged in the life of the community) are sustained because the Project staff are experts at facilitating desired outcomes, based upon feedback from parents, students, teachers and administrators.

### **QUALITY OF THE MANAGEMENT PLAN**

There can be no doubt that improving the instructional quality of physical education and nutrition and the development of a culture of daily physical activity and healthy eating habits is a tremendous challenge in low income, high need communities like Wilmington. Our experience has been that a Co-Project Director approach is a highly effective organizational tool with many

advantages and few disadvantages. Accordingly, as Co-Project Directors, Jesus Mejia will focus on school-based operations and Alina Nadsady on the development of community partner relationships designed to strengthen infrastructure within Wilmington that will develop community support for increased physical activity and good nutritional habits. Both Co-Project Directors will work together and back each other up on administrative priorities, reporting of data to USDOE and other Project partners who are part of the COPA Advisory Group.

Jesus is a PE Specialist with over 15 years experience providing physical education and physical activity training and staff development for teachers, school and after school service providers, expertise in program delivery in the school settings, and parent engagement particularly among non-English speaking speakers. He has overseen Providence’s COPA project for over 10 years. He will supervise the PE Specialists (who supervise the PE Instructors) assigned to the school sites. Alina Nadsady, MPH is a Public Health professional with over 13 years experience in community-based program delivery, program design, fund development, and staff training. She will supervise the Health Education Specialists and Data Specialists. The Co-Project Directors will report to Jim Tehan, the Providence Service Area Director of Community Partnerships. Jim is a is a Public Health professional with over 20 years experience in community based initiatives in underserved communities. He has expertise in capacity building, program design, implementation, evaluation and advocacy of public health programs. (See Appendix A: Resumes for Project Directors and Key Personnel). The chart below summarizes the activities, staff person responsible, timeline, and milestones.

**Table 8. COPA Objectives Addressed, Timeline, Milestones**

<b>Objective</b>	<b>Milestone</b>	<b>Staff responsible to lead activities</b>	<b>Timeline</b>
All objectives (data)	Collect baseline data	J.Mejia;A.Nadsady	10/1 /13- 12/30/13
	Coordinate/schedule data collection	J. Mejia;A.Nadsady	10/1 /13- 12/30/13
	Enter data	Data Specialist	Baseline+2 data points annually
	Analyze data	Evaluator (TBD)	starting 11/1/13
	Complete & submit progress/final reports	A.Nadsady; Grant	Jul/Aug annually

		Accountant	
1.1 – 1.4, 2.1, 2.4, 3.2 -3.3, 3.5 ( <i>School Day Physical Activity</i> )	Launch COPA School Day, Instant Recess, recess aide trainings using the peer coach model. Select teachers to pilot COPA Champion At least 2 teachers per school become Champions & implement school or community wide physical activity/ nutrition projects.	J.Mejia, PE Specialists, PE Instructors	1/1/14 in year 1; 9/1/14 in year 2; 9/1/15 in year 3 9/30/14 9/30/15
1.2 – 1.4, 3.1 ( <i>After School Program</i> )	Launch COPA after school at seven sites, 3 rotations per school year At 4 Boys and Girls Club school sites, peer coach 1 staff member/8 week rotation Provide staff development for all B&G Club staff, twice each year.	PE Specialist and PE Instructors J.Mejia, A.Nadsady, PE/HE Specialists, PE Instructors	1/1/14 in year 1; 9/1/14 in year 2; 9/1/15 in year 3 4/1/14; 8/1/14 in year 1 1/15; 8/15 in year 2 1/16; 8/16 in year 3
1.5, 2.3, 3.2 – 3.3, 3.5 ( <i>Nutrition education and Salad Bars</i> )	Select and prepare nutrition materials Assess salad bar readiness at each school and develop plan to implement. Launch nutrition resources with teachers. Develop plan for healthy fundraising. Provide technical assistance to COPA Champions.	A. Nadsady and Health Educ. (HE) Specialist HE Specialist A. Nadsady and HE Specialist	10/1 12/30/13 1/1/2014 1/1/2014 – 3/30/2014; 9/30/14
3.1 – 3.5 <i>Community Capacity Building</i>	Convene stakeholders to participate on Advisory Group Convene school site health and safety committees Recruit and retain 2 parents per school to join school-site health and safety committees and Leadership Group. Plan & execute 10 community based events. Launch COPA Tweets!	J.Mejia & A. Nadsady A. Nadsady A. Nadsady, PE Specialists, HE Specialists A. Nadsady	10/1-12/30/13 (quarterly after) 10/1/203 (quarterly after) 10/1-12/30/13 (continued through project period) First event: 4/14 4/14

### **QUALITY OF PROJECT EVALUATION (10 pts)**

The Outcome Evaluation Design involves pre/post comparisons across multiple variables that document changes in knowledge, attitudes behaviors of students, teachers, and stakeholders.

**Goal 1: Student Outcomes.** Data will be collected at baseline in year 1, plus 2 additional points during the school year (3 data points in year 1; 2 data points in years 2 and 3).

**GPRA Measure One: The percentage of students who engage in 60 minutes of daily activity**

**Pedometers.** Research demonstrates that pedometers are valid and reliable indicators of physical activity in elementary age children (McNamara et al., 2010). Children, grades K-5, will wear a

Yamax pedometer for one week during data collection periods, will record their daily steps and total steps at the end of the week in a pedometer log. Pedometers will collect total steps for the week and will be verified by the data specialist when pedometers are returned. Baseline data will be compared to the two required data points each year to document improvements from year to year. Steps will also be converted to daily activity minutes using USDOE's conversion chart.

*Self-Reported Physical Activity:* Self-reported physical activity will be measured in fifth grade children using the 3-Day Previous Day Physical Activity Recall (3DPAR), based on the Previous Day Physical Activity Recall (PDPAR) developed at the University of South Carolina (Trost et al., 1999; Weston et al., 1997). Students will be educated on the concept of physical activity and complete a practice 3DPAR during class time and then be asked to complete recalls for one weekend day and two week days at each data collection point. This instrument has established instrument validity in elementary and middle-school aged children based on concurrent observation with motion sensors (Trost et al., 1999; Welk et al., 2004; Weston et al., 1997). Computer programs have been created for editing the data, for identification of incorrectly completed forms and incompatible responses, and for the creation of summary variables.

***GPRA Measure Two: Percentage of students who meet the standard of a HFZ in at least 5 of the 6 fitness areas of the PYFP assessment.*** All 5<sup>th</sup> graders already participate in the FITNESSGRAM assessment used by the PYFP. The 6 baseline measures will be collected from additional grades and data will be compared to data collected 2 times per year during each year of the project. There is some evidence that the PACER test to measure aerobic capacity is not valid in grades K – 2 (Rikli et al., 1992). We will work with the USDOE to collect data for these younger children using an agreed upon method. For other grades the PACER has been shown to be the most reliable indicator of fitness of all measures collected and so the evaluator will look at

additional targets including the annual increase of children in the HFZ and the annual decrease in the percentage of students in the “high risk” category for this standard.

***GPRA Measure 3: Percentage of students who consume fruit two or more times per day and vegetables three or more times per day.*** Nutrition behaviors are notoriously difficult to assess, especially in young children (McPherson et al., 2000; Rockett & Colditz, 1997). However, the most reliable method still available is 24 hour dietary recall. We will use this method with older students. We will work with the national evaluators to identify and administer a comparable measurement tool with younger children. On the day before the recall, children will be instructed in their classrooms on how to keep a diary about what they eat after school that day until they go to bed, and then to record what they eat in the morning before they come to school the following day. Diaries facilitate the recall process (Lytle et al., 1994; Simons-Morton et al., 1988).

***Observations of Moderate to Vigorous Activity.*** The System for Observing Fitness Instruction Time (SOFIT) will objectively assess the quantity of moderate to vigorous physical activity in which students participate during physical education. This measurement will occur while teachers provide instruction to their students during a physical education lesson. The validity and reliability of SOFIT has been established using self-reported diet and physical activity, heart rate monitoring, and motion sensors (McKenzie, 1991; Pope et al., 2002). This method has been used previously by Providence to evaluate COPA and will be used using a sample of teachers.

***Goal 2: Teacher Outcomes.*** Teachers will complete pre and post surveys at the beginning/end of each year that measures their frequency of, time spent, and attitudes towards PE and physical activity, use of *Instant Recess*, perception of relationship with their peer coach, and use of nutrition lessons. The PE Specialist will also assess the teachers’ independence to teach PE.

***Goal 3: Community Capacity.*** Outcome evaluation methods to analyze community capacity will

be through the collection of copies of training and meeting logs (for Boys' and Girls' Club and COPA Champions), COPA Champion activity logs, and wellness policy implementation.

***Process Evaluation Methods: Monitoring Progress.*** Process evaluation tools to give us a snapshot of program status and quickly identify any issues, complaints, or concerns about service quality. Tools include monthly tracking of service units to make sure we are reaching the intended number of people; written/verbal feedback from stakeholders through questionnaires and client satisfaction surveys, minutes of program staff meetings, meetings with staff/partners to get feedback from staff on the status of a program, any obstacles; sign-in sheets and attendance logs, collected whenever parents/students/teachers/community stakeholders meet for an activity and/or event; collection of qualitative stories (quarterly) from program participants that show the program's impact and which will be used to communicate the message of our program to stakeholders and in conjunction with outcome data, used to seek funds to sustain the program.

***Analyzing and reporting results.*** COPA staff will administer and collect all data and the Project Directors will submit annual and final progress and fiscal reports to DOE to show progress towards GPRA and other objectives. Outcome data will be analyzed by an external evaluator, to be hired using a full and open competition and following Providence's procurement procedures that reflect state and local laws/regulations and are in compliance with EDGAR to select contractors. Project staff will meet regularly (weekly, then biweekly when the project is established) to review process data and ensure that project activities are on track. Time-sensitive decisions will be made week-to-week. The Project Director will report all aggregate data to the Advisory Group to look at data trends, decide on program changes that need to take place, and design strategies to be shared publicly on how to replicate the program at other sites.

## Other Attachment File(s)

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**Providence Little Company of Mary Foundation**

**Intergovernmental Review of Federal Programs (Executive Order 12372)**

Providence Little Company of Mary Foundation contacted California's State Single Point of Contact, Sheila Brown (California, Grant Coordination, State Clearinghouse, Office of Planning and Research) on March 11, 2013 and she informed us that this grant was not selected by the state for review and that no documentation is required by their office. Therefore, a letter to the SPOC is not necessary, nor included with this application.

## Appendices: Other Attachments Form

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## Appendix A: Individual Resumes

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Jesus Mejia, Co-Project Director	3
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Sandra Acevedo, Health Education Specialist	17
Kevin Leong, Grant Accountant	19
Monica Kline, Department Assistant	21
Stacey Remkiewicz, Grant Accountant	22

**JAMES TEHAN**

(b)(6)

**WORK EXPERIENCE**

**1997-Present**      **Providence Health & Services, South Bay Service Area**  
**Torrance, California.**

**Service Area Director, Community Partnerships**

Plan and implement Community Benefit initiatives, in collaboration with community partners, on behalf of two non profit acute care Medical Centers in the South Bay region of Los Angeles County: 1) Provide program leadership to improve access to primary care and skills-based physical activity for children and adults; 2) Promote capacity building in economically disadvantaged communities, 3) Facilitate triennial community needs assessment and annual State updates, 4) Manage \$3 Million annual budget and 45+ employees, 5) Accountable for achieving program deliverables for government entities and foundation grants, and 6) Represent both Medical Centers on Community Benefit issues, internally and externally.

**1983 - 1997**      **Hospital Home Health Care Agency of California, Torrance, California**

**Legal Counsel**

Provided legal services and staff support to governing board and CEO of nonprofit corporation and two related entities; responsible for corporate risk management, contracts administration and business development proposals.

