

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 # S215F130150

Grants.gov Tracking#: GRANT11378843

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:

Newport Independent Schools

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

61-6001336

* c. Organizational DUNS:

0609195600000

d. Address:

* Street1:

301 East 8th Street

Street2:

* City:

Newport

County/Parish:

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

41071-1963

e. Organizational Unit:

Department Name:

Grants Dept.

Division Name:

Grants Dept.

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

Prefix:

Mr.

* First Name:

Paul

Middle Name:

Letcher

* Last Name:

Baker

Suffix:

Jr.

Title:

Newport Schools Grants Coord.

Organizational Affiliation:

Newport Independent Schools

* Telephone Number:

859-292-0552

Fax Number:

859-292-3049

* Email:

paul.baker@newport.kyschools.us

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

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

13. Competition Identification Number:

84-215F2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

F.I.T. for Life 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Paul Baker</p>	<p>* TITLE</p> <p>Newport Independent Schools Grants Coordinato</p>
<p>* APPLICANT ORGANIZATION</p> <p>Newport Independent Schools</p>	<p>* DATE SUBMITTED</p> <p>04/11/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

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

Title: Telephone No.: Date:

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

PR/Award # S215F130150

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_Response.pdf

Add Attachment

Delete Attachment

View Attachment

**General Education Provision Act
(GEPA) Section 427**

Newport Independent Schools has taken steps to ensure equitable access and participation in all activities and programming within the school system for students, parents, teachers and other beneficiaries with special needs.

Likewise, steps shall be taken to ensure continued equitable access, without regard to race, gender, national origin, color, disability, or age throughout (and beyond) implementation of the F.I.T. for Life Project.

Relative to Section 427 GEPA, of the six types of barriers the section statutorily highlights, as related to the F.I.T. for Life Project, local circumstances instruct only one may provide significant impediment to full participation by students attending the program's four targeted (Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

National race:

With a growing Latin-American population within the City of Newport, issues surrounding linguistic differences may prove as barriers to full F.I.T. for Life Project student participation.

Suggested remedies:

- ✓ Provision for all F.I.T. for Life-produced brochures, flyers, etc. to be reproduced in both Spanish and English.
- ✓ Purchase of bi-lingual print and *e*-books and associated resources.
- ✓ Connect bi-lingual families with Newport Schools' English/Spanish translator.
- ✓ Connect bi-lingual students to services provided thru Newport Schools' ELL Coordinator.

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 Newport Independent Schools		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: Paul	Middle Name: Letcher
* Last Name: Baker	Suffix: Jr.	
* Title: Newport Independent Schools Grants Coordinator		
* SIGNATURE: Paul Baker	* DATE: 04/11/2013	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Background. Newport Independent Schools is located in Newport, Kentucky, directly across the river from Cincinnati, Ohio. An inner-city school district, nearly 90% of our students are eligible for free/reduced lunch. Although “hard numbers” are difficult to grasp, about 30% of our students are legally considered homeless. Nearly 25% live in subsidized housing.

Other numbers are equal cause for alarm. Recently-collected data surrounding fitness levels of our students signal a priority need for a new and innovative approach in engaging them in increased physical activity and healthier eating. Utilizing the Presidential Youth Fitness Program assessments, “randomized” BMI data involving 244, 8- thru 16-yr.-old students showed large numbers of our students are at “Health Risk.” Still other data show large numbers are either at “Health Risk” or “Need Improvement,” as measured by the five other nationally-recognized performance measures.

As such, the F.I.T. for Life Project is designed to re-conceptualize piecemeal and fragmented approaches to Physical Education and Health/Nutrition instruction, including implementation of aligned, standards-based K-12th grade PE and Health curricula, program-specific professional development for PE/Health teachers, afterschool fitness- and nutrition-focused clubs, and equipment upgrades.

Goals, objectives/activities:

Goal A: Promote and inspire lifelong healthy eating habits.

Objective 1: To provide high quality instruction and enriching experiences that ensure students comprehend that proper nutrition is essential to growth and development.

Goal B: To develop, expand and improve the physical fitness education program in order to address KY state standards and provide fitness opportunities outside the school day.

Objective 1: To provide fitness education and assessment to help students understand, improve, or maintain their physical well-being.

Objective 2: To provide instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.

Objective 3: To provide development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.

Objective 4: To provide opportunities to develop positive social and cooperative skills through physical activity participation.

Objective 5: To provide opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Number of participants to be served and locations of proposed sites. If funded, the F.I.T. for Life Project will serve 1,850 K thru 12th-grade students attending Newport Independent Schools: Newport Primary School (K-2nd grades); Newport Intermediate School (3rd-5th grades); Newport Middle School (6th-8th grades); and Newport High School (9th-12th grades).

