

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 # S215F130145

Grants.gov Tracking#: GRANT11378820

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:

Charlotte-Mecklenburg Schools

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

566001074

* c. Organizational DUNS:

0790711550000

d. Address:

* Street1:

600 East Fourth Street, 5th Floor

Street2:

* City:

Charlotte

County/Parish:

* State:

NC: North Carolina

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

28202-2816

e. Organizational Unit:

Department Name:

Arts, Health & Physical Education

Division Name:

Curriculum and Instruction

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

Prefix:

* First Name:

Debra

Middle Name:

L.

* Last Name:

Kacliik

Suffix:

Ed.D.

Title:

Director

Organizational Affiliation:

Charlotte-Mecklenburg Schools

* Telephone Number:

980.343.2658

Fax Number:

980.343.5011

* Email:

debra.kacliik@cms.k12.nc.us

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Local Education Agency

*** 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:**

Charlotte-Mecklenburg Schools' Achieve 225 PEP Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Karin Dancy	* TITLE Superintendent
* APPLICANT ORGANIZATION Charlotte-Mecklenburg Schools	* DATE SUBMITTED 04/11/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Charlotte-Mecklenburg Schools
* Street 1: 600 East 4th Street, 5th Floor Street 2:
* City: Charlotte State: NC: North Carolina Zip: 28202-2825
Congressional District, if known: 12

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

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

8. Federal Action Number, if known:	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:
Prefix: * First Name: Not applicable Middle Name:
* Last Name: Not applicable Suffix:
* Street 1: Street 2:
* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)
Prefix: * First Name: Not applicable Middle Name:
* Last Name: Not applicable 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: Karin Dancy
* Name: Prefix: * First Name: Heath Middle Name: E.
* Last Name: Morrison Suffix:
Title: Superintendent Telephone No.: 980-343-6270 Date: 04/11/2013

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

PR/Award # S215F130145

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

CMS GEPA Achieve 225.pdf

Add Attachment

Delete Attachment

View Attachment

Section 427, General Education Provisions Act: Ensuring Access and Participation

Charlotte-Mecklenburg Schools (CMS) ensures that equity of access and participation will be fostered and monitored in all grant activities. Schools and community settings for project activities will provide barrier-free access to all participants so that individuals with disabilities may participate fully in all project activities. All ethnicities and both genders will be treated equitably throughout the conduct of the project. Individuals in the schools and community who have previously been underrepresented will be encouraged to participate in all phases of the project, and project materials and activities have been chosen for their broad appeal and use of content reflecting diverse cultures represented in the Charlotte-Mecklenburg community. For example, in *Achieve 225*, activities offered will provide choices of activities for all, including the least active students. A “Fitness Adventure Course” will always be a student option. Activity areas will change weekly and offerings will include individual, cooperative, fitness and team sport activities. Students and school staff will provide alternate and several activities with varying levels of difficulty, ensuring equitable access. Meetings and professional development will be held in convenient locations to ensure access for all participants.

For the proposed grant program, the school district will be encouraged to provide the following strategies and activities in an effort to complement its existing anti-discrimination policies and procedures; and in an effort to enhance equal access to the *Achieve 225* grant-sponsored program offerings:

- Develop and administer a pre-participation survey to all potential staff and schools prior to the *Achieve 225* professional development. The purpose of the survey is to identify

special accommodation needs – such as wheel chair access, assistive technology, etc.

Based on the survey results, appropriate accommodations will be provided.

- Develop and implement a long-range strategic plan that will address the identified special accommodation needs indicated by participants prior to beginning *Achieve 225*.
- Coordinate and offer cultural sensitivity, ADA, and related training for *Achieve 225* staff, as appropriate.
- Develop or acquire and disseminate culturally relevant and sensitive activity and information materials.
- Make technology accessible to all consumers.
- Disseminate program updates and results to education and community-based groups and teachers so that they may offer insight into how we can constantly improve and support our training, student participation, and related program activities.

CMS is committed to non-discriminatory employment and has an aggressive policy of providing equal opportunity for employment and advancement of all qualified persons. Its policies and practices prohibit discrimination against any person on the basis of sex, race, color, religion, national origin, age, or disability in all of its programs and activities, and promote the full realization of equal opportunity through a positive program of affirmative action. The official and carefully monitored School Board policy states that it will

“ . . . comply with all federal, state, and local laws and ordinances which prohibit discrimination in employment and educational programs. No person, on the grounds of race, religion, sex, color, national origin, age or disability shall be subjected to discrimination in any activity or program operated by

the Charlotte-Mecklenburg School System. The School System shall ensure fair and equitable practices with regard to recruitment, hiring, assignment, promotion, transfers, compensation, discipline, training, termination and other terms and conditions of employment.”

To ensure equitable employment practices, Human Resources and the Equal Employment Offices monitor recruitment, hiring, assignment, promotion, transfers, and training practices. Personnel assigned to the program will reflect superlative staffing practices that characterize the entire project effort. Staff will be hired in alignment with the goals and objectives of *Achieve 225*.

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 Charlotte-Mecklenburg Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Heath"/> Middle Name: <input type="text" value="E."/>
* Last Name: <input type="text" value="Yorrlison"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Karin Dancy"/>	* DATE: <input type="text" value="04/11/2013"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

Charlotte-Mecklenburg Schools (CMS) in collaboration with community project partners Mecklenburg County Health Department, Alliance for a Healthier Generation, CMS Child Nutrition Department and CMS Coordinated School Health and thirty selected elementary schools are proposing *Achieve 225*. *Achieve 225* is based on the idea that through this proposal, CMS will make a huge step toward the goal of having elementary students *Achieve 225* minutes of moderate to vigorous physical activity (MVPA) per week in physical education. *Achieve 225* will serve 13 school sites impacting approximately 10,000 students in year one, with 13 and 4 additional school sites being added in years two and three, respectively; 30 total elementary school sites by project end. One of the 13 year one schools is listed as **persistently low achieving, one is an NC ESEA focus school, and** four others are **Title I schools**. The goal of this project is to increase the capacity of these schools by providing an engaging, sustainable, physically active learning environment utilizing the Healthy Active Child (HAC) time as a supplement to physical education instructional time. This goal will be met by focusing on key North Carolina Healthful Living Essential Standards: 1) apply competent motor skills and movement patterns needed to perform a variety of physical activities, 2) understand concepts, principles, strategies and tactics that apply to the learning and performance of movement and 3) apply tools to plan healthy nutrition and fitness. *Achieve 225* utilizes measures, data, feedback and innovative practices to create an optimal learning environment for students, teachers, administrators and the school community. *Achieve 225* develops physical education and classroom teachers into leaders as it implements, evaluates and sustains aligned, sequential nutrition and physical education lessons. Project outcomes will address (1) rising BMIs and falling fitness scores among CMS K-5 students; (2) the need for increased physical education

instruction; (3) the need to provide students with daily vigorous physical activity as a model for their lifelong healthy choices; and (4) the need for increased nutrition education so elementary students can make informed eating choices. *Achieve 225* values the entire school community in the process of creating healthy, active lifelong learners. *Achieve 225* will be sustained through a coordinated reciprocal design to strengthen community partners and implement purposeful changes. This system will serve as a remarkable solution to many of the challenges to learning faced in CMS.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Need for the Project

Charlotte-Mecklenburg Schools (CMS) is the 18th largest public school system in the United States with 159 schools which serve 141,171 students in kindergarten through 12th grade. CMS is a consolidated city and county system governed by a nine-member Board of Education. The 2012-13 CMS ethnic distribution is 41.7% African American, 31.6% White, 18.5% Hispanic, 5.2% Asian, and 3% Native American or Multi-Racial. The district-wide percentage of economically disadvantaged students is 54.4%. Like similar school districts across the country, CMS is challenged with academic achievement gaps between demographic sub-groups of students. With a sustained effort to focus resources, CMS has made significant progress on narrowing those gaps in academic proficiency, to considerable national acclaim. Meanwhile, Charlotte-Mecklenburg Schools has seen rising rates of students with too-high BMIs (Body Mass Index), indicating overweight and obesity, and too many fitness scores in the unhealthy range. According to CMS Fitnessgram data, 27% of CMS students scored in the high risk (obese) category for BMI (2,924 out of 10,641). CMS has seen a trend over the past 5 years that demonstrates healthy BMIs in third graders, but rising rates of overweight and obesity from 4th grade through high school. By the high school years, 57% of CMS students are overweight or obese. The intent of *Achieve 225* is to build positive behaviors in elementary grades in order to sustain healthy BMIs throughout a student's school years and lifetime. **Gaps in Physical Education Service:** CMS adheres to Board of Education requirements by providing elementary students (K – 5th grade) with the minimum of one 45-minute physical education class with a certified Physical Education teacher each week. CMS uses the research-based SPARK (Sports, Play and Recreation for Kids) curriculum in physical education classes for all grades K-12. This curriculum is based on maximizing MVPA (Moderate to Vigorous Physical Activity) during physical education class time, teaching students the essential components of fitness for their

lifelong health, and also providing effective instruction on national and state physical education standards. The SPARK curriculum is constantly updated and improved as new best practices and research insights are revealed. *GAP: National standards call for, and the North Carolina State Board of Education's Healthy Active Children guidelines recommend, 150 minutes of physical education instruction for elementary. Yet CMS elementary school students receive only 45 minutes weekly with a certified physical education teacher.* **Gap in Health Service:** In the state of NC, the elementary classroom teacher is certified in the area of Health, and is responsible for delivering the health instruction. The state sets the NC Healthful Living essential standards; it is the LEA that determines the Health curriculum. Teachers in CMS utilize Discovery Education to develop their own lessons around the essential standards. North Carolina K-12 Healthful Living Essential Standards has 5 components: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Physical Activity and Alcohol, Tobacco and Other Drugs. As nutrition education is one of the five health standard components, and given the competition with the primary core literacy and math lessons, CMS elementary students are receiving fewer than five nutrition lessons each year. *Gap: CMS elementary students are not receiving adequate nutrition instruction to prepare them to make informed decisions about their diet.* **Gaps in Physical Activity Service and Equipment:** The National Association for Sport and Physical Education (NASPE), the national governing body for physical education and physical activity guidelines, recommends that school-age children spend at least 60 minutes and up to several hours per day in physical activity while avoiding prolonged periods of inactivity. The North Carolina State Board of Education's Healthy Active Children guidelines and the Charlotte-Mecklenburg Board of Education Student Wellness Regulation require that schools provide a minimum of 30 minutes of moderate to vigorous

physical activity (MVPA) for all K-8 students each school day. Although the local policy, known as CMS PA30, is very strong, it has never been funded or adequately supported. As a result, “Healthy Active Children (HAC) time” is implemented as recess at most CMS schools, and there is a lack of equipment, training and programming needed to implement the best practice of keeping students actively engaged. Many students spend this time in a state of physical inactivity. Observations reveal the typical “recess” picture of teachers standing in a cluster while a few students engage in traditional sport games, like football or basketball, or students play on playground equipment—activities not conducive to broad participant MVPA or motor skill development. Administrator reports indicate that most injuries, fights and bullying incidents occur in this type of setting. *Gaps:(1) Despite state and local policy supporting 30 minutes of physically active time daily for students, CMS students are provided at best with a recess that results in far less student MVPA than policy makers intended. (2) Local policies and regulations need to be refined and accountability made part of the process to assure implementation of the recommended Healthy Active Children time. **Gaps in Opportunity:** CMS recently extended the elementary school day to 7 hours, and many parents are expressing their unhappiness with this longer school day. At this time, with the primacy of the academic mandate, it does not seem feasible to seek to convert core subject instructional time into PE and Health instructional time. For our significant population of economically disadvantaged students, the opportunities for physical activity afforded in safe neighborhood environments are much reduced, compared to the opportunities of their more affluent classmates. *Gap: Allotting additional time during the school day for PE, health, or physical activity is not feasible in our district at this time due to the academic imperative; and many of our students do not have opportunities for safe physical activities in their neighborhoods after school.**