**Administrator, Coordinated School Health**

Initiated and expanded skills based health and physical education programs reaching over 10,000 K-12 students at 28 public schools in the South Bay area of Los Angeles County; Sustained grant funding at \$500-800,000 annually; Responsible for 12-20 FTE's.

**1980-1982**      **California Department of Justice, Office of Attorney General,**  
**Antitrust Division, Los Angeles and San Francisco, California.**

**Graduate Legal Assistant**

Reviewed documents, provided legal research and drafted analysis, memoranda and motions related to class action price fixing cases.

**EDUCATION**

**1981**      **University of California**  
**Hastings College of the Law, San Francisco**  
**J.D.**

**1976**      **University of California at Los Angeles**  
**School of Public Health**  
**Division of Health Services Administration**  
**M.P.H.**

**1973**      **John Carroll University, Cleveland, Ohio**  
**B.A.**

**CURRENT PROFESSIONAL MEMBERSHIPS/ACTIVITIES**

- Member, Association of Community Health Improvement
- Member, California School Health Centers Association
- Active Member, State Bar of California
- Member, Scientific Advisory Committee, Harbor UCLA CTSI

# Jesus Gabriel Mejia

(b)(6)

## EDUCATION

California State University San Bernardino San Bernardino CA.  
Bachelors of Science Degree in Kinesiology June 2000

Citrus College Glendora CA  
Associates Degree in Recreation and Leisure June 1996

## MILITARY

United States Marine Corps Reserve Miramar CA  
H&S Company 4<sup>th</sup> Tank Battalion 4<sup>th</sup> Marine Division 1996-2001  
Rank: SGT (E-5) MOS: 2146 M1A1 Main Battle Tank Systems Mechanic

## EMPLOYEMENT

Providence Little Company of Mary San Pedro CA  
COPA Supervisor September 2010-present

- Responsible for all programs, employees under the COPA programs to include 14 schools in 4 school districts. Duties to include managing budget, staff development, employee reviews, program implementation, reporting, data collection and logistical support.

Providence Little Company of Mary Torrance CA  
COPA PE Specialist / After School Supervisor 2006-2010

- Specialist duties included bi monthly follow up with 25-45 teachers over 2-3 schools. Using COPA curriculum and modeling program increased teacher confidence and knowledge of physical education best practices.
- Contributed to development of COPA after school program from 1 pilot school to over 14 schools in 6 years. Supervised staff development for activities, data collection, family nights, outreach, budget and hiring.

Providence Little Company of Mary Torrance CA  
Moving Children Physical Education Specialist 2002-2006

- Responsible for training 50 teachers between two schools in Lawndale based on Moving Children curriculum and peer coaching model. Organizer and presenter in large and small group trainings. Prepared and logged data based on given protocols to program supervisor.

Thousand Pines Outdoor Education Crestline CA  
Program Director October 2000-December 2001

- Charged with managing the day to day operations of week long outdoor education camp for 4<sup>th</sup> and 5<sup>th</sup> grade students. Duties included staffing, liaison to school staff, hiring, scheduling, medical, equipment and camp safety.

### **PRESENTER HIGHLIGHTS**

- Elementary Physical Education Work shop Cal Poly San Luis Obispo 2006 & 2007
  - “Quick Easy and fun! Games to play with your students”
  - “Working with smurfs”
  - “Cross Curricular Activities”
- Association for Community Health Improvement New Orleans 2007
  - “Creating Opportunity for Physical Activity”
- Alpha Gamma Sigma Honor Society 83<sup>rd</sup> Annual Convention Ontario CA 2009
  - Friday night opening session “Team Building: Creating your own League of extraordinary AGS-ers”

### **ACTIVITIES**

- Avid beach fitness junky; running, swimming, beach volleyball, surfing, paddle boarding and biking
- Volunteer at parish for teen confirmation retreat 2010, 2009 & 2008
- Proud uncle of Kaley, Camilla and Logan

# ALINA BUENO NADSADY

(b)(6)

## EDUCATION

### **University of California, Los Angeles**

Master in Public Health, June 1999

*Department of Community Health Sciences,*

*Emphasis: Health Education and Promotion*

Bachelor of Science in Physiological Science, December 1996

## WORK EXPERIENCE

### **Providence Little Company of Mary, Torrance California**

*Grants Manager, September 2007 to Present*

- Monitor and track grant opportunities
- Prepare and submit proposals
- Prepare and submit progress and final reports to funding agencies
- Maintain relationships with current and past funders

*Resource Development Coordinator, July 2005 to September 2007*

- Administer School Readiness program at a Los Angeles Unified School District elementary school, including home visits, case management, and resource referrals
- Coordinate diabetes education program for Spanish and Samoan speaking community members
- Organize coalition addressing childhood obesity
- Coordinate programs within the department and community partners
- Facilitate activity based events for children under 5 years old
- Monitor program budgets

### **Childhood Injury Prevention Center, LABioMed at Harbor-UCLA, Torrance California**

*Associate Director & Program Coordinator, September 2000 to July 2005*

- Managed and administered all aspects of two coalitions, including the National Fire Protection Association's Southern California Risk Watch<sup>®</sup> Coalition and the Los Angeles Child Safety Month Collaborative
- Identified and secured fundraising opportunities for program development, including extensive grant writing to support programs
- Coordinated special events including baby safety showers, public exhibits, LA Child Safety Fair, violence prevention forums
- Established relationships with key stakeholders
- Secured media coverage and established relationships with reporters
- Evaluated implemented programs
- Managed multiple program budgets and prepared final reports

*Health Educator, September 1999 to September 2000*

- Implement child passenger safety, bicycle safety, violence prevention, pedestrian and traffic safety programs for parents, children, and service providers
- Establish relationships with community partners
- Educate community about programs available

*Program Evaluator, June 1998 to September 1998*

- Conducted qualitative evaluation of child passenger safety program
- Interviewed adult community members to develop decision making model regarding seat belt utilization
- Marketed child passenger safety program to community centers
- Developed questionnaire design and interview skills

## SKILLS

- Fluent in spoken and written Spanish
- Proficient in Microsoft Word, Excel, Access, Powerpoint, Publisher and Internet
- Extensive leadership experience

# Freddie De Leon

(b)(6)

## SKILLS

I am able to communicate with any type of person and able to think fast on my feet.  
Bilingual fluent in English and Spanish  
Fast learner and capable of working both independently and also in a team environment.

## EDUCATION

Ashford University Los Angeles CA  
Bachelors of Science in Kinesiology June 20011

Santa Monica College Santa Monica CA  
General Education 2005-2008

## EMPLOYMENT

Providence Little Company of Mary Torrance CA  
COPA Instructor / Data specialist Dec/06-current

- Data collection based on established protocols
- After school intervention homework; assistance, age appropriate physical activity and social development
- Instant recess instructor
- Special event support; running stations, speaking with parents
- Responsible for working with supervisor to determine implementation process of data, transfer to evaluators, data cleaning, spotting faults and errors during process and providing data sets for various reports

Adidas Santa Monica CA  
Sales and Stockroom Associate Jul/03-Nov/06

- Increased sales in the footwear department
- Customer satisfaction with courteous service
- Shipping and receiving merchandise and keeping the stockroom clean
- Worked on five store openings

Old Navy Santa Monica CA  
Sales Associate/Department Supervisor Jan/03-Jun/03

- Implement training to new employees
- Kept organized and supervised my department

Old Navy Santa Monica CA  
Sales Associate/Cashier Aug/00-Dec/02

- Always had my cash wrap up area organized and clean
- I always kept customers as a number one priority
- I transferred to a new Santa Monica store

---

# Hilda A. Granados

(b)(6)

## OBJECTIVE

To obtain a position where I may utilize my skills and passion for physical fitness to aid in developing kinesthetic, cognitive and motor skills.

## EDUCATION

California State University, Fullerton  
BS, Kinesiology, Health Science

## RELATED EXPERIENCE

COPA Little Company of Mary Providence  
Torrance CA

COPA Instructor January 2011-  
present

- Data collection based on established protocols
- After school intervention homework; assistance, age appropriate physical activity and social development
- Instant recess instructor
- Special event support; running stations, speaking with parents
- Outreach for programs

CSU Fullerton Recreation Center  
Fullerton, CA

Fitness Instructor August 2006-  
December 2010

- Lead a classroom of students in a variety of balanced exercises
- Recommended possible modifications to exercises
- Begin every class with warm-up and end with a cool down
- Make sure students maintain proper form
- Answer students exercise related questions

Camp Shane  
Fernadle, NY

Fitness Instructor June 2010-  
August 2010

- Administered fitness testing prior to and following the completion of camp
- Lead different age appropriate fitness classes for campers aged seven to twenty four
- Took campers on walks and hikes around the camp
- Motivated campers while we participated in other activities and classes
- Reinforced nutrition information given to campers by camp nutritionist

Orange County and Children Together  
Orange, CA

Fitness Facilitator / Nutrition Assistant January 2010-  
May 2010

- Lead a classroom of thirty preschoolers in various exercise related games
- Educated preschoolers about their bodies and nutrition during exercise games
- Set-up and conduct nutrition consultation with parents of overweight preschoolers
- Followed up with parents regarding their child's nutritional compliance

#### Skills / Abilities

- Fluent in Spanish
- Patient with children
- Able to instruct large groups
- Knowledgeable about injury prevention
- Sound communication skills
- Positive and motivating

#### MEMBERSHIPS

##### Kappa Omicron Nu

- Honors Society for the College of Health and Human Development

618 S. Avenue 60  
Los Angeles Ca. 90042

(626) 354-0521 cell

(b)(6)

## Precious L. Querubin

### Experience

Little Company of Mary Hospital Providence  
September 2006-Present

Torrance CA

Physical Education Specialist

- Train classroom teachers PE based on training model and COPA guidebook
- Oversee COPA instructors
- Presenter / organizer at various large group functions
- Develop and implement strategies to implement grant funded programs in schools to include outreach, communication with the schools, scheduling, working with collaborating partners, data collection and reporting

YMCA

Pasadena, CA

Jan 2005-September 2006

Substitute Physical Education Teacher

- Write physical education curriculum based on the California content standards
- Train physical education coaches twice amonth
- Supervise physical education coaches
- Instruct elementary student exercises, various movement skill, various sports and physical activity for the Los Angles Unified School District
- Assist children with homework
- Coordinate activites such as parlor games, sports games, stretched and health nutrition.

Arroyo Club Volleyball

Pasadena, CA

Oct. 2001 to June 2005

Volleyball Coach

- Coach a team of girls ages 10-18
- Teach students necessary skills needed for volleyball
- Encourage and emphasize teamwork and sport discipline to team
- Plan activities for practice
- Interface with parents

### Education

California State University Northridge May 2006

Bachelors of Science in Kinesiology option Physical Education

### Skills

- Bilingual: English and Tagalog
- Proficient in Microsoft office
- Professional communication and writing abilities
- Excellent people skills and client skills
- Detail oriented and very organized
- Excellent ability to maintain focus and priorities of employers goals

# Latarrin Sheppard



## Areas of Expertise

- Teaching coaching

## Education

- Humbolt State University, Arcata, CA
- BS Degree May, 2004
- Major: Kinesiology, Emphasis: Coaching
- Eastern New Mexico State University, Portales, NM
- Major: Human Performance; Emphasis: Coaching
- East Los Angeles Community College, Monterey Park, CA
- AA in Liberal Arts June, 2000

## Employment

- 2005-Present Physical Education Specialist Providence LCM, Torrance CA  
Train classroom teachers PE based on training model and COPA guidebook  
Oversee COPA instructors  
Presenter / organizer at various large group functions  
Develop and implement strategies to implement grant funded programs in schools to include outreach, communication with the schools, scheduling, working with collaborating partners, data collection and reporting
- 2004- 2005 Physical Education Assistant, El Rodeo Elementary, Beverly Hills, Ca Teaching k-8 classes & assisting lunch time activities
- 2004-2005 General Manager, Bevwood Fun Camp, El Rodeo Elementary  
Teaching & Coaching Basketball techniques and skills to youths
- 2001-2004 Security Guard, Arts Center, Humbolt Stae Univ. Arcata CA  
Maintain watch at the door. Ensure safety for guests and myself.