Applicable priorities:

- Absolute priority: The proposed meets the “absolute priority” for the grant program, in that, the project design includes activities and other services focused on: (1) instruction in healthy eating habits and good nutrition and (2) the six physical fitness activities as defined by the grant program’s absolute priorities.
- Competitive Preference Priority 1: The proposed project will “provide services” for students attending Newport High School—identified in March 2011 as a “persistently low-achieving school.” As such, Newport Schools wishes the U.S. Dept. of Education to consider awarding the proposal (3) three competitive preference priority points under Competitive Preference Priority 1.
- Competitive Preference Priority 2: The proposed project includes partnerships involving: three Community-Based Organizations (Green Umbrella, Henry Hosea House and Northern KY University, College of Education and Human Services); a local government (Office of City Manager, City of Newport, KY); a local public health entity (Northern KY Independent District Health Dept.); and the LEA food services dept. (Newport Schools’ Food Services Dept.). As such, Newport Schools wishes the U.S. Dept. of Education to consider awarding the proposal (2) competitive preference priority points under Competitive Preference Priority 2. *For a detailed review the project partners’ levels of commitment to the success of program, please see Attachments 1-4.
- Invitational Priority 1: The project is purposefully aligned with the White House’s *Let’s Move!* initiative’s seven “design filters” as outlined in the grant program application.
- Invitational Priority 2: Referenced above, the proposed project will provide services for students attending Newport High School—identified in March 2011 as a “persistently low-achieving school.” As part of that identification, Newport High School also has been identified as a “priority school” by the KY Dept. of Education. Two years prior, Newport Middle School (also a project-served school) was identified as a “priority school.”

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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PART 1A: NEED

Newport Independent Schools is located in Newport, Kentucky, directly across the river from Cincinnati, Ohio. An inner-city school district, nearly 90% of our 1,850 students are eligible for free/reduced lunch. The district's transient rate annually exceeds 34% and is amongst the highest across the state. Although "hard numbers" are difficult to obtain, it is estimated about 30% of our students are legally considered homeless. Nearly 25% live in subsidized housing.

Other numbers are equal cause for concern. Indeed, recently-collected data surrounding the fitness levels, physical activity and eating habits of our students signal a priority need for a new and innovative approach in engaging them in increased physical activity and healthier eating. Involving 242 students—ages 8 thru 16—results of the Presidential Youth Fitness Program assessments revealed large numbers of our students are at "Health risk" or "Need Improvement," while significantly fewer tested in the "Healthy Fitness Zone."

Reflecting aggregated mean scores, results of the assessments showed:

- Girls, age groups 8, 9, 11, 12, 13, 14, 15 and 16, were at "Health Risk" using BMI measures. No age group of female students met the "Healthy Fitness Zone."
- Boys, age groups 11, 13, 15 and 16, were at "Health Risk" using BMI measures. Age groups 8, 9, 10, 12 and 14 "Need Improvement." No age group of male students met the "Healthy Fitness Zone."
- Girls, age groups 10, 11, 12, 13, 14 and 15, were at "Health Risk" using the PACER test. *No standard has been established for age groups 8 and 9.
- Girls, age groups 8, 9, 10, 11, 13, 14, 15 and 16, performed in the lower half of standard range using the trunk-lift test. Age group 12 failed to meet standard.
- Boys, age groups 7, 8, 9, 11, 12, 13, 14 and 16, performed in the lower half of standard range using the trunk-lift test. Age group 10 failed to meet standard.
- Girls, age groups 8, 15 and 16 failed to meet standard using the curl-up test.

For a detailed review of the data, please see Attachment 6.

Involving 376, 4th- thru 11th-grade students, key results of a March 2013 "Student Activity and Nutrition Survey" revealed:

- 53.7% ate vegetables only 1-3 times during the past seven days.
- 38.3% ate fruit only 1-3 times during the past seven days.

- 56.1% did not eat a green salad during the past seven days.
- 75.5% ate potatoes only 1-3 times during the past seven days.
- 55.3% did not eat carrots during the past seven days.
- 48.9% reported there are “never,” “rarely” or only “sometimes” fruit/vegetables in the refrigerator.
- 23.7% reported they do not get enough to eat and are “sometimes hungry.”
- 7.7% reported most days they are “often hungry” and do not get enough to eat.
- 2.9% reported they are “hungry every day” and do not get enough to eat.
- 37% reported they spend 4 or more hours each day watching TV, on the Internet or playing video games.
- 36.7% reported they were active a total of 60 minutes per day only three days during the past seven days.
- 38% reported they are not involved in after school activities, including sports.
- 18.4% reported are “often” or “always” sick.
- 29.5% reported they are “unhappy” with their weight. 12.8% declined to answer the question.