Our needs assessment identified four areas that will be addressed with this proposal:

1. The need to address rising BMIs and falling fitness scores among CMS K-5 students
2. The need for increased nutrition education so students can make informed eating choices
3. The need for increased physical education instruction
4. The need to provide students with daily vigorous physical activity as a model for their lifelong healthy choices
5. The need to strengthen student wellness LEA policies with a goal of daily physical education beyond the grant term and for all CMS K – 8 students

Achieve 225 will use the already designated daily CMS Healthy Active Children time, 30 minutes per day, to extend and expand physical education opportunities. Healthy nutrition instruction will be integrated and provided during regular class time. The proposed project will operate in 30 elementary schools by the end of year three. It will provide support to classroom teachers and physical education assistants for instruction during the HAC time to reinforce physical skill development taught during the weekly PE class. Classroom teachers will deliver nutrition lessons integrated with literacy and math, meeting the essential standards for all subjects. Requested funding will provide core subject teachers with curriculum guidance and equipment needed for these lessons. The project will begin in thirteen schools in year one, with one school which has been persistently low performing (**Competitive Preference Priority 1**) and 5 additional schools which are Title 1 schools. All schools chosen have strong leaders who believe healthy active children learn better. Champion physical education teachers in each of the schools are dedicated to leading the effort. Regular assessment and evaluation of project data will inform regularly refined project implementation. During the term of the grant, the project will provide district leadership with outcomes that will support strengthening current district

policy and regulations, so that by the end of the funding term the project services will be instituted and sustained by the district in all CMS elementary schools. Our goal is to infuse elementary schools with healthy activity that supports thoughtful student engagement in the classroom, resulting in the development of healthy, competent global citizens.

NORTH CAROLINA PHYSICAL EDUCATION ESSENTIAL STANDARD for Motor Skill Development 1: Apply competent motor skills and movement patterns needed to perform a variety of physical activities (NASPE Standard 1).		
Weakness	Project Solution	Expected Outcome
<ul style="list-style-type: none"> • Lack of adequate duration and dosage of curriculum impedes student motor skill development. • Students are not objectively assessed for proficiency or mastery of motor skills. • Lack of professional development to provide PE teachers and classroom teachers with skills required. 	<ul style="list-style-type: none"> • Target motor skill development through Achieve 225 and program implementation. • Embedded objective motor skill evaluation tools to provide feedback to students. • Teachers will be trained in the use of objective motor skill assessment rubrics. 	<ul style="list-style-type: none"> • Connected and sequential skills-based curriculum and programming will be delivered. • K-5 PE teachers will have the tools required for assessment of motor skill proficiency. • Teachers will use effectively the objective motor skill assessment rubrics.

Significance

Achieve 225 will significantly improve and impact 13 CMS schools during the initial year of the project and an additional 13 elementary schools in year 2 and four elementary schools in year 3 for a total of 30 schools impacted out of 110 CMS elementary schools . At the end of year one *Achieve 225* will have served approximately 10,000 students. At the conclusion, approximately 23, 080 students in CMS will be impacted. The schools chosen for this project (Billingsville, Hickory Grove, Reid Park K-8, Newell, Tuckaseegee, Whitewater Academy, Paw Creek, David Cox, Mountain Island, Myers Park Traditional, Grand Oaks, JV Washam, and River Oaks Academy) are all elementary schools and were strategically chosen. Several factors went into

these school selections: one school is persistently low achieving, 5 schools are Title 1, and one is a new school in 2013-2014. Some schools were selected because of different configurations, e.g., overcrowded, with lots of trailers or landlocked. These characteristics are significant to CMS's vast and diverse school system. Having a variety of layouts and plans for *Achieve 225* will enable implementation into any CMS school setting. This forethought will help build capacity and create opportunities for daily physical education in most schools. A systematic program creates sustainability, community, parent involvement, healthier children and a lasting legacy of this project for CMS. The significance of *Achieve 225* is the provision of structured, purposeful physical activity creating an innovative way of using the 30 minute HAC mandate to extend and combine Physical Education, Physical Activity and Nutrition. Through the utilization of the physical education teacher as a facilitator, classroom teachers and PE assistants will provide the instruction to students. Providing training, support and resources will empower and build capacity for classroom teachers, supporting active and healthier environments in schools. In 6 of the schools, a physical education assistant (PEA) will provide instruction in place of the classroom teacher to provide an alternate model. Having PEAs will give the district information to evaluate having additional certified Physical Education teachers in the school providing daily physical education without the significant added cost. The data collected from this project will provide evidence of the benefits of physical education as a valued component of every student's day. Data will support the benefits, which we project will far outweigh the costs. Outcomes will support policy change by the board of education. The data and concrete evidence will support daily physical education options to be offered in schools throughout the district. A well designed plan which is intentional and provides purposeful movement serves as a model for schools to follow. Professional development and training will be crucial to enhancing and providing a

creative and innovative way of addressing and meeting the physical education essential standards. *Achieve 225* is a way to broaden the reach for all students for achieving daily physical education in all schools. Physical education teachers in collaboration with classroom teachers will build upon and extend the established resources of NC Healthful Living essential standards and the SPARK (Sports, Play and Recreation for Kids) curriculum. Using evidence-based practices and framework provides the opportunity for classroom teachers or PEAs to provide quality physical and nutrition education during the school day. *Achieve 225* is a low cost avenue to derive proven benefit outcomes from daily movement for students. For sustainability after the grant term, school leadership would have the flexibility of utilizing viable staffing to add a PEA or hire another physical education teacher based on the specific needs of the school, making *Achieve 225* an integral part of the school day. The implementation of a well-rounded nutrition education and MVPA strategy will supplement and enhance the program's intent. This program's nutrition and physical education framework will enhance current wellness policies, physical activity and nutrition practices in CMS. Improving access to healthy fruits and vegetables will improve the nutrition choices for students. Using the 30 minute HAC time builds the foundation for creating time within the school day for daily physical education instilling strong lifelong healthy habits in every elementary student. *Achieve 225* will build positive behaviors about nutrition and purposeful movement that will carry students as they move from elementary school to middle school and throughout life. Students will learn perceived levels of exertion through the use of heart rate monitors and pedometers. Heart rate monitors without chest straps are an age appropriate equipment option for elementary students. These monitors are easy for students in K-5 to use and encourage students' self regulation and responsibility for personal health. This project, with the support of grant funding and strategic,

innovative utilization of staff, provides a vehicle for system-wide use of the mandated HAC time, resources and training which open the door to move the district toward daily physical education. Upon full implementation *Achieve 225* will expand to all 110 CMS elementary schools, building habits and outcomes for movement and positive nutrition choices.

Quality of Project Design

CMS is requesting PEP funds in year one \$599,514 with a match of \$108,364; year 2 request includes \$650,037 with a match of \$241,465 and finally in the third year \$556,203 with a match of \$274,287. This will total \$1,805,754 in requested PEP funds over a three year period with a total match in funding of \$624,116 to implement the *Achieve 225* initiative. PEP funded project activities will begin on October 1, 2013 and conclude on September 30, 2016. The goals and objectives of *Achieve 225* are based on the gaps identified in the Need for Project section. The gaps indicate the following needs in CMS to be addressed:

1. The need to address rising BMIs and falling fitness scores among CMS K-5 students
2. The need for increased physical education instruction
3. The need to provide students with daily vigorous physical activity as a model for their lifelong healthy choices
4. The need for increased nutrition education so students can make informed eating choices
5. The need to strengthen LEA student wellness policies with a goal of daily physical education beyond the grant term and for all CMS K – 8 students

The goals of *Achieve 225* to meet the gaps are to:

Goal	Measurable Objective	Measurements	Outcome
<p>Goal 1: Physical Education—Move toward daily physical education through the utilization of the Healthy Active Child (HAC) mandated time.</p>	<p>Improved skill acquisition</p> <p>Improved Fitness</p> <p>Reduce the high risk obese category for BMI to 23% of students in project schools</p> <p>Reduce the overweight/obese rates of students from 65% to 50% in the students in project schools</p>	<p>Fitness Testing</p> <p>Assessment</p> <p>Motor Skill</p> <p>Assessment</p> <p>Classroom and Physical Education Teachers, Students, Administration and Parent Surveys</p>	<p>Outcome data will support a school board policy change for mandatory implementation of daily physical education for all CMS students</p>
<p>Goal 2: Physical Activity-- Improve physical activity by extending PE skill acquisition/development by providing additional time each week to practice the skills during</p>	<p>Provide MVPA opportunities to get 95% of students in each school active for 30 minutes each day.</p>	<p>Pedometers and Heart Rate Monitors</p> <p>-planned intermittent use and documentation</p> <p>Fitness Testing</p> <p>Assessment- twice per year, (fall and spring)</p> <p>Attitudinal surveys at the beginning and end</p>	<p>Increased MVPA and improved or sustained fitness data logged by students and teachers, through Gaggle</p> <p>Goals; accomplished through effective staff development, complete adoption and</p>

Goal	Measurable Objective	Measurements	Outcome
mandated HAC time.		of each year for all teachers.	implementation of shared SPARK lessons, purchase of new equipment, and dissemination of the program to CMS elementary students
Goal 3: Nutrition & Healthy Eating— Improve student choices when eating fresh fruits and vegetables.	Improve the percentage of students who consume fruit 2+ times a day and vegetables 3+ times a day. Collaborate with Mecklenburg County Health Department to create gardens at schools without them. Provide family nutrition education 3 times each year to include cooking demonstrations, healthy recipes, quick fun foods	3 Day Recall Survey Student Daily Log	Students are eating 10% more fruits and vegetables as indicated by the tracking by the number of fruits and vegetables during assigned weeks

Goal	Measurable Objective	Measurements	Outcome
	and resources for fresh fruits and vegetables at local access points.		
Goal 4: Strengthen Local Student Wellness Policy	By the end of the grant term, at least 75% of the project schools continue daily PE time, and at least 25% of non-participating schools begin offering a daily PE option	Responses of CMS elementary school principals on School Health Profiles (CMS piloted the elementary SHP for the CDC in 2012, which will provide baseline data)	A revised CMS Student Wellness policy that includes options for daily physical education

Achieve 225 is a well-designed approach ensuring all students have access, developmentally appropriate activities, proper dosage and duration, and engaging and fun activity. As skill level improves, the levels of exertion increase, deriving greater fitness levels and overall enjoyment from being physically active.