## Skills

- Computer literate, Microsoft office
- Data entry services, phone services, package handling, faxing, filing, cpr, first aide certified, coaching and personal training skills

## Activities

- three years of intercollegiate football
- volunteer football coach
- volunteer tutor

# Lisa M. Bonaventura

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(b)(6)

## Objective

Utilize my organization, creativity, and communication skills to enhance the company's productivity and success

## Education

- 2008 - 2010      **University of California Santa Barbara, Santa Barbara, CA**  
B.A. Communication
- 2006 - 2008      **Los Angeles Harbor College, Wilmington, CA**  
A.A. Communication

## Relevant Completed Courses in Communication Includes

Electric Media Policy	Group Communication in Multiple Contexts
Communication Law	Conflict and Negotiation
Media and Children	Media Effects and the Individual
Media Business	

## Skills

- MS Office: Word, Excel, Powerpoint
- Copy machine, fax machine, telephone
- Foreign Language: Italian

## Membership

- 2010      **Communication Association, UCSB**  
*Member*
- Professional organization chaired by faculty and ran by students that informs undergraduates of information to further their knowledge of careers in communication
  - Attended meetings with guest speakers who informed members about different careers with a communication majors
- 2004 - 2006      **Art Club, San Pedro High School**  
*Member*
- Discuss art with peers
  - Created a mural with other members for the art show
  - Visited museums to appreciate art
- 2002 - 2004      **Golden Pirate Regiment, San Pedro High School**  
*Pit Member*
- Played various percussion instruments
  - Supported high school sports events and community events with music
  - Participated in marching band competitions
  - Responsible for set up and clean up of pit instruments

## Work Experience

- 2011-      **COPA Instructor**
- Data collection based on established protocols
  - After school intervention homework; assistance, age appropriate physical activity and social development
  - Instant recess instructor
  - Special event support; running stations, speaking with parents
  - Outreach for programs
- 2010      **Private Tutor**
- Afterschool tutor for seventh grade math

- 2010 CALPIRG, UCSB  
*Oceans Media Intern*
- Grassroots public interest group
  - Responsible for recruiting new volunteers
  - Handled the organization of beach clean-ups
- 2007 - 2009 LAUSD Kidcare, Seventh Street Elementary School  
*Project worker*
- Created weekly lesson plans for students
  - Organized creative and educational games for students
  - Communicated with parents about children's progress
  - Assisted supervisor with paperwork
  - Responsible for helping students with their homework
- 2005 - 2006 Boye and Girls Club of America, Barton Hill Elementary School  
*Tutor*
- Responsible to help second graders with homework
  - Created physical and art activities for the children
  - Provided students with snacks
  - Assisted supervisor with delegating tasks and creating activities

**Awards and Honors**

- Future Leader of San Pedro Award
- San Pedro High School Gold Award
- L.A. Harbor College Dean's List

# Jessica Cortes

(b)(6)

## Objective

Contribute as a valuable member of a team in a kinesiology setting.

## Key Skills

I am effective in creating fun lesson plans that include warm ups, cooperative games and cool downs which promote social skills, fitness and health concepts. I am proficient with different grade level PE standards that focus on the biomechanics of the student. I have high standards on proper class organization, having a safe environment and dealing with problem behavior.

## Education

May 2012      Bachelors of Science in Kinesiology, Fitness and Health Promotion from California State University of Fullerton

## Related Coursework

- Teaching group fitness
- Principles of strength training
- Sport psychology and physical fitness

## Work Experience

Providence Little Company of Mary with Community Health; COPA.

Physical activity instructor for after school sites in Lawndale Hawthorne and Torrance districts.

Part Time job from September 2008 to present:

- Maintaining a safe and effective physical active environment for students grades 1<sup>st</sup> through 5<sup>th</sup>
- Provide moderate to vigorous physical activity through noncompetitive group games
- Assist students with homework and CARE projects in order to improve class based interactive social curriculum
- Collect and process data using various protocols outlined for specific projects such as PACER, pedometer or BMI.

Internship with PLCM Community Health

Completed 150 hours from January to May 2010:

- Taught physical education according to grade level standards for 1<sup>st</sup> through 5<sup>th</sup> grade
- Volunteered at Health fairs, family nights and cardio carnivals
- Created lesson plans to promote a more successful approach towards the students standards
- Completed reflection sheets in order to improve teaching skills

Costco Wholesale with optical department

Part time job 2008 to present:

- Meet sales quotas and perform great member service
- Enter prescriptions , take measurements and recommend optic wear to Costco members
- Repair glasses and receive orders
- Adjust and dispense glasses and contacts

# Frankie Morel

(b)(6)

## SKILLS

- Independent worker
- Finds efficient solutions to obstacles
- Spanish speaker

## EDUCATION

- West Los Angeles College  
General Education 2010-current  
Los Angeles CA
- El Camino College  
General Education 2008-2010  
Torrance CA
- Mira Costa High School  
High School Graduate June 2008  
Manhattan Beach CA

## EMPLOYMENT

- Providence Little Company of Mary  
COPA Instructor  
Torrance CA
  - Data collection based on established protocols
  - After school intervention homework; assistance, age appropriate physical activity and social development
  - Instant recess instructor
  - Special event support; running stations, speaking with parents

## ACTIVITIES

- Volunteer baseball coach
- Avid baseball player on various area club teams

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## ROBERT SMITH

(b)(6)

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### SKILLS:

**Problem Solving** – recognize and define the challenge, analyze the situation, develop and implement a solution.

**Efficient** – productive use of time and resources through strong organization

**Interpersonal skills** – team player, patiently receptive to an individual needs; interact capably with clients, and colleagues; deal successfully with cultural/ethnic diversity; build meaningful and respectful trust.

**Commitment to Learning** – Quick hands-on learner. Self assess, self-correct and self direct; continually seeking to grow.

### ADDITIONAL SKILLS:

- **Knowledgeable in Spanish**
- **Computer Literate**
- **Professional phone/office etiquette**
- **Warehouse experience: loading/unloading, and stocking.**

### EXPERIENCE:

01/09-05/11 Front Desk Clerk/Administrative Assistant Part Time  
Prevent The Pain Therapy Clinic West Los Angeles, CA

- Completed task/projects in a timely and efficient manner.
- Performed general administrative duties including the provision support to clients via email, phone, and in person.
- Assisted Doctor in miscellaneous duties. Planning and Scheduling
- Organizing, planning and prioritizing work

07/07-12/08 Sales Representative Part Time  
Big 5 Sporting Goods San Pedro, CA

- Representing the organization to customers at all times
- Unloading and loading of stock and merchandise
- Shared maintenance of store duties. Multi-tasking from organizing, filing, cleaning, taking inventory, and attending to customers request/trouble shooting.
- Training of new employees

### HOSPITALITY EXPERIENCE:

05/11-12/11 Server/waiter Full time  
Kapilyo Restaurant Toronto, Ont Canada

- Providing excellent customer service and attending to customer needs
- Promoting and up selling menu items
- Training of new employees
- Cashing out and balancing daily reports
- Cleaning and maintaining restaurant cleanliness

**EDUCATION:**

El Camino College 3<sup>rd</sup> Year Torrance, CA  
Goal is to transfer to a 4 year University  
Major: Physical Therapy/Kinesiology –Pursuing BA  
Class of 2006 Graduate of San Pedro High School San Pedro, CA

**ACTIVE SPORTS:**

- Team Member, Los Angeles Rugby Club, 2005-Present.
- Captain, Red Rhinos Rugby Club, San Pedro, 1999-2006.
- Team Member, San Pedro Chivas Indoor Soccer Team, 2005
- Team Member, San Pedro High School Football Team, 2002-2006

**REFERENCES:**

- Available upon Request

## **Sandra Acevedo**

1175 E Ocean Blvd., Apt 110

Long Beach, CA 90802

951-316-5669

[sandrapacevedo@gmail.com](mailto:sandrapacevedo@gmail.com)

### **Objective**

To obtain a nutritionist/health educator position in a well respected health care organization where I can motivate individuals towards healthier lifestyles, and educate in a clear and concise manner.

### **Education**

- Master of Public Health Nutrition  
Loma Linda University, Loma Linda, CA 2010
- Bachelor of Science in Biochemistry 2004  
University of California, Riverside

### **Capabilities**

- High degree of cultural sensitivity with an ability to motivate and encourage people towards a healthy change regardless of cultural and or economic background.
- Ability to communicate effectively to different target audiences.
- Exceptional teaching, counseling and motivational skills.
- Firm understanding of scientific nutrition and a continuous desire to keep up to date on the latest research.
- Flexible and work well under pressure.

### **Achievements**

- Formed a community initiative promoting nutrition and physical activity by creating a data collection tool, engaging stakeholders, convening stakeholders and setting up the stage for the initiative. Laredo, TX
- Coordinated and administered eleven diabetes management classes in Spanish and English which resulted in improved clinical and self-efficacy values for most participants. Centinela Valley, CA
- Successfully performed a number of presentations on various nutritional topics to different target audiences.
- Presented Laredo feasibility study at the Annual American Public Health Association Meeting. Denver, CO.
- Instructed weight control patients on healthy behavior changes. Mercy Ministries, Laredo, TX.
- Analyzed and provided recommendations for healthy changes in the student's cafeteria at La Universidad Adventista de Chile. Chillan, Chile.
- Counseled Loma Linda University's employees towards healthy lifestyles changes. Loma Linda Wellness Center. Loma Linda, CA
- Instructed teenagers of Operation Fit on healthy dietary choices, portion size and activity levels. Loma Linda, CA.
- Provided counseling to Women Infant and Children's (WIC) research participants on child nutrition. San Bernardino County, CA
- Evaluated diabetes management techniques and offered nutritional advice to patients. Portsmouth, Dominica.
- Award recipient from LLU for outstanding educational performance.

## Skills

- Exemplary verbal and written communication skills. Bilingual: English/Spanish.
- Able to develop sound and effective working relationships with all levels of personnel, excellent team player.
- Computer familiarity with SPSS, Nutritionist PRO, MS Office, Publisher and Internet.

## Work History

- 2011- current **PROVIDENCE LITTLE COMPANY OF MARY, San Pedro, CA Community Health Education Specialist**
  - Recruits and engage community members from the Centinela Valley into our self-management diabetes program.
  - Continuously shows support to program participants as they move toward healthier lifestyles through ongoing engagement and support groups.
  - Develop nutrition education and physical activity workshops for at risk communities.
  - Create screening tool to determine those at greatest need for services.
  - Develop organizational strategy to efficiently handle and monitor data.
  - Analyze data to assess program impact, evaluation and to ensure we are meeting the community's needs.
  - Develop health assistance tools such as personal healthy living journal and nutrition information guidance tools.
  - Manage and organize group medical visits in order to effectively use the participants time and provide useful information.
  - Establish and harbor new relationships with community partners.
  - Actively participate in community collaborations to effectively offer resource and partake in the improvement of underserved communities.
- 2006-2007 **MICROBAC LABORATORIES, Corona, CA Laboratory Technician** (Chemistry department)
  - Continuously met monthly goals of chemical and biological sample analysis according to standardized operation procedures (SOP's).
  - Compiled quarterly reports of sampled data and performed statistical analysis on results.
  - Communicated results to management in a clearly and effective manner.
  - Improved analytical methodologies and troubleshoot technical problems through research and detailed observation.
  - Provided assistance and training to other scientist/technicians as necessary.
  - Calibrated and operated analytical chemistry equipment such as a Spectrophotometer, Ion Chromatography, and High Pressure Liquid Chromatography.