For a detailed review of the survey data, please see Attachment 7.

Of course, results of the self-assessments are most troubling... and point to gaps and weaknesses in local services, infrastructure and opportunities, as they relate to physical fitness and nutrition.

At the community level, as referenced, the City of Newport is a high-poverty, urban area in which few (*affordable*) physical fitness activities exist for youth to participate in year-round (such as soccer, tennis, golf or swimming). There are some community-sponsored sports activities (e.g., Campbell Co. Boys & Girls Club), but relatively few of our students participate. One small park containing playground apparatus is located in the city’s West End—the geographic area from the majority of our students are drawn.

Relative to nutrition, as noted in an *Associated Press* article, “The working poor often have no time for cooking, little money to buy fresh vegetables, and a long walk to the nearest supermarket with a good produce section. Researchers are finding that they’re also most likely to suffer from obesity, which often leads to diabetes (*Cincinnati Enquirer*, March 4, 2004). This is an accurate description of the plight of many low-income Newport families. Indeed, the city’s West End

often, has been called a “food desert” and contains a number of “convenient stores” selling beer, cigarettes and lottery tickets.

While Newport Independent Schools is undergoing a renaissance—focusing on aligning the core content curriculum with state standards, recruiting and retaining high-quality teachers and improving instructional strategies—PE/Health instruction and supporting infrastructure have not been priority areas... and, as such, have been left unaddressed in the re-birth.

Results of a March 2013 School Health Index self-assessments confirm the above. Involving PE/Health teachers and school- and district-level administrators from across the district, areas of concern common to all four site schools included: (1) lack of targeted professional development in PE/Health, including “active strategies (2) lack of a sequential Health curriculum (3) lack of a sequential PE curriculum (4) lack of collaboration between nutrition services staff and teachers (5) inadequate fitness facilities (6) lack of access to fitness facilities outside of school hours and (7) non-fidelity to the Local Wellness Policy.

Findings from HECAT self-assessments, also conducted in March 2013, mirrored the above. In fact, due to ongoing budget constraints, K-5th grade students receive no Health education and PE instruction just once each seven days. The average PE budget allocation is only about \$525 per school for equipment repair, replacement or new purchases... this equates to just \$1.14 per student per year to maintain/enhance the PE programs ($\$525 \times 4 \text{ schools} \div 1,850 \text{ students} = \1.14 per student).

For a detailed review of HECAT and SHI scorecards for the four site schools, please see Attachments 8 and 9, respectively.

How the project will help students meet state standards as required by the grant program’s absolute priority. Derived from School Health Index (SHI) and HECAT scores and KY Dept. of

Education “program reviews,” below, Figure 1 highlights gaps and weaknesses in Newport Schools’ K-12th grade PE/Health programs and how they will be addressed:

Kentucky Dept. of Education Program Of Studies - Nutrition Standards	
<ol style="list-style-type: none"> 1. Students will understand that proper nutrition is essential to growth and development. 2. Students will understand that resources are available to assist in making nutritional choices. 	
<i>Gaps and/or weaknesses relative to state standards and 2013 School Health Index:</i>	<i>Programming to address gaps/weaknesses that so students will meet state standards:</i>
Lack of evidence-based, sequential nutrition instruction, including environmental education focused on nutrition.	Implement Health Smart curriculum to provide evidence-based nutrition education for K-12 th grade students; utilize the U.S. Dept. of Agriculture’s “Team Nutrition” program to develop a behavior-based, comprehensive plan for promoting the nutritional health of Newport Schools’ students. *To review application, please see Attachment 11.
Lack of infrastructure supporting Local Wellness Policies.	Project Advisory Council and school-based Wellness Committees will form a strong partnership to develop needed infrastructures for Wellness Policy updates and implementation; Wellness Policy will be revised utilizing WellSAT.
Lack of collaboration between food service dept. staff and teachers; lack of targeted PD for food service dept. staff and Health teachers.	Teachers and food service dept. staff will attend state and national Health conferences; Health Smart curriculum training.
Lack of <u>ongoing</u> assessment to measure student growth in meeting the KY Dept. Education’s Program of Studies nutrition standards.	Assessment team, including the project’s principal investigator (Dr. Carol Ryan, Northern KY University) will assess student growth utilizing the Youth Risk Behavior Survey nutrition questions (middle and high schools) and a project-produced assessment (elementary schools) to provide ongoing assessment of student progress.
Lack of assessment focused on nutrition education, as required for the Kentucky Dept. of Education’s newly-implemented “program reviews.”	Targeted professional development focused on nutrition education and assessment for appropriate/accurate KY Program Reviews.
Lack of school, family and community commitment to lifelong wellness.	Family Nights to introduce new foods in appealing and culturally-appropriate ways; develop school/community garden as a “Living Laboratory; develop the “Veggie Van,” a mobile fruit/vegetable truck that w/be utilized to provide Newport Schools’ students and their families daily, convenient access to fresh fruit/vegetables.
Kentucky Dept. of Education Program of Studies - Physical Education Standards	
<ol style="list-style-type: none"> 1. Students will understand that motor skills need to be refined, combined and varied in the development of specialized skills. 2. Students will understand that leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging. 3. Students will understand that regular participation in health-related physical activity supports the goals of fitness and a healthier lifestyle throughout life. 	
<i>Gaps and/or weaknesses relative to state standards and 2013 School Health Index:</i>	<i>Programming to address gaps/weaknesses so that students will meet state standards:</i>
Lack of evidence based, sequential physical	Implement evidenced-based, SPARK PE