The project activities will be led by well trained teachers, will track student progress and provide consistent motivation. *Achieve 225* is designed to provide **universal access** by reaching the least active students and possibly the hardest to reach students. In order to meet the needs of *Achieve 225*, developmentally appropriate equipment will be purchased creating access for all students. By design this project creates opportunities for maximum student participation, with **activity areas designated in the play space and equipment to accommodate all students**. The

numbers of activity areas are dependent upon the number of classes participating during their scheduled HAC time. This aspect of the program will vary at each school site depending on the availability of space. A variety of games/activities will be offered including small sided games, chasing and fleeing, cooperatives and fitness activities as determined by the physical education teacher and implemented by the classroom teacher or Physical Education Assistant (PEA). Movement will be inclusive of all students while providing multi-cultural experiences with a variety of traditional and non-traditional games and activities applicable to each grade level. *Achieve 225* will utilize the current Healthy Active Child (HAC) time each day to create developmentally appropriate and purposeful experiences. This builds capacity for the whole school and integrates with Coordinated School Health and School Health Teams (SHT). The CMS Student Wellness Policy established a Coordinated School Health (CSH) program that utilizes a data driven approach to involve multiple partners to collaborate, plan, integrate and promote student and staff wellness throughout the system. This occurs at the district level via a School Health Advisory Council and at the school level through School Health Teams. Team members represent the eight areas of the coordinated school health program: health education; physical education; nutrition services, health services; school safety and environment; counseling, psychological and social service; staff wellness; and parents and community partners. Each SHT develops a three-year action plan based on a research-based assessment tool, like the School Health Index or the Healthy Schools Program Framework for our 70 schools that are members of the Alliance for a Healthier Generation. The SHTs report to their School Leadership Team (SLT) and the principals complete an annual survey to the district level SHAC. This team approach is contributing to greater awareness and engagement in promoting physical activity and healthier food options at all levels of the district and the community.

The CMS Policy on Student Wellness demonstrates the commitment of the our Board of Education to promote and protect children’s health and well being, reduce childhood obesity, and enhance students’ ability to learn by supporting healthy eating, physical activity, and the development of lifelong wellness practices. Among other requirements, this policy stipulates that each elementary school site will **comply with the NC Healthy Active Students Policy**, and that “CMS will provide nutrition education to foster lifelong habits of healthy eating.” *Achieve 225* will increase time spent in moderate to vigorous physical activity, provide sequential instruction on nutrition through Discovery Education, and link elementary schools, students, and families to an array of physical activities offered at school and community sites.

CMS has an active district School Health Advisory Council (SHAC). All *Achieve 225* community partners are represented on the SHAC. Including the SHAC in the project objectives will provide accountability for the council to **develop a district action plan for improving policies and systems that support healthy lifestyles**. The most recent analysis of district policy was in 2005. While significant improvements were made at that time, bringing current policy and systems into alignment with best practices will improve the sustainability of this initiative.

A train the trainer model will be utilized; training physical education teachers, physical education assistants and 2 lead teachers per school. Subsequent trainings will be provided at each school site as needed for fidelity of activities implementation. Physical Education teachers will continue to develop and design weekly plans for their physical education classes using the SPARK curriculum. These weekly lessons including alternate activities taught by the Physical Education teacher. Each week’s alternate activities and proper instruction for their use will be delivered by the PE teacher to classroom teachers and/or the PEA. The PEA will be utilized as a component of the program at 6 school sites for the grant term. This will provide insight into the

value of an additional person implementing physical education during mandated HAC time. The PEA will be under the supervision of the physical education teacher. Sites using PEAs will be compared to sites operating with only lead classroom teachers; providing yet another look at the feasibility of classroom teachers providing project fidelity. PEAs will assist the physical education teacher in facilitating, monitoring equipment, set up and remain out on the play space to ensure safety and proper implementation of the program with classroom teachers. The physical education teacher, PEA, classroom lead teachers and administration will communicate through emails and conduct monthly meetings to ensure implementation of a purposeful, aligned, structured and active HAC time. Student leaders will be selected and trained by the Physical education teacher, PEA and lead teachers to assist with equipment and game management. The Physical Education teacher will determine games, activities and fitness that will be aligned with NC essential standards and relate to skills and concepts taught during physical education class, thus ensuring motor skill acquisition which results in the ability to improve intensity levels of exercise and enjoyment. Activity areas will be designated by either the PEA or lead classroom teachers, ensuring that physical space is not a barrier for participation or safety. Teachers will be stationed throughout the play area encouraging and monitoring play. **Age appropriate activities** ensure developmentally sound activities. A “Fitness Adventure Course” (FAC) will be set up around the play areas. The FAC provides another option for student participation, and includes several stations for students to learn nutrition and fitness facts, engaging students in fitness activities (push-up, step-up, or resistance bands) at each stop. This FAC will always be a choice, regardless of activity areas available, ensuring reaching the least interested and hardest to reach inactive students and getting them involved. **Dosage and duration will improve MVPA** by offering a variety of movement and activity choices to students. Students will learn perceived

levels of exertion through the use of pedometers and heart rate monitors. These learning tools will be alternated among students on a weekly and monthly basis to gather MVPA data. This encourages students to learn self regulation and responsibility. Through the activity areas and the FAC, students will have opportunities to engage in structured and purposeful play.

Opportunity and training will also be provided for teachers to learn to leverage time in class for integrating movement within academic times. This program is designed to be engaging, active and **fun** for kids. Student will be provided several activity areas in which to engage in applied motor skill development, skill acquisition and MVPA activity. Plans include designs to enhance social-emotional development through acquiring skills which teach conflict resolution and negotiation skills to keep play going. Character education themes will be selected each week highlighting specific skills associated with individual fitness and team play. To ensure students have a positive HAC experience, teachers will be trained in developing skills that will contribute to a positive experience. Teachers will be trained to implement the appropriate activities and how to empower teachers and students to be self directed in kinesthetic environments. Students will **track their progress** by using data gathered from their fitness assessment, pedometer, heart rate monitors (HRM) and 3 Day Recall Surveys. Students will track their own progress, and receive immediate feedback. Fitness assessment data will be gathered twice a year, once in the fall and spring. Pedometers will be used on a regular basis: each class will record and log their steps for a week 1 time each month. HRMs will also be utilized; students will alternate the use of HRMs and pedometers. Classroom teachers will integrate nutrition information with other subjects taught with the Discovery Education resources available through the district. Activities, Nutritional Information and Games will be employed throughout the school. The nutrition framework is designed to deliver basic and advanced nutritional and healthy eating concepts to

students. In addition nutrition education will be provided 3 times each year for students and parents to include cooking demonstrations, healthy recipes, quick fun foods and resources for fresh fruits and vegetables at local access points. Activity based nutrition will also be incorporated into classroom and HAC time activities. **Motivation will come naturally** as students learn healthy behaviors. Emphasis will be on students obtaining personal best, working to be collaborative and caring, creating opportunities for intrinsic values enhancement. **Achieve 225** will build **capacity** with physical education and classroom teachers through a coordinated design and implementation for purposeful change. Physical Education teachers will be trained and developed as leaders. In turn physical educators will train classroom teachers in their schools, expanding their repertoire of instructional strategies, improving teacher knowledge and pedagogy (both physical education and classroom) and creating opportunities for students to learn across content areas. Having PE teachers and the PE Assistants working with classroom teachers builds capacity and relationships within the school environment. As knowledge and skills increase, the repertoire increases, providing students the opportunity to improve results in fitness, activity, skill, nutrition, overall health and academics in the classroom. The model CMS will use for staff **professional development** is designed to improve the teaching abilities of physical education teachers and classroom teachers. All teachers will participate in ongoing staff development designed to deliver purposeful movement, class management and implementation strategies of best practices in terms of activity and engagement. By utilizing a train the trainer model this project will build capacity through leadership and relationships. **Achieve 225** reflects **up to date knowledge from research and effective practice**. In recent years across the country, nutrition components have been discussed as a primary solution to obesity in children, but there has not been a decrease in childhood obesity percentages over the last 10 years with

nutrition alone. In fact, we have seen a rise in youth obesity rates each year. At the same time, cumulative changes in children's food environments have increased the marketing, availability, appeal, affordability, and consumption of foods and beverages that are low in nutrients but high in fat, sugar, and calories. Few children eat the amounts of fruits, vegetables, whole grains, and calcium-rich foods recommended in the Dietary Guidelines for Americans, and many consume excess calories, sugar, total and saturated fats, and sodium (Fox, Gordon, & Nogales, 2009). As a result, there is a need for not only nutrition education but also education about resources for addressing and utilizing fresh foods as daily food options. In addition, an increasing number of children living in underserved communities do not have access to food stores that stock and sell affordable healthy foods. Over the past few decades, the cost of high calorie, low-nutrition foods has decreased whereas the cost of more healthful foods such as fruits and vegetables has increased (Powell & Chaloupka, 2009).

A major component of the youth obesity solution should be providing opportunities for children to move during the day in a vigorous manner. Although schools report providing physical education, the level provided has not been nearly sufficient to change behavior, obesity rates or inactivity in youth. Although 90 % of schools report that they offer physical education in grades 1-5, CMS is not atypical in providing only one 45 minute class period of physical education every week. Innovation is needed to incorporate physical activity, and more importantly physical education, consistently within the school day. Motor skill development has diminished among children, minimizing the enjoyment and choices of activities for today's youth.

Approximately one-third of elementary school teachers are given support for integrating physical activity into the classroom through the provision of physical activity equipment (39% of

schools), professional development/training (37% of schools), and/or turn-key resources (32% of schools) (2011 Comprehensive School Physical Activity Program (CSPAP) Survey Report).

This is not common practice among CMS elementary schools. If professional development were provided, classroom teachers in collaboration with the physical education teacher would learn how to organize and create safe, purposeful and intentional movement environments.

To make daily physical education feasible within CMS, *Achieve 225* will utilize physical education assistants (PEAs) and classroom teachers. The CSPAP recommends that schools employ a director of physical activity (DPA). Fulfilling some of the intent of that recommendation, CMS will employ PEAs who will facilitate the HAC environment under the supervision of the physical education teacher. The physical education teacher is the expert in the school with the knowledge and capability to integrate all components of *Achieve 225*.

Scheduled recess is provided in the majority of elementary schools (over 80%). CMS's mandated HAC time is the perfect opportunity to take advantage of extending physical education into a daily model while substantiating the purposeful use of the 30 minute mandate to derive *Achieve 225* outcomes. The project represents an exceptional approach for the statutory purposes and requirements in the follow ways: **Requirement 2:** (Nutrition and Physical Activity Related Policies) In terms of nutrition, *Achieve 225* will be enhanced by building an environment within the classroom with the use of Discovery Education to integrate nutrition concepts and understanding within the content areas taught. In order to meet this requirement *Achieve 225* will utilize the already designated 30 minutes of CMS PA30. By piloting this type of "daily physical education" model we are also building sustainability. In terms of infrastructure and economic state hiring more physical education teachers is costly and strains budgets.

Current school infrastructures may only accommodate for 1 physical education teacher; hiring a

physical education assistant requires less of a budgetary obstacle than hiring additional physical education teachers for *Achieve 225*. Furthermore, based on the knowledge of CMS students, we will build credible data on CMS students which in turn presents realistic outcomes to the CMS board of education. **Requirement 3:** (Linkage with Local Wellness Policies) the plan will conduct a review of the policies that impact the 8 components of coordinated school health and recommend improvements to school leadership to bring those policies into current best practices. The North Carolina State Board of Education’s Healthy Active Children guidelines and the Charlotte-Mecklenburg Board of Education Student Wellness Regulation require that schools provide a minimum of 30 minutes of moderate to vigorous physical activity (MVPA) for all K-8 students each school day. Although the local policy, known as CMS PA30, is very strong, it has never been funded or adequately supported. As a result, “Healthy Active Children (HAC) time” is implemented as recess at most CMS schools, where there is a lack of equipment, training and programming needed to implement the best practice of keeping students actively engaged.