## Affiliations

- American Dietetic Association
- American Public Health Association

# Kevin Leong

(b)(6)

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## Personal Statement

I am a productive individual unafraid of hard work and getting my hands dirty. Through solid work-ethic and an optimistic attitude, I work diligently to have a positive impact on any company or organization, both in my work and my relationships with those around me.

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## Education

West Torrance High School – Torrance, CA  
High School Diploma (September 2001 – June 2005)

University of California, Riverside – Riverside, CA  
B.A. – English (September 2005 – August 2010)

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## Experience

### Professional Experience

- COPA Instructor Providence LCM (January 2011-present)
  - Data collection based on established protocols
  - After school intervention homework; assistance, age appropriate physical activity and social development
  - Instant recess instructor
  - Special event support; running stations, speaking with parents

### Professional Experience

8-Ball Sports Cards & Games (June 2004 – September 2004)

- Main Cashier
  - Responsible for interacting with customers, often children and their parents, making their shopping experiences pleasant, as well as helping them answer any questions they had about the products, prices, etc. Sold everything from sports cards (basketball, baseball, football) to Yu-Gi-Oh! and Pokemon cards. As a result, my time at 8-Ball Sports Cards & Games helped teach me how to effectively develop relationships with kids, understanding their interests and common concerns.

### Professional Experience

University of California, Riverside Botanical Gardens (June 2008 – September 2008)

- Gardening Assistant

- Responsible for daily maintenance of UCR's Botanical Gardens, such as watering the plants, clearing trails, pruning bushes, and maintaining the overall look and quality of them. Also a major part of the renovation of the Garden's Koi pond, a project which took several months and heavy manual labor.

## Internship

First Chinese Baptist Church (June 2005 – September 2005)

- Data Entry
  - Responsible for updating the data on the church's Shelby Server, going through several years' worth of important information yet-to-be uploaded.

## Miscellaneous

FindMMAGym.com

- Writer
  - Contributed weekly recaps for the UFC's *The Ultimate Fighter*, as well as conducting interviews and taking pictures for the website.

## Activities

- Baseball Player (West Torrance Little League & West Torrance High School, 1993 – 2003)
  - Played baseball from the first grade to my second-year in high school, playing almost year round the last four years. In baseball, I learned the benefits of hard-work and discipline, translating this ethic into my success as a player despite not being the biggest or the strongest of my teammates.
- Church Camp Counselor (First Chinese Baptist Church, August 2007 & August 2008)
  - Counseled elementary-school kids, teaching them Bible lessons and encouraging their development as individuals as they continued going to school and dealt with the troubles of life. Spent a week with the kids and was also responsible for ensuring their safety and promoting healthy eating and physical exercise.
- Computer Technician
  - I am a self-taught computer technician, building several of my own computers, as well as trouble-shooting the PCs of my family and friends. In addition, I am familiar with all Microsoft Office applications, and can read/write a fair amount of HTML. I have also created and monitored several of my own forums online, and have some experience with .php and SQL.
- Contributor to BleacherReport.com
  - I write occasional editorials on various sports to spark conversation about my individual viewpoints and opinions on them, including one editorial about Mixed Martial Arts which was eventually picked up by MSNSports.com

*References available upon request*

# MONICA R. KLINE

(b)(6)

**M.A. International Policy Studies**  
**Monterey Institute of International Studies**  
*Specialization: Human Rights, Justice & Norms*

**B.A. Sociology & Spanish**  
**San Diego State University**  
*Concentration: Social Problems*

**C.L.E.C. – Certified Lactation Educator Counselor**  
**University of California San Diego**

**English (Native), Spanish (Fluent)**  
**French (Functional)**

## Work Experience

**Providence Health & Services – Community Health Dept.**

**Aug. 2010 – Present**

**Program Coordinator**

**Torrance & San Pedro, CA**

**Baby Friendly - Hospital Transformation Project (July 2011-Present)**

- Responsible for ensuring all stakeholders' deliverables are met and contracts are achieved
- Manages monthly interdisciplinary meetings delivering cohesive information hospital and community wide
- Networks with MDs, agencies, hospital staff, and patients; maintaining relationships & building consensus
- Develops policies collaboratively with Obstetrics Management to smoothly drive departmental change
- Monitors data specialist to ensure all data elements are routinely collected and reported
- Leads the curriculum development and instruction of internal medical Spanish and cultural sensitivity class

**Family Literacy Program Director (Dec. 2010 – Aug. 2011) \*Federal funding cut nationwide**

**Mental Health Program Coordinator (Aug. 2010 – Aug. 2011) \*Short term funded**

**ProCon.org**

**Oct. 2008 – Aug. 2010**

**Researcher and Volunteer Program Coordinator**

**Santa Monica, CA**

- Designed and created websites using light HTML code and Net-Editor back-end software
- Lead Researcher and Site Manager of ProCon.org issue sites: Immigration, Civil Liberties, Religion & Government, Abortion, Sexual Orientation, and ProCon.es (Spanish language version)
- Recruited, trained, and maintained a consistent team of 25+ volunteers; edited volunteer assignments
- Summarized 750+ US Supreme Court cases (pending Oxford Press publication)

**Van Der Hout, Brigagliano & Nightingale, LLP.**

**Apr. 2007 – Apr. 2008**

**Immigration/Deportation Defense Case Manager**

**San Francisco, CA**

- Managed 80+ clients with asylum and deportation focused immigration cases
- Researched and analyzed country and client conditions; drafted client declarations
- Corresponded with Immigration Court and the Department of Homeland Security
- Provided immigrant resource assistance; assisted clients with assembling documentation completion
- Located and summarized applicable statutory, regulatory and case law; drafted court motions
- Prepared clients for interviews with Citizenship and Immigration Services and court hearings

## Foreign Experience/Education

- **Mexico City, Mexico – International Organization for Migration – Graduate Intern**
- **Quetzaltenango, Guatemala – ASIMAM - Indigenous Women's Rights Volunteer Intern**
- **Lausanne, Switzerland - Institute Richelieu – Preparation Cert. for 2nd level - Alliance Francaise test**
- **Paris, France - ACCORD Language School – Certificates in French language and Cultural Studies**
- **Madrid, Spain - SDSU Study Abroad Program – University credit in Spanish & Civilization courses**
- **Barcelona, Spain - International House – Certificates in Spanish language and Culture Studies**

# Stacey Remkiewicz

(b)(6)

## EXPERIENCE

- 09/08 – Present      Providence Health Systems, CA Region, Torrance, California  
**Senior Grants Accountant** – Supervise Staff Accountants, assist Controller in general grant accounting functions including general ledger journal entries, review/prepare monthly bank reconciliations, support on month-end financial reporting, create policies to manage financial aspects of awarded grants, develop reporting mechanisms to track actual spend against budget, support administration in financial projections for grant application process, responsible for audits required by agency awarding the grants, and general analytical support.
- 02/07 – 08/08      City of Bellflower, Bellflower, California  
**Senior Accountant** – File State Controller’s report, sales tax reports, cash flows, reconcile and analyze accounts, review transit occupancy reports, approve accounts payables and purchase orders, approve/post accounts receivable, review payroll, aid in preparing City Budget, bank reconciliations, treasurer’s reports, maintain chart of accounts, grant reporting, complete audit schedules and audit liaison, close and distribute books monthly and annually.
- 11/97 – 02/07      City of Pico Rivera, Pico Rivera, California  
**Accountant III** – Reconcile and analyze accounts, approve accounts payable, review payroll, prepare adjusting journals, complete audit schedules and schedules for CAFR, audit liaison, compile and prepare City Budget and budget schedules, bank reconciliations, grant reporting (LLEBG, JAG, CDBG, EDA, ASES, Section 8, SEOP, CPOP, OTS, etc.), Direct Assessments, fixed assets, some computer operations.
- 05/96 – 11/97      City of Covina, Covina, California  
**Senior Accountant** – Reconcile and analyze accounts, approve purchase orders, expense claims and demands for payment, prepare adjusting journals, prepare schedules for audit and CAFR, comp check budgets, bank reconciliations, handle utility tax, maintain fixed assets, computer operator, back up payroll technician.
- 04/88 – 05/96      City of Whittier, Whittier, California  
**Accountant** – Audit and issue payroll, open and close work orders, reconcile and analyze accounts, approve purchase orders and expense claims, prepare adjusting journals, maintain fixed assets, prepare monthly HUD report, prepare audit schedules and schedules for CAFR, assist in budget processes, handled deferred comp plan for both full and part-time employees, participated in evaluation of new city computer system.

## EDUCATION

Bachelor of Arts in Business Administration, Whittier College

**REFERENCES AVAILABLE UPON REQUEST**

## **Appendix B: Program Assurances**

PROGRAM SPECIFIC ASSURANCE

**Agency Name: Providence Little Company of Mary Foundation DUNS #932952625**

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.

(b)(6) \_\_\_\_\_ **Service Area Director, Community Partnerships**  
 Signature Authorized Representative Title  
**Providence Little Company of Mary Foundation** 4/10/13  
 Applicant Organization Date Submitted

## Appendix C: Partnership Agreement

**Agency Name: Providence Little Company of Mary Foundation      DUNS#: 932 952 625**

**Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities**

<b>Partner Type</b>	<b>Organization Name</b>	<b>Page #</b>
1 of 5: CBO	Providence Little Company of Mary Foundation	26
2 of 5: Local Public Health Partner	Los Angeles County Department of Public Health	28
3 of 5: Local Organization Supporting Nutrition or Healthy Eating	Los Angeles Unified School District Food Services Division	30
4 of 5: Head of Local Government	City of Los Angeles, 15 <sup>th</sup> Council District	31
5 of 5: Local Education Agency	Los Angeles Unified School District	32

April 2, 2013

**Re: CBO Partner Agreement for Competitive Preference Priority #2:**

Dear Carlette KyserPegram

On behalf of the Providence Little Company of Mary Foundation, I submit this partnership agreement for our proposed Creating Opportunities For Physical Activity project in Wilmington, CA, funded by the United States Department of Education's Carol M. White Physical Education Program. Under this project, Providence Little Company of Mary, a Community Based Organization (CBO), and will function as the lead agency.

Providence has over 15 years in providing physical education and physical activity programming for elementary schools in the Los Angeles Area. Our expertise, combined with a positive reputation in the community prepares us to expand our programs within the community of Wilmington, CA – a low income, 88% Hispanic community where the prevalence of childhood obesity is 40%.

Providence will have the following roles and responsibilities: Partner with the organizations outlined in Competitive Preference Priority #2: a local public health entity (Los Angeles County Department of Public Health); a local organization supporting nutrition or healthy eating (the Los Angeles Unified School District's Food Services); the head of the local government (Councilman Joe Buscaino from the City of Los Angeles City Council); and the LEA from which students expected who will participate in the COPA project attend (the Los Angeles Unified School District). Providence is also responsible for oversight of the entire project, including management of subcontracts and consultants, will ensure the project scope is achieved including improvements in physical activity and nutrition; data collection and report submission; hiring project staff to implement project activities, provide staff to implement activities with classroom teachers, school staff, parents through the use of a peer coach model at all 7 public elementary schools in Wilmington; provide an after school program for children at 3 sites; provide professional development to the Boys' and Girls' staff that provide after school programming at 4 sites; lead and coordinate the project Advisory Board and work with LAUSD and partners and community stakeholders to identify and secure additional funding and proactively encourage the involvement of new community stakeholders and in kind support of Project goals, particularly related to involving the community in this physical activity and healthier nutrition initiative.