education curriculum, *Based upon recently-conducted Presidential Youth Fitness Program assessments, large numbers of our students were categorized as being at “Health Risk” or “Need Improvement.” *None met the “Healthy Fitness Zone” based upon BMI measures.	curriculum K-12 th grades; provide before- and after-school fitness clubs to improve students’ motor skills and increase their active engagement in physical fitness activities.
Lack of student enrichment experiences to promote lifelong fitness.	Implement Extreme Outdoor Clubs, including kayaking, white-water canoeing & mountain biking
Lack of provisions and structures to support Local Wellness Policies.	Project Advisory Council and school-based Wellness Committees will form a strong partnership to develop needed infrastructures for Wellness Policy updates and implementation; Wellness Policy will be revised utilizing WellSAT.
Insufficient gym space; equipment is inadequate and outdated; students lack access to fitness facilities before/after school; after school programming does not focus on fitness and healthy eating; lack of outdoor fitness equipment.	Equipment upgrades at NMS and NHS Fitness Centers; install gym curtains to alleviate overscheduled gyms at NPS and NHS; provide before and after school health-related clubs; install outdoor fitness circuits at NPS and NIS.
Lack of school, family and community commitment to lifelong wellness.	Family Nights to promote lifelong wellness; implementation of the Walking School Bus Program at NPS and NIS (*In collaboration with the Northern KY Ind. Health Dept., a partner).
Lack of targeted professional development for PE teachers.	In addition to SPARK curriculum training, PE teachers will attend state and national Physical Education conferences .
Lack of connection between school and community to promote a healthy lifestyle.	Maximize student and family participation in “healthy lifestyles events” utilizing automated telephone messages, electronic billboards, Facebook, newsletters, etc.

Figure 1.

PART 2A: SIGNIFICANCE

System change and improvement. Based upon risk factors and results of “program reviews,” SHI, HECAT, WellSAT and student fitness/nutrition data described above, system change is imperative if Newport’s most fragile populace—its youth—are to reverse current trends of low physical activity, poor fitness and unhealthy lifestyle habits. And while change is never easy, the F.I.T. for Life Project is designed to begin a process of re-conceptualizing piecemeal and fragmented approaches to PE/Health instruction and related activities.

Currently, our four schools provide PE and Health instruction (if at all) on four opposing schedules, differing levels of fitness assessment/evaluation and disparate interpretations of

Kentucky Dept. Education PE/Health standards. There is no district-level PE/Health Education coordinator to lead our PE/Health instructors. As a result:

- Schools have developed schedules that may not reflect “best practices” in PE/Health instruction.
- Teachers have needed to make independent decisions without adherence to evidence-based curricula.
- No consistent, *ongoing* student assessment regimen exists.
- Targeted professional development has not been available to PE/Health instructors.

As remedy, the F.I.T. for Life Project offers a comprehensive, multi-faceted plan to:

- ✓ Coordinate efforts surrounding delivery of PE/Health instruction at the four site schools.
- ✓ Integrate new and existing programs and services.
- ✓ Assess student fitness on a continued/consistent basis.
- ✓ Improve our students’ ability to meet or exceed state and national PE/Health standards.
- ✓ Conduct focused professional development for PE/Health instructors.
- ✓ Sustain students’ physical fitness/wellness gains in elementary, middle and high school... and throughout their lives.

To be sure, with a reinvigorated and systemic focus on fitness, students will increase their knowledge of the importance of physical activity and strategies to get fit and stay fit. Their understanding of proper nutrition and healthy eating habits will improve also, as will their individual fitness levels and ability to meet state and national PE/Health standards.

This dramatic shift in focus will result in other system change as well, including:

- ✓ School-wide awareness (both for students *and* staff) of the importance of physical activity and proper nutrition.
- ✓ District-wide consistency through comprehensive planning.
- ✓ Community-wide commitment to lifelong wellness.