Requirement 4: (Linking with Federal, State and Local Initiatives) Coordinated School Health Advisory Council (CSHAC) will provide structure for our project sustainability. The School Health Team (SHT) will implement a School Health Improvement Plan incorporated within the School Improvement Plan. The plan will conduct a review of the policies that impact the 8 components of Coordinated School Health and will recommend improvements to school leadership to bring policies into alignment with current best practice. **Requirement 5:** (Updates to Physical Education and Nutrition Instruction Curricula) The PECAT and HECAT analysis in conjunction with the curriculum improvement planning process revealed acute weaknesses in the district’s implementation of Healthy Active Child time. Students are not tracking the number of servings of fruits and vegetables they consume each day. Students are not provided with tools

required to track the number of minutes of daily physical activity they achieve. HECAT analysis revealed the weakness of integration of nutrition instruction within CMS elementary school. The amount and quality of content delivered to elementary school related to nutrition content delivered at higher grade levels. **Requirement 7: (Increasing Transparency and Accountability)** CMS will utilize WelNet to record and aggregate the fitness data collected from all schools. Each PE teacher will input their data into WelNet twice a year. To create an environment of continuity, accuracy of data and to streamline fitness assessment, each school nurse will collect and conduct the measuring and recording of each student's BMI. Teachers will receive on-going training on both test administration and reporting. Other reporting mechanisms will be developed utilizing pedometer and heart rate monitor logs, and 3 day recall surveys. **Key program indicators will be measured** as described and required under the Government Performance and Results Act as well as **unique project level measures proposed.**

Adequacy of Resources

The costs are reasonable in relation to the number of the persons to be served and to the anticipated results and benefits. *Achieve 225* funds will be utilized toward the expenses of personnel and physical education equipment for schools. Our project proposal encompasses 13 schools initially impacting over 10,000 students. By project end 23,080 total students will be impacted over the 3 year period. Grant funds will be used to hire a Project Coordinator, Contracted Evaluator, stipends for Physical Education teachers and classroom teachers, and the hiring of a Physical Education Assistant (PEA) at 6 participating schools. *Achieve 225* will utilize a train the trainer model for the training of a physical education teacher, 2 lead classroom teachers, and where applicable PEAs. These trained individuals will then conduct training complemented by the leadership team at each school site. Once a month the project team

(Physical Education Teacher, Lead Teachers, etc.) from each school will meet for ongoing training. Compared to today's child health care costs, *Achieve 225* costs are small. The value of healthy children far exceeds the cost of this project over the 3 year period.

Quality of the Management Plan

Debra Kaclik (Director of Health and Physical Education and Arts Education), Matthew Belles (Health and Physical Education Curriculum Specialist) and Jeanne Bryne (Physical Education Resource Teacher) will provide **Overall Leadership** for *Achieve 225*. These individuals' responsibility will be to facilitate, plan, develop and coordinate professional development and training for this project. A fulltime **Project Coordinator** will be hired with grant funds to visit schools and support teachers insuring that all aspects of *Achieve 225* are implemented: collection of data, grant reports submission, budget reviews, review and analysis of assessment data, general oversight, providing input, and feedback used to improve the program. The PE teacher, the Project Coordinator, and the Evaluator will collect and manage all fitness, survey, nutrition tracking/logging, 3 Day recall survey, and pedometer and heart rate monitor data. Fitness data will be collected twice a year (fall and spring); survey data will be collected monthly. Each student in the program will wear a pedometer or heart rate monitor once a month for a week on a rotating basis throughout the program, and the data collected. **Physical Education** teachers will be paid a yearly stipend. They will be responsible for monitoring, planning, and implementing *Achieve 225* at the school level. **Physical Education Assistants** (PEAs) will be hired at 6 schools to assist the physical education teacher in facilitating and implementing *Achieve 225*. PEAs will facilitate, monitor safety, set up and monitor equipment and play areas, and collect and manage data. **Classroom teachers** will be utilized at non PEA sites to facilitate the implementation of *Achieve 225* in collaboration with the Physical Education teacher.

Date/Month	Objective/Milestone	Who is Responsible
	Year One	
September 2013	Fitness Data Collected	Leadership Team (OLT)
October 2013	Inventory Equipment Interview and Hire Personnel Site Visits & Site Surveys Determine Layout Establish Survey Instrument Tools Data Collection Time Lines Monthly Team Meeting Schedules Plan and Determine Professional Development	Leadership Team (OLT) Project Coordinator (PC) Evaluator (E) Project Team (PT) Physical Education Teacher (PE)
November 2013	Equipment Put Out for Bid Equipment Delivery Professional Development Establish Baseline Data School Visits & Support	OLT PC PE Phys. Ed. Assistant (PEA) Lead Class Teachers (LCT) E
December 2013	Professional Development Project Team Meeting Establish Data Collection Timeline School Visits & Support	LY PC PT PEA PT
January 2014	Monthly Team Meeting Data Collection Begin Implementation of <i>Achieve 225</i> School Visits & Support	PT PC E OLT
February 2014	Monthly Team Meeting Data Collection Implementation of <i>Achieve 225</i> School Visits & Support	PT LT PEA PC
March 2014	Monthly Team Meeting Data Collection Implementation of <i>Achieve 225</i> Fitness Assessments Begin School Visits & Support	PT LT PEA PC
April 2014	Monthly Team Meeting Data Collection Implementation of <i>Achieve 225</i> School Visits & Support	PT LT PEA PC
May 2014	Monthly Team Meeting Data Collection Implementation of <i>Achieve 225</i> School Visits & Support	PT LT PEA PC
June 2014	Data Collection Implementation of <i>Achieve 225</i> Year End <i>Achieve 225</i> Report School Sites	PT LT PEA PC
July 2014	Data Collection Summarize Year One Results Discussions for Year 2-3 Additional Schools	PC E OLT
August 2014	Monthly Team Meeting Data Collection Discussion of Year 2-3 Additional Schools Year 2 Schools Chosen/Teams Developed	OLT PC E

Quality of Project Evaluation

Each component of the project evaluation is directly tied to the project objectives and the achievements of benchmarks. Outcomes for CMS students will be evaluated using objective performance measures. Physical Education teachers will have tools to objectively assess student fitness levels using WelNet and student nutrition behaviors. PE teachers will be responsible for conducting evaluations on student fitness levels, goal setting and fitness planning. Students with the help of the Physical Education teacher will use a developmentally appropriate journal. Teachers will be trained on how to monitor the use of the logs, pedometers, and heart rate monitors and check progress toward meeting goals. Students will track the number of fruits and vegetables they consume each day and log their food choices daily. Students will have the goal of two servings of fruit and three servings of vegetables each day during assigned weeks (GRPA). Physical Education Teachers, with the physical education assistant (PEA) will monitor which student reports and will submit student information to the Project Coordinator. The effectiveness of Staff Development sessions will be evaluated by attending teachers and PEAs. During all three years of the grant period, attendance will be taken at each professional development session. All individuals will be expected to be present at each session. Trainers and project staff will work with teachers who are not meeting the requirements of the curriculum and grant project. Teachers will complete an attitudinal survey to measure their levels of satisfaction on the staff development sessions. Project student assessments are designed to assist teachers, administrators and evaluators with the feedback needed to monitor progress towards meeting *Achieve 225* goals. The measures that will be collected includes fitness testing (which includes BMI, 20 Meter Pacer, Curl-ups, Push-ups, Shoulder Stretch) in the Fall and Spring of each year; nutrition and fruit/veggie logs; skill assessments; 3 Day Recall Surveys; and Classroom and Physical Education Teachers, Students, Administration and Parent Survey and

attitudinal surveys at the beginning and end of each year for all teachers. Data from each of these measures will be collected and compiled. Collecting of data will be the responsibility of the physical education teachers, PEAs and classroom teachers. This data is submitted to the Project Coordinator. Teacher collects the data; students utilize Gaggie as the platform to input data which will go to physical education teacher and PEAs. Analyzing of data and the writing of reports will fall upon the Projector Coordinator and the Evaluator (who is contracted). Results of data will be shared with stakeholders at the end of each project year with a formalized final report at the end of year 3. The following groups and people are considered stakeholders of **Achieve 225**: Mecklenburg County Health Department, CMS Coordinated School Health, Alliance for a Healthier Generation, physical education teachers, PEAs, classroom teachers, administrators, health and physical education department, and CMS executive cabinet. In today's market it is imperative that parents, students and teachers be provided with this data as well. This demonstrates CMS' need to be transparent. Continuous monitoring will be handled first through random spot checks by the Program Coordinator to ensure accountability and program implementation fidelity. Each school will be required to complete a Memorandum of Understanding (MOU) as to the roles, responsibilities and implementation of this project to ensure accountability and commitment. MOUs will be completed by the Principal, Lead Teacher, Physical Education Teacher and PEA at each school site, ensuring buy-in. The methods of evaluation are thorough in that they are significant and pertinent to the needs of CMS students. This will also make a case as to whether daily physical education is feasible. The type of data to be collected will be fitness data including BMI and healthy fitness zone; altitudinal, informational and 3 Day Recall surveys; motor skill assessment rubrics, pedometer and heart rate monitor (HRM) results and student daily logs and journals. Fitness Data will be collected twice

a year in the fall and spring recorded in WelNet. Pre and post surveys will be conducted at the beginning and end of each project year. Motor skill assessment rubrics will be collected at the end of each skill acquisition unit. Pedometer and HRM data will be collected at the end of each class period for the week student groups are utilizing them. Student daily logs and journal entries will be monitored and collected each week. Results and outcomes which will be available at the end of the each project year. A finalized cumulative report will be made available at the end of project year 3. The data will be analyzed by the contracted Evaluator and the Project Coordinator. CMS will use the information collected through the evaluation to monitor progress toward project goals and provide accountability information both about the success at the participating sites and effective strategies for replication in other settings.

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debra l. kaclik

QUALIFICATIONS

I have been involved with youth as a director, curriculum specialist, teacher, coach, athletic trainer, and athletic director over the last twenty years. In 2001, I earned National Board Certification in Physical Education. I began pursuing an Ed.D in Educational Leadership in 2008. My background, expertise and interest in **education** have resulted in positive outcomes for many young men and women.

EDUCATION

B.A., Physical Education and Health, K – 12, West Liberty State College
M.Ed., Kinesiology and Health Promotion, University of North Carolina Charlotte
EdS, Educational Leadership, Wingate University, 2010
Ed.D. (candidate), Educational Leadership, Wingate University, 2008 - present

EMPLOYMENT

2009 – Present **Director of Arts, Health & Physical Education and PreK-12 Curriculum Support Programs**, Charlotte Mecklenburg School District.

2007 – 2009 **Health and Physical Education Curriculum Specialist**, Charlotte Mecklenburg School District, the 26th largest constituency in the nation. Coordination, implementation and professional development for health and physical education curriculum grades, K – 12 for 172 schools and 382 teachers, collaborative member of the School Health Advisory Council for district wellness initiatives, expansion of community partners and stakeholders for support of healthy active students.

2005- 2007 **Athletic Director/Teacher** Charlotte Mecklenburg School District
Martin Luther King, Jr. Middle School - Teach health and physical education. Serve as school leadership team co-chair. Health and Physical Education Department Chair. Establish, direct and maintain athletic programs for a large urban middle school. Manage coaches and budget.

1993 – 2005 **Teacher** Charlotte Mecklenburg School District
Myers Park High School /Sedgefield Middle School - Teach health education, physical education, sports medicine and teacher cadet. Head Varsity Girls Basketball Coach, Head Athletic Trainer and Assistant Track Coach.