Providence will make several contributions to the project: Providence has expertise in implementation of developmentally appropriate physical activity and standards-based physical education in urban public schools and experience in curriculum development and the "Peer-coach" model of instruction in an elementary school setting. PLCM is a long time community partner at LAUSD schools in Wilmington (since 1994). As part of the Medical Centers' Community Benefit program, a mobile pediatric clinic, Partner For Healthy Kids provides free weekly medical clinics to uninsured children who attend

school in Wilmington, and outreach and enrollment assistance to help parents obtain access to subsidized health insurance for their children.

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

Signature of Authorized Representative: \_\_\_\_\_

(b)(6)

Name of Authorized Representative: \_\_\_\_\_ James Tehan \_\_\_\_\_

Dated: \_\_\_\_\_ April 2, 2013 \_\_\_\_\_

**JONATHAN E. FIELDING, M.D., M.P.H.**  
Director and Health Officer

**CYNTHIA A. HARDING, M.P.H.**  
Chief Deputy Director

**ELOISA GONZALEZ, M.D., M.P.H.**  
Director, Cardiovascular and School Health  
Division of Chronic Disease and Injury Prevention  
3200 Wilshire Blvd., Suite 1400, South Tower  
Los Angeles, California 90005  
Tel. (213) 351-7887 • Fax (213) 637-4879

[www.publichealth.lacounty.gov](http://www.publichealth.lacounty.gov)

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**Gloria Molina**  
First District

**Mark Ridley-Thomas**  
Second District

**Zev Yaroslavsky**  
Third District

**Don Knabe**  
Fourth District

**Michael D. Antonovich**  
Fifth District

April 3, 2013

Jim Tehan  
Service Area Director, Community Partnerships  
Providence Little Company of Mary  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

**Re: Competitive Preference Priority #2: Partnership between Providence Little Company of Mary Foundation and Los Angeles County Department of Public Health**

Dear Mr. Tehan:

On behalf of the Los Angeles County Department of Public Health ("Public Health"), I offer our agency's support for your grant application to the U.S. Department of Education. Public Health agrees to **partner** with the Providence Little Company of Mary Foundation on the Creating Opportunities for Physical Activity (COPA) project in Los Angeles County. Presently, our Department oversees public health functions across 88 diverse municipalities and unincorporated areas in the region.

If the grant proposal is funded, Public Health will assist with the following project activities: 1) consult and include project staff and partners in workgroups and trainings that improve physical activity and nutrition projects in local communities; 2) consult with project staff on enhancement/implementation of healthy eating and active living policies or practices between the school district, community based organizations and community of Wilmington; and 3) participate in the COPA Advisory Board.

An important contribution that Public Health can make to your project is the capacity to convene and connect your organization to other agencies and community groups that may have shared interests and goals. For example, as a recipient of the CDC's Community Transformation Grant (CTG) and the *Communities Putting Prevention to Work* grant program, a number of established resources are available to provide technical assistance to improve nutrition and increase physical activity among school-age children. These grant objectives align strongly with your proposed COPA Project which is designed to improve school and community-based nutrition services and training support for teachers to implement evidence-based Physical Education curricula to increase the physical activity levels of students. As you are aware the benefits of increasing physical activity, especially in high need communities like Wilmington which has high rates of child obesity, can be substantial. Public Health is ready to partner with your organization and with

others to help create healthier school environments through such innovations as joint use agreements, peer-teacher training on physical education, and initiatives that test new models of education that can increase physical activity among children.

In summary, our Department strongly supports your grant application and looks forward to partnering on this endeavor, if funded. The Department's level of support for this COPA project was developed after timely and meaningful consultation with the Little Company of Mary Foundation.

If you have any questions or require additional information, please feel free to contact me at 213-351-7887 or by email [elgonzalez@ph.lacounty.gov](mailto:elgonzalez@ph.lacounty.gov). Thank you!

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating redacted content.

Eloisa González, MD, MPH  
Director, Cardiovascular and School Health  
Division of Chronic Disease and Injury Prevention

Cc: Paul Simon, M.D., M.P.H.  
Tony Kuo, M.D., M.S.H.S.



*Los Angeles Unified School District  
Food Services Division  
Jay Ma  
Area Food Services Supervisor*

*Telephone Number: 213-923-9630*

*E-Mail: cxm6644@lausd.net*

March 16, 2013

Jim Tehan  
Service Area Director, Community Partnerships  
Providence Little Company of Mary  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

Re: CBO Partner Agreement for Competitive Preference Priority #2: Partnership Between Providence Little Company of Mary Foundation and Local Organization Supporting Nutrition or Healthy Eating: Los Angeles Unified School District Food Services Division

Dear Mr. Tehan:

On behalf of the Los Angeles Unified School District's Food Services Division, I offer my support and agreement to partner with Providence Little Company of Mary Foundation for the Creating Opportunities For Physical Activity project in Wilmington, CA, funded by the United States Department of Education's Carol M. White Physical Education Program.

Under this project, our office will have the following roles and responsibilities: Will participate on the COPA Advisory Team, meeting at least quarterly to advise on the nutrition and healthy eating components of the project; work with project staff and partners to select and promote training of teachers in nutrition curriculum; advise PLCM staff on integration of nutrition education in the COPA after school program; work with project staff to facilitate implementation of salad bars during lunch time; work with staff to ensure that school site health and safety committees are including implementation of LAUSD's policy on wellness related to nutrition; work with project and school staff to implement existing school policies related to nutrition.

Contributions to the project: Will work with PLCM and its partners to implement and build upon activities that comply with criteria of the 8 components of the Alliance for a Healthier Generation; promote the implementation of LAUSD nutrition policy including supporting the 7 Wilmington elementary schools in a lunch time salad bar; will direct project partners to nutrition related resources that can be used by Wilmington schools; provide information for the annual School Health Index assessment tool and contribute to action plan.

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

Signature of Authorized Representative: \_\_\_\_\_

(b)(6)

Name of Authorized Representative: **Jay Ma**

Dated: **4/02/13**

CITY HALL  
200 N. Spring Street  
Room 425  
Los Angeles, CA 90012  
(213) 473-7015  
Fax (213) 626-5431



DISTRICT OFFICES:

SAN PEDRO OFFICE  
638 S. Beacon Street  
Suite 552  
San Pedro, CA 90731  
310-732-4515  
Fax 310-732-4500

WATTS OFFICE  
10221 Compton Ave.  
Suite 200  
Los Angeles, CA 90002  
213-473-5128  
Fax 213-473-5132

Councilmember  
Joe Buscaino  
Fifteenth District

March 25, 2013

Jim Tehan  
Service Area Director, Community Partnerships  
Providence Little Company of Mary  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

**Re: CBO Partner Agreement for Competitive Preference Priority #2: Partnership Between Providence Little Company of Mary Foundation and Head of Local Government (Councilman Joe Buscaino, City of Los Angeles Council District 15)**

Dear Mr. Tehan:

On behalf of the City of Los Angeles, Council District 15, I offer my support and agreement to partner with Providence Little Company of Mary Foundation for the Creating Opportunities For Physical Activity project in Wilmington, CA, funded by the United States Department of Education's Carol M. White Physical Education Program.

Under this project, our office will have the following roles and responsibilities: assign a designee to participate as a member of the project's Advisory Board to provide oversight of project activities; convene community stakeholders to engage in project activities; cooperate with Providence, community partners, schools, and the Los Angeles County Department of Public Health to enhance and implement healthy eating, active living policies and activities in the community of Wilmington.

Contributions to the project: As the political leader representing the community of Wilmington within the City of Los Angeles since 2011, and as a former Los Angeles Police Department officer of 15 years before that, I have been involved on a daily basis with local constituents. I will use my experience and expertise with political leaders throughout the County to ensure that physical activity and proper nutrition for children and families gets the highest attention and support of elected leaders, the local business community and key community stakeholders.

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

Signature of Head of Local Government:

(b)(6)

Name of Head of Local Government: Councilmember Joe Buscaino

Dated: March 25, 2013

**MEMBERS OF THE BOARD**

**MONICA GARCIA, PRESIDENT**  
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**NURY MARTINEZ**  
**RICHARD A. VLADOVIC, Ed.D.**  
**STEVEN ZIMMER**



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Educational Service Center, South**  
1208 Magnolia Avenue  
Gardena, California 90247  
Telephone: (310) 354-3400  
Fax: (310) 532-4674

**DR. ROBERT BRAVO**  
**INSTRUCTIONAL AREA SUPERINTENDENT**

**DR. JAMES NOBLE**  
**ADMINISTRATOR OF OPERATIONS**

**JOHN E. DEASY, Ph.D.**  
**SUPERINTENDENT OF SCHOOLS**

**MICHELLE KING**  
**SENIOR DEPUTY SUPERINTENDENT**

**JAIME R. AQUINO, Ph.D.**  
**DEPUTY SUPERINTENDENT**

April 10, 2013

Jim Tehan  
Service Area Director, Community Partnerships  
Providence Little Company of Mary  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

Re: CBO Partner Agreement for Competitive Preference Priority #2: Partnership Between Providence Little Company of Mary Foundation and LEA (Los Angeles Unified School District).

Dear Mr. Tehan:

On behalf of the Los Angeles Unified School District (LAUSD), I offer our support and agreement to partner with Providence Little Company of Mary Foundation for the Creating Opportunities For Physical Activity project in Wilmington, CA, funded by the United States Department of Education's Carol M. White Physical Education Program. The LAUSD Education Service Center – South, located in the South Bay of Los Angeles County serves the community of Wilmington. As the Instructional Area Superintendent, I am very proud of the important work we have done to improve student achievement. We recognize that being healthy plays a critical role to the success of our students. Therefore, I fully support the proposal to improve the physical education, physical activity and nutrition education opportunities for our students.

Under this project, LAUSD will have the following roles and responsibilities: Work with Providence to implement project activities at 7 elementary schools in Wilmington; participate in project advisory group to inform project activities; participate in strengthening of school wellness policies related to physical activity, physical education, and nutrition.

LAUSD will make the following contributions to the project: The LAUSD will provide access to facilities; leadership that facilitates accomplishment of project goals and objectives at its 7 elementary schools; work with Providence to collect required data from students to document and improve project performance; encourage parent involvement at the school and district level (e.g. PTA, school site councils) in Project activities and align activities of project's advisory board with district wellness committee;

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

Sincerely,

(b)(6)

Dr. Robert Bravo  
Instructional Area Superintendent

## Appendix D: Letters of Support

<b>Name</b>	<b>Agency</b>	<b>Page #</b>
John Deasy, Superintendent	Los Angeles Unified School District	34
Multiple, Principals	Wilmington Elementary School Principals	35
Mike Lansing, Executive Director	Boys and Girls Clubs of Los Angeles Harbor	37
Wendelin Slusser, Medical Director	Fit for Health Program, Mattel Children's Hospital, UCLA	39

MONICA GARCIA, PRESIDENT  
TAMAR GALATZAN  
BENNETT KAYSER  
MARGUERITE POINDEXTER LAMOTTE  
NURY MARTINEZ  
RICHARD A. VLADOVIC, Ed.D.  
STEVEN ZIMMER



Administrative Office  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7000  
Fax: (213) 241-8442

JOHN E. DEASY, Ph.D.  
SUPERINTENDENT OF SCHOOLS

March 15, 2013

Mr. James Tehan  
Director, Community Partnerships  
Providence Little Company of Mary  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

Dear Mr. Tehan:

**RE: Letter of Support—Providence Little Company of Mary**

On behalf of Los Angeles Unified School District, I enthusiastically support the application of Providence Little Company of Mary to implement a community wide program, directly linked to State Physical Education standards, that supports physical education and nutrition instruction at all seven elementary schools in Wilmington, California. I understand that all seven Principals strongly support this peer coach training model which provides ongoing peer support for our K-5 classroom teachers that helps them achieve proficiency in physical education instruction for their grade level.