The F.I.T. for Life Project Advisory Council will be charged with securing additional resources (e.g., curricular needs, community support, etc.), as needed, to implement project activities and sustain efforts aimed at assisting students to meet or exceed state and national PE/Health standards. The Advisory Council will work closely with an independent project evaluator to

ensure data are utilized to inform decisions impacting program effectiveness. This “team approach” will serve to ensure project continuation upon termination of grant funding.¹

Magnitude of project objectives. The following project objectives will combine to produce outcomes that appreciably improve teaching methodologies and student performance levels:

1) Instruction in health eating habits and good nutrition.

Three elements of the F.I.T. for Life Project will address healthy eating habits and good nutrition: (1) instruction focused on nutrition and healthy food choices (2) provision of healthy snacks at all project-sponsored events and field trips and (3) professional development PE/Health instructors and other school staff highlighting the importance of “modeling” healthy-eating habits through foods served at school events and given as rewards. Anticipated outcomes: improved knowledge and understanding of the importance of good nutrition and changes in the types of foods served at school events and given as rewards.

2) PE/Health instruction (and ongoing assessment) to help students understand, improve and maintain their physical well being.

At the heart of the F.I.T. for Life Project design is appropriate, evidence-based PE/Health instruction (i.e., SPARK PE and Health Smart curricula). Through presentation of meaningful information focused on the various components of fitness—including cardiovascular health, physical activity, nutrition, etc.—teachers will lead students to an improved understanding of fitness and related strategies for maintaining wellness. Through incorporation of the information into all aspects of the “regular” PE/Health programs—e.g., when teaching a team/individual sport, conducting warm-up exercises—and integration into after school fitness-/nutrition-focused clubs,

¹ Meeting monthly, year-round, the Advisory Council will serve as the “steering committee” to the project and shall consist of members representing school and project staff, community partners, and perhaps most importantly, parents and age-appropriate students. The Advisory Council will be charged with:

1. Ensuring a mechanism is in place for *ongoing* student, parent and school input.
2. Establishing programming priorities and monitoring of partnership agreements.
3. Defining/redefining student and parent participation goals.
4. Implementing procedures and controls for fiscal, programmatic and monitoring review.

teachers and club coaches will lead students to understand how skills and concepts learned may be assimilated throughout their lives.

3) Instruction in a variety of motor skills and physical activities designed to enhance physical, social and emotional development for every student.

The project design includes both during-the-school-day and after school fitness activities (see pages 10 thru 13, which are expected to result in improved physical fitness as well as increased positive social/emotional skills to foster cooperation, teamwork and fair play. The resulting gains may be anticipated to constructively affect students at school, at home and in the community at-large.

As one of the pillars to the project's design, "disguised fitness" activities will be introduced to enthuse students about physical activity, and as a consequence, are expected to increase student participation levels and adherence to skills and concepts that promote lifelong wellness.

4) Development of, and instruction in, cognitive concepts surrounding motor skills and physical fitness that support a healthy lifestyle.

In support of the proposed project, Dr. Carol Ryan (the lead evaluator) also has agreed to serve as a consultant to assist K thru 12th-grade PE teachers in their implementation of the SPARK PE curriculum. As part of that effort, Dr. Ryan will assist PE staff with vertical/horizontal alignment of the curriculum and contribute to the creation of a PD schedule meeting the needs of instructors. Anticipated results include: (1) improved coordination of instruction and (2) student progress in meeting or exceeding state and national PE standards.

5) Opportunities to develop positive social and cooperative skills through participation in physical activities.

In addition to the social and cooperative benefits available to students through interactive exercise during the regular-school-day curriculum, the F.I.T. for Life Project will implement a variety of after school activities designed to increase student participation in physical activity.

This added component will serve to enhance social and cooperative benefits gains obtained during the regular school day.

6) *Opportunities for professional development for teachers of Physical Education/Health to stay abreast of the latest research, issues and trends in the field of Physical Education.*

Central to the project design is targeted attention to professional development for PE/Health instructors, similar to what is provided for teachers in other core content areas such as reading, writing and mathematics. Creation of a coordinated program of *ongoing* PD—in partnership with the Kentucky Dept. of Education and Northern KY University, College of Education and Human Services—will result in improved teaching methodology, and ultimately, increased benefits to our students. All trainings will be aligned with the KY Program of Studies and address major areas of identified needs of our PE/Health teachers.

PARTS 3A-C: PROJECT DESIGN

PART 3A: As the project’s title implies, the overarching goal of the F.I.T. for Life Project (Fitness, Instruction & Training) is to provide a new and innovative approach aimed at engaging our students in increased physical activity, healthy eating and *ultimately*, healthier lifestyles.