2005 – Present **Adjunct Professor** Wingate University
Instruct courses for physical education/education undergraduate and graduate courses.

2004 – 2006 **Curriculum Writing** Topic Education
Contract work for special projects to address obesity issues for Woodsman Insurance.

2001 – 2006 **Ride Leader/Coordinator** Trips For Kids Charlotte
Plan, organize and implement weekly mountain biking trips for at risk kids.

1985 - Present **Educational Consultant**
Debs Group (self-employed) Educational Consultant, emphasis on training of teachers, parents, and community to address obesity issues in youth through monitored physical activities and integrated classrooms.

SIGNIFICANT ACHIEVEMENTS OR CONTRIBUTIONS TO EDUCATION

- Selected to serve on a national forum, “Moving Ahead: Developing a Blueprint for Physical Education in Future Generations,” redefining K-12 physical education programs to meet the needs and demands of future generations of youngsters.

Kaclik 1

- Consensus Panel Member for the development of “Move More: North Carolina’s Recommended Standards for Physical Activity in School.” Document can be downloaded from the following websites: www.EatSmartMoveMoreNC.com; www.NCPublicSchools.org; www.NCHealthySchools.org
- Curriculum Revision Committee Member that rewrote the States Healthful Living Standard Course of Study to align with National Standards for the last three revision years.
- State, regional and local workshop presenter on activity, nutrition and obesity issues in youth.
- Member of the Assessment writing team for the sponsored NC Department of Public Instruction (DPI) and NC Learn Classroom Assessment Institutes.
- Presentation on “Obesity in Today’s Youth” to area doctors, nurses and nutritionists at the NC Department of Social Services sponsored by Teen Health Connection
- Development of new standards and competencies for Physical Education Teacher Education program approval within the state of NC – Title II Physical Education Panel I.
- Developed lesson plans and assessment methods for NC Learn.
- Continually work with teachers to integrate core class concepts into the *Healthful Living Standard Course of Study*.
- Developed a mentoring program for local elementary and middle schools that advanced sports medicine students facilitate to encourage participation in physical activity – Reaching Out To Youth (ROTY).
- Train student facilitators in program and safety for the adventure programs.
- Organize outside activities for students and parents including but not limited to: hiking, whitewater rafting, climbing, local area runs and walks and biking events.
- Media/communications for programs created to inform and educate parents and community; television, journals, magazines, newsletters and newspaper.
- Facilitated training for new teachers and organize/plan yearly professional development for Charlotte Mecklenburg Schools arts, health and physical education teachers.
- Served as health and physical education content area specialist on the Student Learning Objective Design Team for Leadership for Educator’s Advanced Performance (LEAP) to increase student achievement by collaboratively developing a performance-based compensation system that results in more high quality teachers.
- Served on a committee to develop the Active Steps School Kits, to provide walking programs to schools incorporating the use of pedometers.
- Writing strategic plan to enhance PE in NC over the next ten years – C.A.R.E.
- Continually write grants to support programming – PEP, Character Education, Safe Schools, Aetna, Kate B. Reynolds, Robert Woods Foundation, NIH, Be Active NC, and PHISH.
- Health and Physical Education initiatives for Charlotte Mecklenburg Schools– PE assessment using DartFish, implementation of research based SPARK curriculum and FitnessGram, fitness centers and learning labs, website development, active classroom integration, time-in room, committed to improving the state of fitness and wellness of youth.
- Coordinated the implementation for fitness level and Body Mass Index data collection and reporting for Charlotte Mecklenburg Schools grades K – 12.
- Collaborated writing an article for the North Carolina Journal, “Physical Education Partnership for Sport Education (PEPSE)”
- Wrote article for Mecklenburg Medical Journal, “Movement Vital to Smarts: Some Innovative Approaches”
- Developed an Alternative Curriculum Program for PE, which included adventure programming, team and individual sports and popular lifetime activities to actively involve more youth.
- Public Relations for PEA for NCAAHPERD
- Trainer for Be Active NC to facilitate preparation of classroom teachers for the use of *Energizers*, integrated active lessons, for the classroom.
- Founded and co-developed a gang resistance intervention program, “No Easy Walk” (NEW) Project, for at-risk students in urban middle schools. Wrote and received grants and developed community partners to

support the project. It is an adventure, social skills, experiential learning, project-based model. NEW is an integrated leadership program to develop peer leaders within the school. Applying for grants to extend project into after school and summer programs and to fund evaluation to establish NEW as evidence based model.

- Partnership development to support programs in the arts, health and physical education, character education, bullying, and No Easy Walk.
- Serve on the steering committee for the community collaborative *Healthy Weight, Healthy Child*.

OFFICES HELD AND COMMITTEE MEMBERSHIP

Board of Directors – ANUVIA
Board of Directors – Teen Health Connection
Board of Directors – First Tee
Co-chair for School Leadership Team
Health and Physical Education Department Chair
Faculty Advisory Council
Disciplinary Committee
Financial Committee
International Baccalaureate Area Leader
Emergency Response Team
Graduation Project development team, Senior Exit Reading Committee and Mentor
Obesity Task Force

COMMUNITY INVOLVEMENT

Trips For Kids Charlotte (TFKC)	2001 - 2007
Reaching Out To Youth (ROTY)	1999 – 2005
American Red Cross (CPR/FA Instructor)	1993 – present
Special Olympics	1995 - 1997
Horseback Riding For the Handicapped	1980 – 2005
Teacher/Coach to the World Scholar Athlete Games	1997
Therapy Dog International (TDI)	2005 - present

HONORS

2010 – **North Carolina Healthful Living Coordinator of the Year**; 2002 – **North Carolina High School Physical Education Teacher of the Year**; 2002 and 2003 – **Southwestern 4A Coach of the Year**; 2001 – **National Board Certification**; 2000 – **Who’s Who Of Professional and Business Women**; 1999 – **First Union Ben Craig Teacher of the Year Award**; 1999 – **Charlotte-Mecklenburg Schools Physical Education Teacher of the Year**; 1999, 1998, 1997 – **Harris Award Nominee**; 1990 – **Who’s Who Of American Women**; 1997 – **Teacher/Coach for the World Scholar Athlete Games**

PROFESSIONAL ORGANIZATIONS AND SERVICE

AAHPERD, NCAHPERD, Kappa Delta Pi

PERSONAL INTERESTS

Sailing, Reading, Running, Mountain Biking, Gardening, Inline Skating, Camping, Hiking and Backpacking

(b)(6)

MATT BELLES, MS

6037 Ironwood Court • Harrisburg, NC 28075 • 980.343.2656 • matthewj.belles@cms.k12.nc.us

PROFESSIONAL EXPERIENCE

Health and Physical Education Specialist, 2010 – Present Charlotte-Mecklenburg Schools – Charlotte, North Carolina

- Maintain progressive K-12 curriculum and instruction for district of 178 schools and 340 HPE teachers
- Spearheaded seven teams in the creation of benchmarks to meet new North Carolina Essential Standards
- Secured funding for several area curriculum initiatives including Golf, Rugby and Cricket
- Supervise two resource teachers in the management of operations to support HPE district-wide

Director MedCamp, 2003 - Present University of North Carolina at Charlotte – Charlotte, North Carolina

- Develop, coordinate and implement camp for 40+ rising 6th - 9th graders
- Motivate participants to envision and consider a career in health or science
- Establish and cultivate contacts, events and guest speakers for camp
- Development of unique activities, testing tools and educational materials for camp itinerary

Lecturer, 2005 - 2010 University of North Carolina at Charlotte – Charlotte, North Carolina

- Instructed 500 students across five classes per semester with multiple teaching assistants
- Assisted in Biodynamics Lab development
- Active member of Learning Communities Committee and former Coordinator
- Participated in both K-12 and University level standard development for health and physical education

Lead Physical Education Teacher (K-5), 2000 - 2005 Saint Gabriel's Catholic School – Charlotte, North Carolina

- Maintained physical education curriculum for school of 580 students
- Coordinated and directed the system-wide annual 5th Grade Field Day
- Incorporated various subjects such as health, math, science and music into the physical education curriculum
- Developed and maintained Health Club for 5th graders to facilitate health knowledge
- Spearheaded High Intensity Training for Students (H.I.T.S.) strength training
- Organized the physical education program to coincide with current research
- Maintained and reinforced the spiritual atmosphere

EDUCATION AND CREDENTIALS

North Carolina Physical Education License • Pfeiffer University – 2006
Master of Science Health Promotion • University of North Carolina at Charlotte – 2003
Bachelor of Science Health and Fitness • University of North Carolina at Charlotte – 1999
 Attended University of North Carolina at Pembroke – Baseball Scholarship

License

The North Carolina Department of Education Licensed Health and Physical Education Specialist

Teaching

Undergraduate Courses

Freshman Seminar (UCOL 1000), Physical Conditioning (EXER 1201), Weight Training (EXER 1202), Walk, Jog, Run (EXER 1208), Beginning Tennis (EXER 1220), Racquet Sports (EXER 1222), Exercise Leadership (EXER 3100), Health and Safety Issues in Middle and Secondary Schools (EXER 3152), Elementary Health Education (EXER 3229), Exercise Physiology Lab (EXER 3281), Practitioner Seminar (EXER 4660), Health and Quality of Life (LBST 2214).

Theses and Dissertations

Amy Bilbao	2007	Master's Capstone Project	Advisor and Committee Member
Kelly Smith	2010	Master's Capstone Project	Advisor and Committee Member

Service

Professional

North Carolina Healthful Living Standard Course of Study Development
 North Carolina Power Standards for Undergraduate Elementary Education
 North Carolina Power Standards for Undergraduate Health and Physical Education
 Carol M. White Physical Education Program Grant Reviewer

University

Faculty Library Advising Committee
 Faculty Advising Summer Sessions Committee
 Wellness Matrix Team
 Body Awareness Subcommittee
 Jiu Jitsu Club Advisor

College

Health Connection Advisory Member (a.k.a. CHHS Learning Community)
 Liberal Studies Health and Quality of Life (2214) Redesign Team - Member

Department

Faculty Search Committee Kinesiology Lecturer - Member
 Contributor for Kinesiology Korner in the Porcelain Press
 Belk Gym Improvements to Mini Gym (025) and Weight Room (056)
 Support and Recruitment for ongoing Departmental Research

Community

Martin Luther King Middle School Integrating Physical Activity in Sixth Grade Curricula
 Mecklenburg County Department of Public Health Preschoolers on the Move
 West Cabarrus Church Recreation Director / Small Group Leader

C. Jean Bryne

(b)(6)

Education

- Gardner Webb University 2006-2007
 - School Administration License 2007
 - School Leaders Licensure Assessment Passed 2007

- Western Carolina University 1983-1984
 - Masters of Arts in Education
 - Physical Education
 - NC License Physical Education K-12
 - NC License Health (6-9)

- Western Carolina University 1979-1983
 - Bachelor of Arts in Education
 - License Physical Education K-12

Professional Accomplishments

- National Board Certified Teacher, Renewal 2001, 2010
- Professional Development Master Teacher (PDMT) 2009-Present
- Teacher of the Year (Torrence Creek Elementary) 2005-2006
- CMS North Region Teacher of the Year 2005-2006

Professional Experience

- Charlotte Mecklenburg Schools
 - C & I Physical Education Resource Teacher 2011-Present
 - River Oaks Academy 2009-2011
 - Torrence Creek Elementary 2005-2009
 - J.M. Morehead Elementary 1997-2005
 - Sterling Elementary 1996-1997