The Los Angeles Unified School District is the nation's second largest with an enrollment of 655,000 students, including 271,000 at the K-5 level. Like most other urban school districts in California, we rely upon classroom teachers to teach standards based physical education program, even though we recognize most of them have little formal training or experience in movement education or outdoor classroom management. With 457 elementary schools across the City of Los Angeles and 31 smaller municipalities, we struggle to provide the staff development resources at every school to help teachers become independent in standards based physical education instruction at their grade level. Wilmington is a low income community of 56,000 residents, 88% of whom are Hispanic, where 50% of single parent families live in poverty, and 90% of students qualify for our free and reduced lunch program.

Providence Little Company of Mary is one of our longstanding and most committed community partners. Since 1994, your Hospital has provided free weekly school based health clinics in three separate LAUSD communities: Wilmington, San Pedro and Gardena. Your collaborative relationship with school site and District staff represents the very best of public-private partnerships in support of public education. The program you intend to implement, Creating Opportunities for Physical Activity (COPA), has achieved strong evidence based results in other urban public school districts in increasing the amount of time students are engaged in moderate and vigorous physical activity during the school day and in supporting teachers as they acquire the skills and confidence to improve the quality of their physical education instruction.

On behalf of LAUSD and my management team, please be assured of my enthusiastic support for this effort to improve the physical education experience for students.

Cordially,

(b)(6)

Dr. John E. Deasy  
Superintendent

**MEMBERS OF THE BOARD**

**MONICA GARCIA, PRESIDENT  
TAMAR GALATZAN  
BENNETT KAYSER  
MARGUERITE POINDEXTER LAMOTTE  
NURY MARTINEZ  
RICHARD A. VLADOVIC, Ed.D.  
STEVEN ZIMMER**



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Administrative Office  
333 South Beaudry Avenue, 24<sup>th</sup> Floor  
Los Angeles, California 90017  
Telephone: (213) 241-7000  
Fax: (213) 241-8442**

**JOHN E. DEASY, Ph.D.  
SUPERINTENDENT OF SCHOOLS**

March 29, 2013

Jim Tehan  
Service Area Director, Community Partnerships  
Providence Little Company of Mary Medical Centers  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

Dear Mr. Tehan

On behalf of the seven public elementary schools in Wilmington, CA we offer our strongest support for your application to the U.S. Department of Education Carol M. White Physical Education Program. The project activities proposed in the Creating Opportunities For Physical Activity (COPA) project provide our schools with the support we need to implement our District's Policy on Wellness. The resources that will become available to our students, teachers, and staff will support an environment that promotes standards-based physical education instruction, daily physical activity, nutrition instruction, and healthy eating.

Wilmington, California is a high need, Los Angeles community of 53,891 residents, adjacent to the Port of Los Angeles. Our schools are part of the Los Angeles Unified School District: every day we touch the lives of 5,328 elementary school students, whose families struggle to incorporate physical activity and good nutritional habits into their daily lives. Our students' demographics reflect the community's – a low income, primarily Hispanic working class community - with a 99% minority population and 89% of students enrolled in the free and reduced lunch program.

Since 1994, your organization has demonstrated its Mission commitment to the poor and vulnerable through its efforts to improved access to health care, wellness education, and linkage services to our children and families. Over the past 15 years, Providence stands out as one of the very best public-private partnerships in support of public education for its continuing efforts to implement programs that help us accomplish our health objectives, including:

- A mobile pediatric clinic that provides free health care and immunization on site at our schools, every week of the school year;
- A unique mental health education pilot project for parents;
- Professional development on physical education and activity for our staff; and
- On-site application assistance to help parents enroll their children in health insurance.

From our perspectives, Providence's collaborative approach in the design and delivery of health programs has enriched the scope and quality of services available to our students and families. Our classroom teachers are particularly excited about COPA, because it provides them the skills and tools to become independent in physical education instruction, and the nutrition resources that will make a difference in the everyday eating habits of children. We look forward to replicating projects components that have shown to work and improving implementation of existing district policies – such as the school day peer coach PE training program, school site wellness committees, programs to increase physical activity before, during, and after school, and nutrition education and services such as the salad bar during the student lunch time. Finally, we are very supportive of the collaborative relationship with the Boys and Girls Club of Los Angeles Harbor because the training and resources contemplated will strengthen the after school activity programs for children in Wilmington.

We will make sure that we have a school representative to participate on the COPA Advisory team to keep us updated on the project and ongoing accomplishments of the objectives. We are committed to work with you and your other project partners to make sure that the scope of the project is complete and to promote these efforts among stakeholders within Wilmington.

Respectfully,

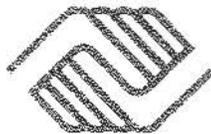
(b)(6)	_____	4/2/13
Sandra Winchell, Principal, Broad Avenue Elementary School	(b)(6)	_____
(b)(6)	_____	4/2/13
Gina Ellis, Principal, George De La Torre Jr. Elementary School	(b)(6)	_____
(b)(6)	_____	4/2/13
Tracy Iosenk, Principal, Pines Elementary School	(b)(6)	_____
(b)(6)	_____	4/2/13
David Kooper, Principal, Gulf Avenue Elementary School	(b)(6)	_____
(b)(6)	_____	4/2/13
Louie Mardesich, Principal, Harry Bridges Span School	(b)(6)	_____
(b)(6)	_____	4/2/13
Luis Rivera, Principal, Hawaiian Avenue Elementary School	(b)(6)	_____
(b)(6)	_____	4/2/13
Adriana Nakano, Principal, Wilmington Park Elementary School	_____	_____

# Boys & Girls Clubs of the Los Angeles Harbor

Established 1937

San Pedro Club  
1200 S. Cabriño Avenue  
San Pedro, CA 90731  
(310) 833-1322  
Fax (310) 833-4235

Wilmington Club  
1444 W. "Q" Street  
Wilmington, CA 90744  
(310) 549-8323  
Fax (310) 549-2439



Port of L.A. Club  
100 W. 6th Street  
San Pedro, CA 90731  
(310) 831-5232  
Fax (310) 831-5470

Dana Strand  
470 N. Hawaiian Avenue  
Wilmington, CA 90744  
(310) 518-7357  
Fax (310) 518-9236

BOYS & GIRLS CLUBS  
OF AMERICA

## Executive Board

President  
Yvonna Bogdanovich

Finance Chair  
Rick Piolago

First Vice President  
Development  
Steve Farchy

Second Vice President  
Capital Improvements  
Gary Betts

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Legal Advisor  
Joseph N. Mirkovic

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Immediate Past President  
Mike Lebowitz

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Joe Rich

Anthony Santich

Janet Vidotto

Jayne Wilson

Buzy Zimmerman

## Staff

Executive Director  
Mike Lansing

Director of Development  
Orval Dizon

Director of Operations  
Tony Tripp

Director of Events  
and Marketing  
Eleanor Herring

April 2, 2013

Jim Tehan

Service Area Director, Community Partnerships

Providence Little Company of Mary

2601 Airport Drive, Suite 220

Torrance, CA 90505

## Partner Agreement: Providence Little Company of Mary

Dear Jim:

I strongly support the Providence Little Company of Mary proposal to the United States Department of Education to improve the quality of Physical Education instruction and promote healthy eating and physical activity in everyday lives of children and families in Wilmington California. The Boys and Girls Club of the Los Angeles Harbor looks forward to partnering with you to equip our staff with the training and resources that will increase physical activity among our Club Members at four school sites in Wilmington. Tony Tripp, our Director of Operations will be our representative to your Advisory Team.

Our Mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens. As a Club, we have achieved some remarkable results in our College Bound and L.A. Harbor Arts Academy, with an almost 100% improvement, over 10 years, in the high school graduation rate for students enrolled in the program. We serve youth in communities of low income and low academic achievement and across five communities, we have an average daily attendance of 2,225 youth, ages 6-18. In Wilmington, the level of poverty and gang activity is comparable, sadly, to the poorest areas of downtown Los Angeles.

I recognize that we have some work to do related to physical activity and healthy eating in the everyday lives of our Club members. So, your program to provide ongoing large group and peer coach training to our staff for the next three years is exactly the kind of resources we need that will strengthen our capacity to sustain the skills and techniques amongst our staff that will promote a culture of daily physical activity. Our plan is to rotate staff members through COPA after school, in nine week sequences, at all four of our Wilmington school sites, as part of your team which is experienced in the delivery of COPA after school. The strength of this effort is that it reinforces the same principles that the school day peer coach training

PR/Award # S215F130132

Website: [www.bga-harbor.org](http://www.bga-harbor.org)

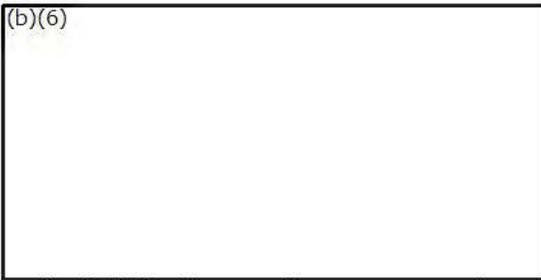


model introduces at these same schools and provides ongoing training and support to our staff that will sustain the improvements that will be accomplished over the life of the grant. In addition, I fully support twice a year training sessions for all Club staff working with children because it exposes them to the basics of good physical activity and healthy eating habits.

Providence Little Company of Mary is a valuable long term community partner that supports the health needs of our local kids in underserved communities through your free mobile clinic, diabetes education and enrollment of children and families into subsidized health insurance. I have heard about the success of the COPA peer coach program from Principals in San Pedro. I am glad that it now will be coming to Wilmington where the need for safety and quality program services are our principal tools to combat the poverty and violence that places obstacles in the everyday lives of our youth and prevents them from achieving their goals and dreams.

Please be assured of my strong and continuing support for this community wide physical activity and healthy eating initiative.

(b)(6)

A large rectangular box with a black border, used to redact the signature of Mike Lansing. The text "(b)(6)" is written in the top-left corner of the box.

MIKE LANSING  
Executive Director



10990 Wilshire Blvd., Suite 900  
Los Angeles, CA 90024

April 3, 2013

Jim Tehan  
Service Area Director, Community Partnerships  
Providence Little Company of Mary  
2601 Airport Drive, Suite 220  
Torrance, CA 90505

Dear Mr. Tehan:

I am writing to offer my strongest support for your USDOE application for Carol M. White funding to implement the project titles: "Creating Opportunities For Physical Activity" at all seven elementary schools in the community of Wilmington, CA. This is a very high need City of Los Angeles community where I have direct experience at Gulf Elementary School which is one of the participating schools. I am so pleased that you will incorporate your school day peer coach-training model with the implementation of salad bars as a strategy to bring together physical education and healthy nutritional behaviors for children at all seven elementary schools. This is an innovative proposal that will bring a balance to quality physical education instruction (a rarity in California's elementary schools) and increased access and availability to fruits and vegetables during the school lunch.

As a pediatrician, I support this multicomponent intervention that supports the elementary age children achieve a more physically active lifestyle with balanced nutritional habits. I have seen the lifelong impact of obesity on children – physically, socially, emotionally – and strongly support school-based interventions that help children eat more healthfully and be more active. Over the past 15 years I have worked with schools, clinics, and community partners to create, implement, and evaluate innovative projects that provide children with opportunities to develop lifelong habits that contribute to healthy lifestyles.

Of special interest to me are school-based nutrition resources. Over 10 years ago I began to advocate for a policy change, adopted by the Los Angeles Unified School District in 2004 that authorizes and promotes salad bars as a lunch time menu option. I have been a Principal Investigator on school salad bar projects that have demonstrated this intervention increases fruit and vegetable consumption in low-income children and most recently was associated with significant reduction in obesity and overweight.

I am pleased to participate on the COPA Advisory team and work with project staff and partners to introduce salad bars as a lunch menu option and improve the quality and access to healthy food options for elementary school children in all Wilmington LAUSD schools.