Upon funding, the project will result in the first comprehensive, sequential K-12th grade approach to Physical Education and Health in Newport School’s history. As outlined below in Figure 2, the six project objectives will combine to produce outcomes that appreciably improve teaching methodologies and student performance levels:

Project goals, objectives & outcomes
Mission statement: The F.I.T. for Life Project will help Newport Independent students meet state standards for physical education and promote and inspire lifelong and healthy eating habits.
Goal A: Promote and inspire lifelong healthy eating habits.
Objectives:
1. To provide high-quality instruction and enriching experiences that ensure students comprehend that proper nutrition is essential to growth and development.
Outcome: High-quality, sequential nutrition instruction and student-focused nutrition enrichment experiences during and after school.
Measures: School Health Index, student surveys, classroom-walkthrough observations, after school rosters.
Outcome: The percentage of students who consume fruit two or more times per day and vegetables three of

<p>more times per day will increase by 25%.</p> <p>Measures: Youth Risk Behavior Survey (high school) and project-produced nutrition survey focused on healthy eating habits and frequencies (elementary, middle schools).</p>	
Key Activities	Personnel Responsible
<p>Implement Health Smart curriculum (aligned with HECAT) to encourage lifelong, healthy-eating habits among K-12th grade students. *A grant-funded Health Education & Nutrition Specialist will be hired and responsible for: (1) providing health and nutrition instruction to students at the middle and high school levels (2) development of school gardens serving K thru 12th-grade students and (3) development of the “Veggie Van,” a mobile fresh fruit/vegetable truck, which will be utilized to provide K thru 12th-grade students (and their parents) convenient, daily access to fresh fruits and vegetables.</p>	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Christie Tyndall, Newport Schools Chief Academic Officer <input type="checkbox"/> Building-level principals
<p>Convene Advisory Council monthly to review analyses of all program-related data and monitor project progress.</p>	<input type="checkbox"/> F.I.T. for Life Project Director <input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> F.I.T. for Life Project Data Analyst
<p>Convene Advisory Council and School Wellness Committees on a quarterly basis to review and update the Local Wellness Policy.</p>	<input type="checkbox"/> F.I.T. for Life Project Director <input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Building-level principals
<p>Review SHI, WellSAT, PECAT, HECAT and student survey data to assess alignment/fidelity of project goals and activities to Local Wellness Policy.</p>	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Advisory Council
<p>Develop a coordinated program of professional development to include: KY Department of Education (training on HECAT); Northern KY University (training on nutrition); Health Smart curriculum training; and attendance to state and national nutrition conferences. *PD focused on “active strategies” to be provided by Newport Schools’ Chief Academic Officer).</p>	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> KY Department of Education <input type="checkbox"/> Dr. Carol Ryan, NKU professor (lead project investigator) <input type="checkbox"/> Christi Tyndall, Newport Schools Chief Academic Officer
<p>Utilize the project-coordinated school/community garden as a “Living Laboratory,” wherein students will plant, weed and literally eat the fruits (and vegetables) of their labor.</p>	<input type="checkbox"/> Health and Nutrition Education Specialist <input type="checkbox"/> Hosea House staff/volunteers
<p>Utilize the project-coordinated “Veggie Van,” which will travel to each school once per week distributing free or low-cost fruit/vegetables to students and their families. The “Veggie Van” also will be utilized to provide nutrition information to students and their families for “taste-testings,” health screenings, etc. *“Veggie Van” slated to become operational in project-year two.</p>	<input type="checkbox"/> F.I.T. for Life Project Director <input type="checkbox"/> F.I.T. for Life Coordinator <input type="checkbox"/> Henry Hosea House staff/volunteers
<p>Implement U.S. Dept. of Agriculture’s “Team Nutrition” program. *All schools committed to become Team Nutrition schools in March 2013. A copy of the school district’s application may be found as Attachment 11.</p>	<input type="checkbox"/> Building-level principals <input type="checkbox"/> Team Nutrition program leaders
<p>Family Nights to introduce new foods (featuring fresh fruit/vegetables) in appealing and culturally-appropriate ways.</p>	<input type="checkbox"/> Health and Nutrition Education Specialist <input type="checkbox"/> Building-level principals
<p>Encourage and monitor <u>ongoing</u> collaboration between food services staff and Health teachers.</p>	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Andrea Whiles, Food Service Dir. <input type="checkbox"/> Building-level principals
<p>Goal B: To develop, expand and improve the physical fitness education program in order to address KY state standards and provide fitness opportunities outside the school day.</p>	
<p>Objectives:</p>	

1. To provide fitness education and assessment to help students understand, improve, or maintain their physical well-being.
2. To provide instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
3. To provide development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
4. To provide opportunities to develop positive social and cooperative skills through physical activity participation.
5. To provide opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Outcome: Utilizing BMI measures, decrease the percentage of students assessed at “Health Risk” and/or “Need Improvement.”