- Gaston County Schools 1986-1996
 - Belmont Central/JB Paige Elementary 1994-1996
 - Physical Education (K-6)
 - North Gaston High School 1986-1996
 - Health & Physical Education Teacher
 - Environmental Science & Biology Teacher
 - Competency Math Teacher
 - Head Women's Basketball, Volleyball, Softball Coach
 - Southwest Middle School January 1987

C. Jean Bryne



- Substitute Teacher August 1986
- Kings Mountain District Schools 1985-1986
 - Kings Mountain Middle School
 - Health & Physical Education Teacher
 - Cheerleading Coach
 - Head Boys Golf Coach
- Gaston County Recreation Supervisor 1984-1985

Other Professional Experiences

- National Board Facilitator & Professional Reader
- National Board Take One Facilitator
- Lead & Develop Workshops
 - New Teacher Induction Training
 - Integration of Physical Education, Math, Literacy, Reading
 - Brain Gym Concepts
- Advanced Ed. Training Quality Assurance Review Team November 2008
- Advanced Ed. SACS/CASI Team Leader 2009
- Pod-Fitness Curriculum Team July 2008
- Bench Mark Writing Team 2010-2011

NANCY A. LANGENFELD, RN, MS, AE-C

EDUCATION:

Master of Science, Multidisciplinary: Special Education/ Nursing Management
State University of New York. Buffalo, NY
Special Education, Student Teaching
D'Youville College, Buffalo, NY
Bachelor of Arts, Psychology
Rosary Hill (Daemen) College, Amherst, NY
Associate of Applied Science, Nursing
Erie Community College, Williamsville, NY

PROFESSIONAL CERTIFICATIONS:

North Carolina Board of Nursing RN License #187397
Public School Teacher, Special Education K-12; NYS Certificate #049490011
Public School Teacher, School Nurse Teacher; NYS Certificate #007075001
New York State Board of Nursing RN License #390563
National Board for Certification of School Nurses # 05192
National Asthma Educator Certification Board #0888

CURRENT POSITION:

Coordinated School Health Specialist, Charlotte-Mecklenburg Schools 2006-present

- Coordinate School Health (CSH) programs: immunization compliance, mental and physical health, policy implementation, environmental issues, emergency preparedness, physical activity and nutrition and staff wellness
- Provide support to Assistant Superintendent Pre K-12 Student Support Services
- School Health Advisory Council Chair
- Oversight for CSH staff and indirect supervision of school nurses contracted through the Mecklenburg County Health Department
- Liaison for between CMS Exceptional Children, Health Department School Health and private service provider related to health evaluation requests for nursing services
- Project Director for Centers for Disease Control Asthma and Youth Risk Behavior (YRBS) Cooperative Agreements
- Prepare and manage CSH department and federal CDC Asthma/YRBS budgets
- Complete and submit required district, state, federal reports
- Assist with policy development and implementation related to health and wellness
- Represent CMS on district level, state, national and community-wide committees
- Presentations at national and state conferences with partner organizations: NC Department of Public Instruction (DPI), American Association of School Administrators (AASA), American School Health Association (ASHA), Center for Disease Control (CDC), Environmental Protection Agency (EPA) Tools for Schools, National Association of School Nurses (NASN)
- Write and administer grants to support asthma and CSH programs
- Coordinate administration of Youth Risk Behavior Survey (YRBS), School Health Profiles, School Health Policies and Programs Survey

NANCY A. LANGENFELD, RN, MS, AE-C

RELATED EXPERIENCE:

Public Health Nurse, CMS Asthma Education Program 2003-2006
Mecklenburg County Health Department/Charlotte-Mecklenburg Schools

- Clinical Management and Education for Nurses and Students with Asthma
- Manage budget and submit required department, state, federal reports for the Asthma Initiative and Youth Risk Behavior Survey
- National Trainer for National Association of School Nurse 'School Nurse Asthma Management Program' (SNAMP)
- Develop Resources and staff development programs for teachers, students, Parents, nurses, community
- Facilitate Site Based School Health Teams
- North Carolina Trainer for the National School Nurse Association School Nurse Management Program
- Serve on Community Committees representing MCHD and CMS on asthma and Coordinated School Health Programs

Coordinator, Special Education Training and Resource Center 2001-2003
Erie I Board of Cooperative Education, School Support Services
West Seneca, New York 14221

- Training and Technical Assistance to component school districts in Erie I BOCES, staff and students on Special Education Issues
- Assist school districts to analyze student data for use in School District planning and quality assurance activities
- Provide direct support to school districts and building level teams and classroom teachers to meet improvement goals
- Facilitate Comprehensive School Personnel Development (CSPD) Planning Teams
- Deliver Professional Staff Development on topics, including IDEA/NYS regulations, Individual Education Plans, Student Support Teams, Behavior Management, Committee on Special Education (CSE), Due Process, Differentiated Instruction
- Facilitator for Lifelong Services Network (LSN) and the NYS Vocational and Educational Services For Individuals With Disabilities

Coordinator, WNY Regional Traumatic Brain Injury (TBI) Project 1998-1999
Consultant, WNY Traumatic Brain Injury Project (Part Time) 1995-1998
Erie I Board of Cooperative Education, School Effectiveness Services

- Coordinate all aspects of Grant including budget, staffing
- Transition Students with TBI from Hospital to School and provide professional development for school staff on the educational needs of students
- Attend CSE meetings to assist in development of Individual Education Plans (IEP)
- Classroom observations for the purpose of recommendations for effective teaching , modifications and accommodations
- Professional development

NANCY A. LANGENFELD, RN, MS, AE-C

School Nurse, Country Parkway Elementary (K-5) 1986-2001
Nurse Team Leader 1994-1997
Williamsville Central Schools, Williamsville, NY

- Manage health office for 850 students 120 staff
- Coordinate monthly team meeting for 13 nurses
- Education and Case Management of Students with Chronic Health Issues
- Member of the Child Study Team
- District Strategic Planning Teams on Staff Mentoring and Community Involvement

Quality Assurance Specialist, Behavioral Health
Independent Health of Western New York (Part Time) 1996-1999
Williamsville, New York

- Develop compliance tools and data for NCQA reviews
- Compile Major Depression guidelines for physicians and Mental Health Providers
- Assist with quality assurance reviews for asthma, diabetes, health disease

Staff Nurse, Short Term Surgery Unit, Buffalo General Hospital, Buffalo New York
Relief Supervisor, SNIF Unit , Millard Fillmore Hospital, Buffalo New York

PUBLICATIONS:

Langenfeld, Nancy, Bonaiuto, Maria, and Edmonds, Ellen. "Garnering Administrator Support For School Based Health Teams". *Journal of School Health*. August, 2006
"One School's Approach to Keeping Kids Healthy". *Pride Magazine*. September, 2006
"WNY Traumatic Brain Injury Programs: A Bridge from Hospital to School" *TBI STORM*
"Interdisciplinary Roles in Special Education Programs", *The Point (1996)*

ORGANIZATIONS/MEMBERSHIPS:

Current

- Juvenile Diabetes Research Foundation, Board of Directors
- Children's Alliance (Child Health Committees)
- Teen Health Connection, Advocacy Committee
- Healthy Carolinians of Mecklenburg, Steering Committee
- Mecklenburg Community Collaborative
- Partnership For Dental Health
- American School Health Association (ASHA-Coordinated School Health Committee)
- National Association of School Nurses (NASN)
- School Nurse Association of North Carolina (SNANC)
- North Carolina Asthma Alliance
- Mecklenburg County Asthma Coalition

Previous

- WNY Association of School Nurses (Past President)
- School Nurse Association of New York State (Board Member)
- Williamsville Teacher Association (Senior Rep to Council of Delegates)

HONORS/AWARDS

NANCY A. LANGENFELD, RN, MS, AE-C

Individual

- New York State School Nurse of the Year (NYS School Nurse Association)
- Leadership Award (Williamsville Teacher Association)
- Charlotte Grace Memorial Scholarship (NYS School Nurse Association)
- Our Heroine Award (Girl Scouts of America)

Programmatic:

- National Association of Counties Distinction Award for “Asthma Education Initiative”
- Center for Disease Control: *Asthma Friendly Schools*, National Video Release (1/08)
- Poster Awards from Association of Asthma Educators; North Carolina Asthma Alliance:
“*How Can He Achieve, If He Can’t Even Breathe*”:

PROFESSIONAL PRESENTATIONS

Multiple presentations on the following topics:

- Coordinated School Health Approach to Improving Student Achievement
- The Role of Leadership in developing Coordinated School Health Programs
- Creating Asthma Friendly Schools
- Indoor Air Quality and Student Performance
- Development of School Health Teams
- School Based Health Team Approach to Asthma Education
- School Nurse Asthma Management Program (SNAMP)
- Strategies to Improve Performance on the NYS Assessments
- Using Student Data to Drive Instruction
- Developing Quality Individualized Education Plans
- Implementing Effective Student Intervention Teams
- Co-Teaching and Collaboration in Inclusive Settings
- Using Differentiated Instruction in Inclusive Classrooms
- Special Education Law and Regulations for Administrators
- Test Accommodations and Modifications
- Committee On Special Education (CSE) Training
- Designing Action Research in the Classroom
- Identification, Assessment and Intervention for Students With Traumatic Brain Injury
- Educational Strategies for Students with Traumatic Brain Injury
- Current Trends in Brain Research
- Inclusion Programs: Developing Strategies That Works

Contact Information



April 10, 2013

3301 Stafford Drive
Charlotte, North Carolina 28208

To the Carol M. White Physical Education Program (PEP),

The Child Nutrition Services supports the Charlotte Mecklenburg Schools Achieve225 proposal. The mission of Child Nutrition Services is to contribute to a successful academic experience and encourage a lifetime of healthy eating for each student by providing affordable meals that are nutritious, appealing and served by caring professionals in a pleasant environment.

Child Nutrition Services will provide significant support through maintaining the highest level of nutrition services in our schools. Child Nutrition Services provides healthy meals that meet USDA School Meal and North Carolina Recommended Standards for Foods requirements, and that allow students to choose from foods they enjoy eating. This provision allows learners to apply tools to plan healthy nutrition while scaffolding nutrition education as part of the Achieve225 plan.

Contributions from the Child Nutrition Services will be considerable. First, Child Nutrition Services will work to improve current policies and practices. Second, Child Nutrition Services will continue to provide meals for students to achieve and maintain an active, healthy lifestyle. Third, Child Nutrition Services maintains an engaging and educational environment for students to respond to the skills developed in nutrition education as part of the Achieve225 plan.

This agreement is in support of Achieve225 PEP Project and was developed after timely and meaningful consultation between the Charlotte Mecklenburg Schools Child Nutrition Services and the Department of Health Education and Physical Education.

Sincerely,

(b)(6)

Amy Harkey, MS, RD, LDN, SNS
Assistant Director, Child Nutrition Services



Healthy Schools Program Resources Available for Schools

The Alliance's Healthy Schools Program has many resources available to help support your efforts to develop a healthier school environment. Please find below several of our resources that are available to schools receiving onsite support.

Program Managers

- Program Managers provide **free onsite technical assistance, support and resources** to help districts and schools develop sustainable systems for establishing a healthier school environment, specifically in the areas of nutrition, physical activity and staff wellness.
- Program Managers will **facilitate your School Wellness Council** through the process of analyzing your school's current status and developing an action plan to create change.
- Program Managers will **identify and broker local, state and national resources** to support your school in implementing your action plans.