Best regards,

(b)(6)

Wendelin Slusser, MD, MS  
Associate Clinical Professor  
Medical Director, Fit for Health Program, Mattel Children's Hospital, UCLA  
UCLA Schools of Medicine and Public Health

## Appendix E: School Health Index Score Cards

<b>School Health Index Module</b>	<b>Page #</b>
Module 1: School Health and Safety Policies and Environment Score Card	41
Module 2: Health Education Score Card	55
Module 3: Physical Education and Other Physical Activity Programs Score Card	62
Module 4: Nutrition Services Score Card	69

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment  
Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	3	⓪	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	ⓑ	2	1	0
SH.2	Confidentiality of HIV status	Ⓒ	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	Ⓓ	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	ⓐ	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

36	16	13	0
----	----	----	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

65
----

**MODULE SCORE =**  
(Total Points / 114) X 100

57%
-----

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**Module 1: School Health and Safety Policies and Environment  
Score Card****Instructions**

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	3	2	①	0
SH.1	Non-discrimination on the basis of HIV infection policy	③	2	1	0
SH.2	Confidentiality of HIV status	④	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	③	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	③	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

45	6	15	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

66
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**MODULE SCORE =**  
(Total Points / 114) X 100

58%
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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**Module 1: School Health and Safety Policies and Environment  
Score Card****Instructions**

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	3	2	①	0
SH.1	Non-discrimination on the basis of HIV infection policy	③	2	1	0
SH.2	Confidentiality of HIV status	③	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	③	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	③	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

54	6	16	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

76

**MODULE SCORE =**  
(Total Points / 114) X 100

67%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment  
Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	③	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	③	2	1	0
SH.2	Confidentiality of HIV status	③	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	③	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	①

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

63	6	8	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

77
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**MODULE SCORE =**  
(Total Points / 114) X 100

68%
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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment**  
**Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	3	②	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	③	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	④
SH.3	Professional development for all staff members on HIV policies or laws	3	2	①	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	⑤

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

33	24	12	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

69
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**MODULE SCORE =**  
(Total Points / 114) X 100

61%
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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment  
Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	③	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	③	2	1	0
SH.2	Confidentiality of HIV status	③	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	③	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	③	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

108	4	0	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

112
98 %

**MODULE SCORE =**  
(Total Points / 114) X 100

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment**  
**Score Card**

**Instructions**

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Representative school health committee or team	3	2	1	0
CC.2	Written school health and safety policies	3	2	1	0
CC.3	Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4	Positive school climate	3	2	1	0
CC.5	Overcome barriers to learning	3	2	1	0
CC.6	Enrichment experiences	3	2	1	0
CC.7	Local wellness policies	3	2	1	0
CC.8	Standard precautions policy	3	2	1	0
CC.9	Professional development on meeting diverse needs of students	3	2	1	0
CC.10	Prevent harassment and bullying	3	2	1	0
CC.11	Active supervision	3	2	1	0
CC.12	Written crisis response plan	3	2	1	0
S.1	Safe physical environment	3	2	1	0
S.2	Maintain safe physical environment	3	2	1	0
S.3	Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Recess	3	2	1	0
PA.2	Access to physical activity facilities outside school hours	3	2	1	0
PA.3	Adequate physical activity facilities	3	2	1	0
PA.4	Prohibit using physical activity as punishment	3	2	1	0
N.1	Prohibit using food as reward or punishment	3	2	1	0
N.2	Access to free drinking water	3	2	1	0
N.3	All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4	All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5	Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6	Advertising and promotion of foods and beverages	3	2	1	0
N.7	Hands washed before meals and snacks	3	2	1	0
T.1	Prohibit tobacco use among students	3	2	1	0
T.2	Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3	Enforce tobacco-use policies	3	2	1	0
T.4	Prohibit tobacco advertising	3	2	1	0
A.1	Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2	Professional development on asthma	3	2	1	0
A.3	Implement indoor air quality practices	3	2	1	0

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

A.4	Implement integrated pest management practices	3	②	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	③	2	1	0
SH.2	Confidentiality of HIV status	④	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	①	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	①	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

45	28	7	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

80

**MODULE SCORE =**  
(Total Points / 114) X 100

70%

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**Module 2: Health Education****Score Card***(photocopy before using)***Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

3	14	6	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			23
<b>MODULE SCORE =</b> (Total Points / 45) X 100			55 %

42

# Fries Avenue Elementary

## SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

### Module 2: Health Education

#### Score Card (photocopy before using)

#### Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

6	2	3	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			11
<b>MODULE SCORE =</b> (Total Points / 45) X 100			26 %

42

**SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL**

**Module 2: Health Education**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	①	0
CC.2	Sequential health education curriculum consistent with standards	3	2	①	0
CC.3	Active learning strategies	3	2	①	0
CC.4	Opportunities to practice skills	3	2	①	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	②	1	0
CC.7	Professional development in health education	3	2	①	0
CC.8	Professional development in delivering curriculum	3	2	①	0
CC.9	Professional development in classroom management techniques	3	2	①	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	①	0
PA.1	Essential topics on physical activity	3	2	①	0
N.1	Essential topics on healthy eating	3	②	1	0
T.1	Essential topics on preventing tobacco use	3	2	①	0
A.1	Essential topics on asthma awareness	3	②	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

0	6	11	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			17
<b>MODULE SCORE =</b> (Total Points / <del>45</del> ) X 100			40 %

42

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**Module 2: Health Education**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

9	0	9	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			
18			
<b>MODULE SCORE =</b> (Total Points / 45) X 100 42			
43%			

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 2: Health Education**

**Score Card**

(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

0	10	9	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			19
<b>MODULE SCORE =</b> (Total Points / 45) X 100			45 %

42

**SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**

**Module 2: Health Education**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

6	10	6	0	
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.				22
<b>MODULE SCORE =</b> (Total Points / 45) X 100				52%

42

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 2: Health Education**

**Score Card**

(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

3	14	3	0
<b>TOTAL POINTS:</b> Add the four sums above and enter the total to the right.			20
<b>MODULE SCORE =</b> (Total Points / 45) X 100			48%

42

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	①	0
PA.2	Adequate teacher/student ratio	③	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	①	0
PA.4	Information and materials for physical education teachers	3	2	1	①
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	①
PA.6	Students active at least 50% of class time	3	2	①	0
PA.7	Individualized physical activity and fitness plans	3	2	1	①
PA.8	Health-related fitness	3	2	1	①
PA.9	Teachers avoid practices that result in student inactivity				①
PA.10	Promote community physical activities	3	2	1	①
PA.11	Certified or licensed physical education teachers	3	2	1	①
PA.12/A.1	Address special health care needs	3	2	①	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	①	0
PA.14/S.2	Playgrounds meet safety standards	3	②	1	0
PA.15	Professional development for teachers	3	2	1	①
PA.16	Participation in intramural programs or physical activity clubs	3	2	①	0
PA.17	Promotion or support of walking and bicycling to school	3	2	①	0
PA.18/S.3	Physical activity facilities meet safety standards	③	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

6	2	7	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

15
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**MODULE SCORE =**  
(Total Points / 54) X 100

28 %
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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**

(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity				0
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

3	4	5	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

**MODULE SCORE =**  
(Total Points / 54) X 100

12
22 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**Module 3: Physical Education and Other Physical Activity Programs****Score Card***(photocopy before using)***Instructions**

1. Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	①	0
PA.2	Adequate teacher/student ratio	3	2	①	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	①
PA.4	Information and materials for physical education teachers	3	2	②	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	①
PA.6	Students active at least 50% of class time	3	2	1	①
PA.7	Individualized physical activity and fitness plans	3	2	1	①
PA.8	Health-related fitness	3	2	1	①
PA.9	Teachers avoid practices that result in student inactivity				0
PA.10	Promote community physical activities	3	2	①	0
PA.11	Certified or licensed physical education teachers	3	2	1	①
PA.12/A.1	Address special health care needs	3	2	①	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	①
PA.14/S.2	Playgrounds meet safety standards	3	②	1	0
PA.15	Professional development for teachers	3	2	1	①
PA.16	Participation in intramural programs or physical activity clubs	③	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	①	0
PA.18/S.3	Physical activity facilities meet safety standards	③	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

6	2	6	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

**MODULE SCORE =**  
(Total Points / 54) X 100

14
26 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity		2		
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

21	8	3	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

32
59 %

**MODULE SCORE =**  
(Total Points / 54) X 100

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL**Module 3: Physical Education and Other Physical Activity Programs****Score Card***(photocopy before using)***Instructions**

1. Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity			1	
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

15	4	5	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

24

**MODULE SCORE =**  
(Total Points / 54) X 100

44 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	⑤	0
PA.2	Adequate teacher/student ratio	3	2	①	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	①	0
PA.4	Information and materials for physical education teachers	③	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	①
PA.6	Students active at least 50% of class time	3	2	①⑤	0
PA.7	Individualized physical activity and fitness plans	3	2	1	①
PA.8	Health-related fitness	3	2	①⑤	0
PA.9	Teachers avoid practices that result in student inactivity		②		
PA.10	Promote community physical activities	3	2	①	0
PA.11	Certified or licensed physical education teachers	3	2	⑥	0
PA.12/A.1	Address special health care needs	3	2	①	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	⑤	0
PA.14/S.2	Playgrounds meet safety standards	3	2	①	0
PA.15	Professional development for teachers	3	2	1	①
PA.16	Participation in intramural programs or physical activity clubs	③	2	1	0
PA.17	Promotion or support of walking and bicycling to school	③	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	③	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

12	2	10	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

24
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**MODULE SCORE =**  
(Total Points / 54) X 100

44 %
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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 3: Physical Education and Other Physical Activity Programs**

**Score Card**

(photocopy before using)

**Instructions**

1. Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity				0
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

9	2	2	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

**MODULE SCORE =**  
(Total Points / 54) X 100

13
24 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Development	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				N/A *
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0 N/A *
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0 N/A *
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

9	4	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

14
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**MODULE SCORE =**  
(Total Points / 36) X 100  
27

52 %
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\* This school is not responsible for food purchase and preparation, nor do they offer a la carte or sell food outside of the cafeteria.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				N/A*
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0 N/A*
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0 N/A*
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

15	4	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

20
----

**MODULE SCORE =**  
(Total Points / 36) X 100

27

74 %
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\* This school is not responsible for food purchase and preparation, nor do they offer a la carte or sell food outside of the cafeteria

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

N/A \*  
N/A \*  
N/A \*

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18	4	1	0
----	---	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

23

**MODULE SCORE =**  
(Total Points / 36) X 100  
27

85 %

\* This school is not responsible for food purchase and preparation, nor do they offer a la carte or sell food outside of the cafeteria.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				N/A *
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0 N/A *
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0 N/A *
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18	4	1	0
----	---	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

23
85 %

**MODULE SCORE =**  
(Total Points / 36) X 100

27

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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				N/A *
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0 N/A *
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0 N/A *
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18	4	0	0
----	---	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

22
81 %

**MODULE SCORE =**  
(Total Points ~~36~~ X 100)  
27

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SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				N/A*
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0 N/A*
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0 N/A*
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18	6	0	0
----	---	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

24
89 %

**MODULE SCORE =**  
(Total Points / ~~36~~) X 100  
27

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SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 4: Nutrition Services**

**Score Card**  
(photocopy before using)

**Instructions**

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices				N/A *
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0 N/A *
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0 N/A *
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

**COLUMN TOTALS:** For each column, add up the numbers that are circled and enter the sum in this row.

18	4	0	0
----	---	---	---

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

**TOTAL POINTS:** Add the four sums above and enter the total to the right.

22
----

**MODULE SCORE =**  
(Total Points / 36) X 100  
27

81 %
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\* This school is not responsible for food purchase and preparation, nor do they offer a la carte or sell food outside of the cafeteria.