Measure: BMI measures (utilizing the Presidential Youth Fitness Program Fitness Gram assessments).

Outcome: Increase the percentage of students who achieve and maintain age-appropriate cardiovascular fitness levels

Measure: PACER test (utilizing Presidential Youth Fitness Program assessments).

Outcome: Increase the percentage of students who engage in 60 minutes of daily physical activity.

Measures: Pedometer measures for students in grades K-12th and Three-Day Physical Activity Recall (3-DPAR) for students in middle and high school.

Outcome: Increase the number of students and families who participate in fitness-focused activities that support/promote a lifelong, healthy lifestyle.

Measures: Rosters and evaluations from after school clubs and Family Fun Nights.

Key Activities	Personnel Responsible
Implement SPARK PE K-12 th curricula (aligned with PECAT) to assist students in developing/refining motor skills, while also fostering a commitment to lifelong fitness.	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Christi Tyndall, Newport Schools Chief Academic Officer <input type="checkbox"/> Building-level principals
Convene Advisory Council monthly to review, analyze and monitor all data focused on project outcomes.	<input type="checkbox"/> F.I.T for Life Project Director <input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> F.I.T for Life Project Data Analyst
Convene Advisory Council and School Wellness Committees on a quarterly basis to review and update the Local Wellness Policy.	<input type="checkbox"/> F.I.T for Life Project Director <input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Building-level Principals
Review SHI, WellsAT, PECAT, HECAT and student survey data to assess alignment/fidelity of project goals and activities to Local Wellness Policy	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Advisory Council
Develop a coordinated program of professional development to include: KY Department of Education (training on PECAT); Northern KY University (training on Fitness Gram); Northern KY Independent District Health Dept (training on Walking School Bus); SPARK PE training; and PE/Health teachers’ attendance to state and national conferences. *PD focused on “active strategies” to be provided by Newport Schools’ Chief Academic Officer.	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> KY Department of Education Trainer Carol Ryan, NKU Professor <input type="checkbox"/> Northern KY Independent Health District Staff <input type="checkbox"/> Christi Tyndall, Chief Academic Officer
Increase student physical activity through development of fitness-focused venues that are fully and appropriately equipped. Grant-funded purchases to include: equipment upgrades for NMS/NHS Fitness Center and NHS Strength & Flexibility Center (to be used before/after school); gym curtains to alleviate overcrowded gyms at Newport Primary and Newport High Schools; and outdoor “fitness circuits” for use at NPS and NIS during/after school hours and	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> Summer Wellness Coordinator <input type="checkbox"/> Before and after school club Coaches <input type="checkbox"/> Joe Mangan, Facilities and Maintenance Director

throughout the summer.	
Increase the number of minutes per week for students who participate in PE to 150 minutes per week for elementary school students and 225 minutes per week for middle and high school students. *A grant-funded PE Specialist will be hired, who, in addition to providing direct PE instruction, also will (1) monitor instructional practices at the elementary and intermediate school levels and (2) review adapted K-5 PE instruction and practices to ensure compliance with school district and state-level requirements. *For a detailed review of all PE Specialist job duties, please see Attachment 16	<input type="checkbox"/> F.I.T. for Life Project Coordinator <input type="checkbox"/> F.I.T. for Life Project PE/Health Specialist
Assess students' physical activity and fitness levels utilizing the Presidential Youth Fitness Program assessments (i.e., Fitness Gram three times per year).	<input type="checkbox"/> F.I.T. for Life PE/Health Specialist <input type="checkbox"/> PE/ Health teachers <input type="checkbox"/> Dr. Carol Ryan, Northern KY University (lead investigator)
Maximize student and family participation in "healthy lifestyle events" through increased school-to-home communications (utilizing telephone messages, electronic billboards, Facebook, newsletters, etc.).	<input type="checkbox"/> F.I.T. for Life Coordinator

Figure 3.

In an effort to build capacity and maximize project programming, along with eight school district entities, the F.I.T. for Life Project also has partnered with three community-based partners (Henry Hosea House; Green Umbrella, Northern Kentucky University); Northern Kentucky Independent District Health Department; and City of Newport, KY. Maintenance of those partnerships—and cultivation of additional partners with similar missions—will be key to sustaining the project and extending results beyond the three-year grant cycle. Other strategies for continued project sustainability include:

- ✓ Building capacity of PE/Health and food services staff through cross-collaboration and on-going, job-embedded professional development.
- ✓ Through updated/reinvigorated School Wellness Plan policies, development of operational infrastructures that will be oriented toward physical activities and healthy eating/wellness.
- ✓ Fostering a “wellness lifestyle” and tradition among students (and families) that will continue throughout their lifetimes.
- ✓ Formation of a “Sustainability Sub-Committee” to the project’s advisory council.