Program Advisors

- The Healthy Schools Program has **experts on staff in the following areas** to provide technical assistance to your school via phone, email or in person.
 - Student Wellness
 - Competitive Foods and Beverages
 - Health Education
 - Physical Education and Physical Activity
 - Policy/Systems
 - School Employee Wellness
 - School Meals

Implementers' Toolkits

- The Alliance has created **toolkits in the following categories** to assist schools in meeting the Healthy Schools Program Framework.
 - Student Wellness
 - Competitive Foods and Beverages
 - Health Education
 - Physical Education and Physical Activity
 - School Employee Wellness
 - School Meals
 - School Wellness Councils

Webinars

- The Alliance Program Advisors present **free Webinars** on each of the Framework categories.
- A Webinar is a **presentation that is shared over the Web while participants listen to audio through their telephone**. It is a conference call and online presentation all at once. Webinars provide the ability to give, receive and discuss information in a learning setting.
- Webinars allow participants to **ask the presenter questions and get answers in real time**, as well as view slideshows, explore live websites, take polls and review documents.



Resources Available for Schools

Implementation assistance for the Alliance School Beverage and Competitive Foods Guidelines

- The Alliance provides **support in aligning school and district policies and contracts** to our Beverage and Competitive Foods Guidelines.
- The Alliance, along with Cadbury Schweppes, Coca-Cola and PepsiCo, have provided **lists of beverage products that meet the Alliance School Beverage Guidelines**.
- The **Healthy Schools Product Navigator** is a free online tool that helps schools create a shopping list of foods from companies that have agreed to produce and sell products to schools that meet our Competitive Foods Guidelines.
- The **School Beverage Toolkit** offers helpful tips in an easy to use online format for making the shift to lower calorie and nutritious beverages in your school or district.

Healthy Schools Forum

- The Healthy Schools Forum is an annual event for schools receiving the National Recognition Award. The Alliance will support the travel costs for one representative from each recognized school that has successfully applied by the application deadline.
- The Healthy Schools Forum offers participants a chance to celebrate their accomplishments and network with school staff from across the country.

Success Stories

- The Alliance works to **celebrate and share innovative solutions** that schools around the country have successfully implemented to improve school health.
- The Alliance publishes a **monthly newsletter filled with stories illustrating the successes** of our schools.
- The Alliance also works with our **partners at the local, state and national level** to promote our school success stories.

Healthy Schools Resource Database

- The Alliance maintains a **searchable resource database** which contains over 1,200 resources such as curriculum, equipment, fact sheets and model programs and polices that schools can use to create healthier school environments.
- The majority of resources in the database are **FREE**, others are all low cost.
- All resources included in the database are **rigorously reviewed for accuracy**, the best available scientific information and best practices.

Member Discounts

- When low cost resources such as curriculum or equipment are included in the resource database, the Alliance works with the producers of those resources to offer **exclusive member-only discounts**.
- Member **discounts range from 15% to as much as 50% off** on some items and represent a substantial savings for member schools.



MECKLENBURG COUNTY
Health Department

E. Winters Mabry, MD
Health Director

(704) 432-3199

Tuesday, April 09, 2013

Re: Carol M. White Physical Education Program (PEP),

To Whom It May Concern:

The Mecklenburg County Health Department supports the Charlotte Mecklenburg Schools Achieve225 proposal. Our department collaborates with community partners to assure the health and safety of our diverse and changing community, working to fulfill our mission to promote and protect the public's health.

The Health Department serves in a number of roles that support this Achieve225 proposal; we are an integral partner of Charlotte-Mecklenburg Schools' efforts in keeping our students healthy and active. Our staff provides instruction, training and resources in schools and neighborhoods throughout the district. Examples include providing guidance to elementary educators in student nutrition and physical activity. Registered Dietitians and Health Educators contribute planning assistance, garden development, nutrition programming and demonstrations. Support for physical activity is provided through equipment for keeping students active and safe, services to assist in developing active behaviors and educational resources and programs to engage students in moderate to vigorous physical activity. All of these are linked to the Coordinated School Health services our staff provides in the schools. These contributions are significant and will sustain the Achieve225 programming beyond the funding schedule.

This agreement is in support of Achieve225 PEP Project and was developed after timely and meaningful consultation between the Mecklenburg County Health Department and the Charlotte Mecklenburg Schools Department of Health Education and Physical Education.

Thank you for this opportunity, we look forward to strengthening our ongoing partnership with Charlotte-Mecklenburg Schools to improve the health of our community.

Sincerely,

(b)(6)

E. Winters Mabry, MD

Earl.Mabry@MecklenburgCountyNC.gov

PEOPLE • PRIDE • PROGRESS • PARTNERSHIPS

249 Billingsley Road • Charlotte, North Carolina 28211

PR/Award # S215F130145

Page e58

April 8, 2013

To the Carol M. White Physical Education Program (PEP),

The Coordinated School Health Department supports the Charlotte Mecklenburg Schools Achieve225 proposal. The Coordinated School Health Program (CSHP) includes these eight key components. It is designed to help young people grow into healthy and productive adults by focusing on their physical, emotional, social, and educational development, kindergarten through twelfth grade. An effective school health program is a working partnership between the schools and the community which includes the parents and families. Primarily, it recognizes that health and academic success go hand in hand.

The Coordinated School Health department serves in multiple roles for the Achieve225 proposal. First, the Coordinated School Health Department is one of the rare sources of Youth Risk Behavior (YRBS) data. As one of the rare local data sources, the Coordinated School Health Department is able to offer data insights other LEAs don't have access to. Second, the Coordinated School Health Department is responsible for the School Health Teams. These teams serve at the school level and are trained to target proximal health needs according to the Coordinated School Health Model. Roles and responsibilities

The Coordinated School Health Department will make significant contributions to the Achieve225 project as evidenced in the proposal. This includes, but is not limited to:

- 1) Training and managing School Health Teams (SHT) and the Coordinated School Health Advisory Council (CSHAC)
- 2) Organizing and Proposing Policy Changes
- 3) Coordinate the School Health Improvement plan with the overall School Improvement Plan.

This agreement is in support of Achieve225 PEP Project and was developed after timely and meaningful consultation between the Charlotte Mecklenburg Schools Coordinated School Health Department and the Department of Health Education and Physical Education.

Sincerely,

(b)(6)

Nancy Langenfeld
Coordinated School Health Specialist

Phone: 980-343-6269 ■ Fax: 980-343-5896 ■ www.cms.k12.nc.us

PROGRAM SPECIFIC ASSURANCE

Agency Name: Charlotte-Mecklenburg Schools

DUNS # 0790711550000

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: **Alliance for a Healthier Generation**

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)

Signature of Authorized Representative

Director, Arts, Health & Physical Education
and PreK-12 Curriculum Support Programs
Title

Charlotte-Mecklenburg Schools
Applicant Organization

11 April 2013
Date Submitted

Charlotte-Mecklenburg Government Center
600 East Fourth Street, Fifth Floor
Charlotte, North Carolina 28202

MEMORANDUM

TO: Jane Rhyne James Chancey
Cindy Hobbs Deb Kaclik
Nancy Langenfeld Katherine Meads
Karin Dancy Stacie Levi
Anna Renfro Ron Thompson
Collette Jeffries Julie Babb
Karen Thomas Yvette Smith
Kelly Price

THRU: Sheila W. Shirley
Chief Financial Officer

FROM: Lu Ellen Richard
Executive Director of Financial Services (Contact No. 980-343-6358)

DATE: August 17, 2012

SUBJECT: 2012-2013 Indirect Costs

ACTION: Implementation of Rates

The Indirect Cost Rates for 2012-2013 are as follows:

Restricted Programs	2.187%
Non-Restricted Programs	11.918%

The restricted rate can be applied against all grants operating with “supplement but not supplant” restrictions in the bylaws. Examples of restricted grants are IASA Title I programs, ESEA Title VI programs, and IDEA VI-B programs. The non-restricted rate can be applied against all grants without the above restrictions in the bylaws. The Federal Child Nutrition program is an example of a non-restricted grant.

If you have any questions, please contact Lu Ellen Richard at 980-343-6358.

cc: Executive Staff
Dennis Covington
Andrea Gillus-Jackson

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

Charlotte-Mecklenburg Schools will be committing certified professional expertise and abundant resources to support, enhance and supplement the proposed *Achieve 225* Physical Education Project. The three year proposed Project Coordinator and Independent Evaluator will be supervised by the CMS Health and Physical Education Specialist and the CMS Arts, Health and Physical Education and Pre-K12 Curriculum Support Director, respectively. The Physical Education Assistants will be managed by the school Principal and Assistant Principal while support will be provided by the CMS Physical Education Resource Teacher. The Arts, Health and Physical Education and Pre-K12 Curriculum Support Executive Administrative Assistant, participating school administration, and the CMS Accountability Department will offer additional support and guidance to insure successful implementation of the project. Office space, furniture and utilities for the Project Coordinator will be provided by the school district.

Federal Funds

1. Personnel

Project Coordinator - a full time, 12-month position for each year of the grant. The Project Coordinator will oversee and manage the full implementation of each project component. This includes teacher trainings, teacher and assistant communication and maintenance of proper and timely data collection as well as other duties to ensure smooth project evaluation operation. Position qualifications will be preferred master's degree with 5-10 years of teaching experience and preferred prior experience using fitness testing in K-12 and physical education curricula. Figured at \$53,206 with 2.5% annual salary increases based on performance.

Physical Education Assistants (six 10-month positions in each of the 3 grant years) – the Physical Education Assistants will be used to further understand the personnel impact on implementing high quality physical education and influencing physical activity levels. These assistants will serve as facilitators and managers during physical activity time supervised by a certified physical education instructor. This role will support classroom teachers in executing the physical education plans. The purpose of utilizing physical education assistants in this role is to 1) gather data to share with district leaders on the impact of physical education assistants and 2) to minimize cost over the life of the grant. This position is to ensure a safe, caring, physically active environment. Position qualifications will be preferred undergraduate in physical education or allied health related field, plus instructional experiences. Figured at the usual CMS rate for teacher assistants at \$30,148 with 2.5% annual salary increases.

Substitute Pay – Lead Teachers, 3 per school for schools in their first year of project participation (1 physical educator, 2 classroom teachers), one day initial training; the Project Narrative outlines the need for professional development for initial training. Figured at the current CMS rate for a certified substitute is \$90 per day per lead teacher.

2. Fringe Benefits

Fringe benefits for the Project Coordinator, Assistants, and Substitute pay are established and listed according to CMS Human Resources guidelines (2012-13) to include FICA at 7.65% of salary costs, Employer's Retirement Cost at 14.23% of salaries, Workers' Compensation at .5% of salary cost, and Health and Life Insurance at \$5,202 annually. A total of \$89,091 is requested in year one; \$90,401 and \$91,545 in years two and three, respectively.

3. Travel

Washington D.C., Project Director's Meeting: Travel (flight - \$400, ground transportation - \$75); lodging (hotel - \$210); and per diem (\$57 for one night and one day projected at CMS rates) totals approximately \$742 per project year to send the Project Coordinator each year of the project.

Washington D.C., OSDFS Conference for 2 people, three days: Travel is figured at \$400 for the flight and \$75 for ground transportation; lodging at \$210/night; and CMS per diem of \$37.50. Total annual cost for this conference participation is projected at \$1,940 for each year of the project. These meetings are required to get specifications and guidelines needed for project implementation.