# Appendix F: Citations

## CITATIONS

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Providence Little Company of Mary Foundation  
Budget Narrative**

**U.S. Department of Education Funds**

Providence Little Company of Mary Foundation requests a total of \$1,630,646 over 3 years to implement the Creating Opportunities for Physical Activity (COPA) Project.

**1. Personnel.** *Salaries requested account for a 2% increase in Years 2 and Years 3.*

**Co-Project Directors.** 1.0 FTE (Jesus Mejia (0.5 FTE) and Alina Nadsady, MPH (0.5 FTE)); (Annual Salary \$70,000/year). The Co-Project Directors are responsible for overseeing the implementation of project activities, coordinating and conducting staff and advisory group meetings, staff trainings, coordination of resources with partner agencies, supervision and performance evaluation of project staff, invoice approval, develop, maintain and strengthen relationships with key stakeholders, oversee COPA Tweets!, work with evaluator to provide oversight of data collection and evaluation protocol, coordination of evaluation consultant, attend all DOE required meetings, facilitate Advisory Group meetings; prepare and submit fiscal and project progress and annual reports. This position relates to all program objectives. Year 1: \$70,000 is requested; Year 2: \$71,400 is requested; Year 3: \$72,828 is requested.

**Physical Education Specialists** (Freddie de Leon, Hilda Granados, Precious Querubin, Latarrin Sheppard) 3.5 FTE (\$49,530 Annual Salary/person, 11 month position) The Physical Education Specialists are responsible for managing the day to day operations of the COPA School Day project, including: a) Physical Education peer coaching for classroom teachers; b) assessing teachers to ensure they are transitioning to independence in teaching the COPA curriculum; c) participate in school site wellness committee to assist with special events; d) work with program stakeholders, wellness committee members to design enhance existing policies related to physical activity and nutrition; e) oversee activities of the PE Instructors at their site that provide before/during/after school services to students. Year 1: \$148,590 is requested; Year 2: \$151,562 is requested; Year 3: \$154,593 is requested.

**Physical Education Instructors** (Lisa Bonaventura, Jessica Cortes, Frankie Morel) 3.0 FTE (\$35,360 Annual Salary/person, 10 month position). The Physical Education Instructors are responsible for a) peer coach teachers in the Instant Recess program; b) peer coach Boys and Girls Club after school staff at 4 elementary schools; c) provide COPA after school program at 3 elementary schools; d) peer coach recess aides in providing enhanced physical activity opportunities at recess; e) provide before/after school physical activity opportunities as prioritized by school; f) assist with school and community based special events that support physical activity/nutrition. Year 1: \$88,400 is requested; Year 2: \$90,168 is requested; Year 3: \$91,971 is requested.

**Health Education Specialist** (Sandra Acevedo) 1.0 FTE (\$55,000 Annual Salary, 11 month position). The Health Educator is responsible for supporting the seven schools implement their nutrition policies. The Health Educator will: a) work with LAUSD food services to select nutrition materials; b) coordinate and facilitate use of nutrition materials by teachers, with a

priority on education during breakfast in the classroom; c) coordinate and conduct nutrition promotion activities and events that each school prioritizes; d) promote and educate students and staff on salad bar use. Year 1: \$50,417 is requested; Year 2: \$51,425 is requested; Year 3: \$52,454 is requested.

**Data Specialist** (Kevin Leong) 0.5 FTE (\$35,360 Annual Salary). The Data Specialist will coordinate and lead data collection efforts, prepare the database, complete data entry, track collected data for completeness and assist with data analysis. Year 1: \$17,680 is requested; Year 2: \$18,034 is requested; Year 3: \$18,394 is requested.

**2. Fringe Benefits** include employer share of taxes (7.65%), workers comp (2.5%), state unemployment insurance (3%), benefits (7.85%) equaling 21% of salaries. Year 1: \$78,768 is requested; Year 2: \$80,344 is requested; Year 3: \$81,950 is requested.

**3. Travel**

**Conference Travel.** Funds are requested to send two people to the New Grantee Meeting in Year 1, and 4 people to the Biennial Childhood Obesity Conference in Year 2 to share and learn about best practices in the fields of nutrition and physical activity. One of the two Co-Project Directors will participate in all of these required travels; the additional staff and/or school stakeholders will be selected, as appropriate. Year 1: \$2,030 is requested; Year 2: \$3,903 is requested; Year 3: \$0 is requested.

Calculations for these trips is described below:

*New Grantee Meeting in Year 1 (2 people)*

Airfare: \$400 round trip x 2 people	= \$ 800
Lodging: \$200/night x 2 nights x 2 people	= \$ 800
Per Diem: \$45/day x 3 days x 2 people	= \$ 270
Ground Transportation: \$20/trip x 4 x 2 people	= \$ 160
<b>Total</b>	<b>\$2,030 in Year 1</b>

*Biennial Childhood Obesity Conference in Year 2 (4 people)*

Conference Registration: \$350/person x 4 people	= \$1,400
Lodging: \$110/night x 3 nights x 4 people	= \$1,320
Per Diem: \$45/day x 4 days x 4 people	= \$ 720
Ground Transportation (240 miles r/t x \$.565/mile x 2 cars)	= \$ 271
Hotel Parking: \$24/day x 4 days x 2 cars	= \$ 192
<b>Total</b>	<b>\$3,903 in Year 2</b>

**Local mileage.** Funds are requested to cover the mileage costs of staff traveling between school sites, community events and meetings, and other job related activities. 8,000 miles/year @ \$0.565/mile = \$4,520/year. Year 1: \$4,520 is requested; Year 2: \$4,520 is requested; Year 3: \$4,520 is requested.

#### 4. Equipment

No equipment is requested.

#### 5. Supplies

**Pedometers.** 800 Yamax Pedometers will be purchased in year 1 to measure the number of steps children take throughout the project period. We expect that pedometers will be lost/broken from year to year, so an additional 100 pedometers are expected to be purchased in each of years 2 and 3. A total of \$22,000 is requested. (Year 1: 800 units \* \$22/unit = \$17,600; Year 2: 100 units \* \$22/unit = \$2,200; Year 3: 100 units \* \$22/unit = \$2,200)

**Physical Activity Supplies.** Supplies will be purchased for 7 schools for the Instant Recesses, Physical Education peer coaching, and after school program (e.g. hoops, balls, bean bags etc.). A total of \$24,500 is requested (Year 1: \$2,500/school \* 7 schools = \$17,500; Year 2: \$500/school \* 7 schools = \$3,500 to replace lost/broken equipment; Year 3: \$500/school \* 7 schools = \$3,500 to replace lost/broken equipment).

**Nutrition Instruction Supplies.** Nutrition instructional materials (e.g. plastic food for display, measuring cups, food pyramids, posters, etc.) will be purchased for 7 schools for nutritional instruction. A total of \$6,300 is requested in Year 1 (\$900/school \* 7 schools = \$6,300); Year 2: no funds requested; Year 3: no funds requested.

**BMI Scales.** We will purchase 6 standard balance scales to measure weight and 6 portable stadiometers to measure height. These will be shared among the schools to take BMI measurements as part of the evaluation for this project. A total of \$2,400 is requested in Year 1 for this purchase (\$175/stadiometers \* 6 = \$1,050; \$225/scale \* 6 = \$1,350); Year 2: no funds requested; Year 3: no funds requested.

**General Office Supplies.** Supplies will be used by staff members to carry out the daily activities of the program (pens, pencils, paper, etc.). A total of \$18,000 is requested (12 months x \$500/month = \$6,000/year). Year 1: \$6,000 is requested; Year 2: \$6,000 is requested; Year 3: \$6,000 is requested.

#### 6. Contractual

**Evaluation.** (TBD). We will work to identify an evaluation consultant that has expertise in data collection in the school environment, particularly as it relates to physical activity and nutrition, to provide coordination of data collection, data entry, data analysis, and coordination with the national evaluation conducted on this program. This person will work under the guidance of the Co-Project Directors on all data collection, data entry, data analysis, and data output to track process, impact, and outcomes. The evaluator will be selected following procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36. A total of \$58,000 is requested, \$18,000/year with an additional \$2,000 in Year 1 for database set up and data collection protocol development and an additional \$2,000 in Year 3 for additional data analysis and assistance with the final project report. Year 1: \$20,000 is requested; Year 2: \$18,000 is requested; Year 3: \$20,000 is requested.

7. **Construction.** No construction is requested.

**8. Other**

**Stipend.** A \$500 stipend will be given to one teacher at each school to take a leadership role on the school site health committee. A total of \$10,500 is requested over 3 years (\$500 x 7 school teachers x 3 years). Year 1: \$3,500 is requested; Year 2: \$3,500 is requested; Year 3: \$3,500 is requested.

**Postage** will be used for correspondence with community stakeholders, schools, and the DOE. A total of \$7,200 is requested (12 months x \$200/month = \$2,400/year). Year 1: \$2,400 is requested; Year 2: \$2,400 is requested; Year 3: \$2,400 is requested.

**Printing COPA curriculum.** A total of \$7,875 is requested in Year 1 to cover the cost of printing the COPA curriculum books, Each of the 175 teachers will receive a copy of the COPA curriculum. Year 1: \$7,875 is requested (\$45/book \* 175 books); Year 2: no funds are requested; Year 3: no funds are requested.

**Printing/Marketing materials.** A total of \$14,400 is requested to design/order/print materials to support education and marketing efforts of the project (e.g. healthy eating, active lifestyles). Year 1: \$4,800 is requested; Year 2: \$4,800 is requested; Year 3: \$4,800 is requested.

**Boys and Girls Club.** A total of \$51,000 is requested. This will cover the cost of the Boys and Girls Club staff members' salary while being peer coached by a Physical Education Instructor throughout the grant period. The Physical Education Instructor along with a Boys and Girls Club staff member will work with a subset of the after school program children during these trainings which will occur two days/week; 3 hours/day; for 8 weeks (3 8-week session per school site). The training will focus on how to provide standards based, age appropriate after school physical activity and outdoor classroom management skills. This allocation to the Club allows them to temporarily hire another after school worker while their staff member is being trained by Providence. Year 1: \$17,000 is requested; Year 2: \$17,000 is requested; Year 3: \$17,000 is requested.

**9. Total Direct Costs**

Total Direct Costs are as follows: Year 1: \$565,780; Year 2: \$528,755; Year 3: \$536,111

10. **Indirect Costs.** No indirect costs are requested.

11. **Training Stipends.** No training stipends are requested

**12. Total Project Budget**

Providence Little Company of Mary requests \$1,630,646 in direct costs over three years (Year 1: \$565,780; Year 2: \$528,755; Year 3: \$536,111)

**Providence Little Company of Mary Foundation  
Budget Narrative**

**Non-Federal Funds (Match)**

(b)(4)

(b)(4)

(b)(4)

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

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

Name of Institution/Organization

Providence Little Company of Mary Foundation

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	375,087.00	382,588.00	390,240.00			1,147,915.00
2. Fringe Benefits	78,768.00	80,344.00	81,951.00			241,063.00
3. Travel	6,550.00	8,423.00	4,520.00			19,493.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	49,800.00	11,700.00	11,700.00			73,200.00
6. Contractual	20,000.00	18,000.00	20,000.00			58,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	35,575.00	27,700.00	27,700.00			90,975.00
9. Total Direct Costs (lines 1-8)	565,780.00	528,755.00	536,111.00			1,630,646.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	565,780.00	528,755.00	536,111.00			1,630,646.00

**\*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 Providence Little Company of Mary Foundation	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:
	James		Tehan	

Address:

Street1:	2601 Airport Drive, Suite 220
Street2:	
City:	Torrance
County:	
State:	CA: California
Zip Code:	90505-6141
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
310-257-3586	

Email Address:

james.tehan@providence.org
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**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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