AAHPERD Convention, 2 personnel for 4 days: Costs are projected at \$600 for the flight, \$75 for ground transportation, \$210 per night for lodging, and the CMS per diem of \$37.50. Total annual projected travel cost for this convention is \$2,835.

Additional National Conference/Institute: As outlined in the section regarding professional development, CMS will send four people each an additional National Conference or Institute. Costs are projected at \$600 for the flight, \$150 for ground transportation, \$210 per night for lodging, and the CMS per diem of \$37.50. Total annual projected travel cost for this convention is \$6,660 in each year of the project.

4. Equipment

The equipment to be purchased, when combined with adequate training, provides the platform for expanding physical education into the HAC time. Teachers and students will utilize this equipment as the tool to achieve moderate to vigorous physical activity levels during HAC time. The purpose of this equipment serves multiple roles. First, the equipment provides the basis for the activity areas and the Fitness Adventure Course (FAC). The equipment matches our need for expanding high quality physical education according to the Achieve225 plan. Second, the heart rate monitors and pedometers work to inform the Achieve225 leadership while also motivating students to be more active. Finally, this equipment provides the resources aligned to the design of the proposal. Cost estimates are based on current figures from equipment providers.

Physical Education equipment will be purchased for each school. This equipment builds upon the physical education curriculum and will provide for a greater number of students

meeting and exceeding both national and state standards. Each school has been targeted for \$10,000 of support in this area.

The physical education equipment is essential to the development of both fitness skills and moderate to vigorous physical activity. Organizational equipment (markers, hurdles, cones, etc) will support the FAC. Each station along the FAC will align to the physical education provisions to maximize the skill development across the student population. Cones and shoulder folders will provide the stations using printed materials from the curriculum and lead teachers. Spot markers, stopwatches, jump ropes, jump bands, hurdles, fitness cubes, rhythm elements, bean bags and exercise bands round out the provisions for improving fitness skills and physical activity on the FAC. A well organized FAC will also assist in delineating the activity areas. The sport skill specific equipment (ball, flying disk, hockey, etc) will provide for the development of fitness. Sport specific equipment aligns to the current curriculum and builds the physical education standards into HAC time. This equipment includes balls, basketballs, bowling pins, flags, football, hockey, paddles, parachutes, scrimmies, softballs and volleyballs. Students will become more competent movers which scaffolds their confidence to engage in more frequent and diverse physical activities.

This equipment also reflects a depth of motor skill variety and supports the design for enhanced physical, mental, social and emotional development for every student. Equipment for the FAC works with the curriculum to develop essential motor skills in a supportive social setting. The activity area equipment also provides for a range of motor skill development while also working with the curriculum to develop social and emotional components. Activity areas utilize equipment in small sided game settings with simple rules and maximum moderate to vigorous physical activity.

Recess organizational stencils are a creative, low cost element to support nutrition education and physical activity. These stencils are integral to the FAC offerings. Stencils will develop nutrition skills through interacting with the stencils using a combination of embodied cognition and environmental print. This integrated approach targets the need identified in our HECAT.

Storage of Equipment

\$1,600/school for bags and carts to store and transport of equipment.

Fitness Adventure Course

Fitness Equipment- \$1,250/school – spot markers, shoulder folders, jump ropes, jump bands, resistance bands, and hurdles/ school to create optional spaces for activity choice.

Sports/Games Equipment

\$4,000/school for Basketball, Flying Disks, Football, Hockey, Softball, Tennis, and Volleyball equipment will provide enough equipment for increased participation for classes of 25+ students and multiple groups participating at one time.

Group Activity Equipment

\$2,000/school, Balls, hoops, paddles, parachutes, scoops, scrimmies, bean bags

Space/Field Organization

\$1,150/school- markers and cones for space delineation for safety as well as games and activity choice.

Heart rate monitoring systems will be purchased for each school. These systems will provide information for teachers on student progress and important real-time feedback for students. Funding is figured at \$1,000 per school. Students will be able to track and monitor individual improvement as they develop and maintain individualized fitness goals.

Pedometer systems will be purchased for each school. These systems are mandatory for the grant and will be used to obtain a great understanding of physical activity levels. Funding is figured at \$900 per school.

Recess Organizational Markings will be used to combine nutrition education with high quality, engaging physical activity resources. This component is essential to providing for the broadest spectrum of activity for each student. This cost is figured at \$550 per school.

Lead PE teachers, Physical Education Assistants (where applicable) and School Administration (Principal / Assistant Principal) at each school will be responsible for the maintenance and security of all items.

5. Supplies

Supply expenses include office supplies needed to collect and maintain data on all students. The Health and Physical Education Specialist will work with the Project Director to determine the materials and supplies needed and will purchase through the CMS purchasing office in compliance with state and district procurement procedures and policies. The cost is projected to be \$2,975 for the initial year. Subsequent years will be provided by the district.

Data Collection/Instructional Support Devices have been figured at \$500 per lead physical educator. This resource will be used to connect teachers with the curriculum, collect data measures (i.e. fitness, heart rate etc) and support instruction. PE teachers at each school will be responsible for the maintenance and security of these items

A computer device will be provided to the Project Coordinator. This device will be selected based on the Coordinator's needs and will be used to support the implementation, evaluation and maintenance of the grant. Costs are figured at \$2,500.

6. Contractual

Independent Evaluator – will be responsible for comprehensive tool calibration and proper administration in the use of measuring devices. This includes data processing and incorporation of the district's data management plan. The independent evaluator will also report measurement statistics to the Arts, Health and Physical Education Director. Requested funds were figured at \$21,000 contracted in each of the 3 years of the project.

7. Construction

There are no construction costs allocated for this project.

8. Other

AAHPERD Convention Registration, 2 personnel: The cost for AAHPERD registration is \$295 per person.

Additional National Conference/Institute, 4 personnel: Average cost for tuition is figured at \$400 per person. Four people will be trained for a total cost of \$1,600 per year.

CMS Accountability Department: Provide support for collection and analysis comparing student data (e.g., end of grade test scores, absences, in-school suspension days, out-of-school suspension days, demographic information) to fitness levels (muscular strength, muscular endurance, cardiovascular endurance, flexibility) and body mass index (BMI). The cost for this will be \$4,350 in each project year.

9. Total Direct Costs

The yearly totals of project direct costs are \$540,239 in year one; \$532,432 in year two; and \$420,594 in year three.

10. Indirect Costs

The Indirect Costs are applied to project Total Direct Costs less Equipment Costs in each year at the CMS approved restricted rate for the 2012-13 fiscal year of 2.187%: year one - \$8,275, year two - \$8,105; year three - \$8,109.

11. Training Stipends

Training Stipends will be for Lead Physical Education Teachers and selected classroom teachers at each school. These teachers will have additional responsibilities that will justify additional compensation. These stipends are figured at \$1,750 per lead teacher at schools with a Physical Education Assistant per year and \$3,000 per lead teacher at those schools without a Physical Education Assistant. An additional \$1,500 has been allocated for classroom teachers at each school. These stipends will be based on the completion of assignments and responsibilities associated with the project.

12. Total Costs

The total amounts requested in each of the three project years is \$599,514 in year one; \$650,037 in year two; and \$556,203 in year three. The total project request is \$1,805,754.

Non-Federal Expenses

1. Personnel

In-kind personnel expenses are based on the current CMS salary schedules for the Director of Arts, Health & Physical Education, and PreK-12 Curriculum Support Programs (5% time to be dedicated to this project), the Health and Physical Education Specialist (15% time) and the Health and Physical Education Department Resource Teacher (25% time), all of whom are certified and licensed. Additional support will be provided by the Executive Admin for Arts, Health & Physical Education, and PreK-12 Curriculum Support Programs (10% of time). Annual increases of 2.5% are calculated in years two and three. The anticipated cost each year is \$31,900, \$32,698 and \$33,515 respectively.

School Administration is vital to the implementation and outcomes with this project. Their Principals (5% at \$77,000 annual salary) and Assistant Principals (2% at \$67,000 annual salary) at each participating school will be responsible for the instructional and managerial tasks associated with this project. This time includes reporting and support for the implementation and management of processes and personnel.

2. Fringe Benefits

Fringe benefits for the Arts, Health and Physical Education Director, Health and Physical Education Specialist, Health Resource Teacher and Principals are established and listed according to CMS Human Resources guidelines (2012-13) to include FICA at 7.65%; Employer's Retirement Cost at 14.23% of full-time salaries; and Workers' Compensation at .5%. Health and Life Insurance costs for the dedicated time of the three PE administrative positions are prorated by the percentage of time dedicated to this project annually, projected at \$5,202. Although these costs will be incurred in year one of the project, only the years two and three costs will be used for the project in-kind match.

3. Travel

Mileage for one trip per school per year for each of the Arts, Health and Physical Education Director, the Specialist and Resource Teacher is provided. This figure is calculated based on total miles to each of the initial year schools (269), total schools involved for each to make one trip at the state-established reimbursement rate of fifty-five cents per mile.

These figures are purposefully underestimated as current staff makes multiple trips to multiple schools every week.

4. Equipment - None budgeted.

5. Supplies

The needs for office supplies in years two and three of the grant will be incurred by CMS. This step will provide district resources to meet the needs of managing and maintaining the grant processes.

6. Contractual - None budgeted.

7. Construction - None budgeted.

8. Other

CMS provides on-going professional development district-wide and has recently purchased new fitness reporting software. The professional development is figured at \$200 per teacher at a rate of twice per year. Initial year match is \$6,000 with \$12,000 and \$14,400 in subsequent years. This figure does not include the additional provisions from the Health and Physical Education Department or school based opportunities available.

The fitness reporting software is a ratio of the total cost relative to the participating schools. This is the initial year of the software for CMS and figures out to \$1,219 ($\$14,999 \times$ number of PEP schools : total number of schools in district) for the first year with updates costing \$163 and \$213 in subsequent years.

9. Total In-Kind Direct Costs

The total in-kind direct costs to be used for project match are \$108,364 in year one; \$241,465 in year two; and \$274,287 in year three.

10. Indirect Costs - None budgeted.

11. Training Stipends - None budgeted.

12. Total In-Kind Costs

(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

Charlotte-Mecklenburg Schools

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	237,606.00	243,459.00	247,027.00			728,092.00
2. Fringe Benefits	89,091.00	90,401.00	91,545.00			271,037.00
3. Travel	12,177.00	2,682.00	2,682.00			17,541.00
4. Equipment	161,850.00	161,850.00	49,800.00			373,500.00
5. Supplies	11,975.00	6,500.00	2,000.00			20,475.00
6. Contractual	21,000.00	21,000.00	21,000.00			63,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	6,540.00	6,540.00	6,540.00			19,620.00
9. Total Direct Costs (lines 1-8)	540,239.00	532,432.00	420,594.00			1,493,265.00
10. Indirect Costs*	8,275.00	8,105.00	8,109.00			24,489.00
11. Training Stipends	51,000.00	109,500.00	127,500.00			288,000.00
12. Total Costs (lines 9-11)	599,514.00	650,037.00	556,203.00			1,805,754.00

***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: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.19 %.

(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 Charlotte Mecklenburg Schools	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:
	Debra		Kaclik	

Address:

Street1:	700 E. Stonewall Street
Street2:	
City:	Charlotte
County:	Mecklenburg
State:	NC: North Carolina
Zip Code:	28202
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
980.343.2658	980.343.5011

Email Address:

debra.kaclik@cms.k12.nc.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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