*For a detailed review of the project partners’ levels of commitment to the success of the project may be found as Attachments 1-5.

PART 3B: As part of the design phase, the project planning team investigated a wide range of research-based instructional models, programs and practices for their effectiveness in helping

students meet state and national Physical and Health Education standards. Key examples of that inquiry are detailed below:

Following exhaustive review, the SPARK PE curriculum was selected as the basis for PE instruction across the school district (grades K-12th). Developed in 1989, the program's impacts on increasing physical education activity during PE classes and outside of school are well documented. E.g., a 1993 study involving seven schools and 995 students found students in SPARK PE classes spent 18 minutes per week being more physically active than students in the control group. After two years, the study also found girls in SPARK PE classes were superior to girls in the control group in abdominal strength/endurance and cardio-vascular endurance.² Other studies confirm those findings. A 2009 study of 51 schools and 1,469 students (in SPARK PE classes) showed BMI decreased significantly for students at or above the 85th percentile. Students also demonstrated significant improvements in self-esteem scores and indicators for lifestyle behavior.³

Using the same investigative approach, Health Smart was selected as the curriculum for Health instruction for grades K-12th. Among its many positive attributes, Health Smart:

- Targets clearly defined health-behavior outcomes.
- Supports development of protective factors and reduction of risk factors.
- Builds on the cultural strengths of students and their families to support development of health behaviors.
- Establishes healthy social norms and expectations.
- Builds on a foundation of theory-based interventions shown to be effective in shaping healthy behaviors.
- Supports students' acquisition of critical health, social and personal skills.

All Health Smart lessons have been reviewed for accuracy and reflect best practices in Health education as recommended by the National Health Education Standards, the CDC's Health

² Sallis, J. F., McKenzie, T. L., Alcaraz, J. E., Kolody, B., Hovell, M. F., & Nader, P. R. (1993). Project SPARK: Effects of physical education on adiposity in children. *Annals of the New York Academy of Sciences*, 699, 127-136.

³ Prosper, M. H., Moczulski, V. L., Qureshi, A., Weiss, M., & Bryars, T. (2009). Healthy for life/pe4me: Assessing an intervention targeting childhood obesity. *Californian Journal of Health Promotion*, 7 (Special Issue), November 16, 2009.

Education Curriculum Analysis Tool (HECAT) and the USDA MyPlate food guidance system. Each lesson addresses specific HECAT knowledge and skill expectations and identifies National Health Education Standards performance indicators, aligning the teaching more closely with what research has shown to be effective. The program also supports Common Core Standards for English and Language Arts in the areas of Reading, Writing, Speaking & Listening, and Language.

Of course, not all physical activity among school-aged youth occurs in PE classrooms. As such, the obesity epidemic has highlighted the need to improve understanding of children's physical activity patterns that might suggest interventions. Research shows children's "active commuting" to school has declined by 37% from 1977 to 1995 in the United States.⁴ And while that same type data is not collected on Newport Schools' students, anecdotal evidence suggests our students are following the national trend. Therefore, in partnership with the Northern KY Independent District Health District, the F.I.T. for Life Project proposes to institute a "Walking School Bus" program, targeting 60 K-5th-grade students.

Briefly, a "walking school bus" is a group of students walking to (and from) school each day with one or more adults (a.k.a., "school bus conductors"). And, indeed, a growing body of research is showing students participating in Walking School Bus programs have increased rates of walking to school and increased daily minutes of moderate-to-vigorous physical activity. E.g., in 2011, researchers recruited fourth-graders from eight low-income schools to participate in a Walking School Bus program. The researchers then collected data four to five weeks after the program began. At the follow-up, data showed 54% of students in the intervention group walked

⁴ Rosenberg, Dori E., Sallis, James F., Conway, Terry L., Caine, Kelli L., & McKenzie, Thomas, L. Active transportation to school over 2 years in relation to weight status and physical activity. *Obesity*. 2006;14:1771-1776.

or biked to school as compared to 32% of students in the control group who walked or biked to school.⁵

PART 3C: Exceptional challenges demand exceptional responses...and in the battle on childhood obesity, indeed, they do. While the project design includes implementation of PE and Health curricula that are research-proven to get youth more physically active and health conscious, it is recognized certain external environmental influences also impact students' wellness, including ubiquitous technology (iPads, cell phones, etc.), inter-generational poverty (approx. 90% of Newport Schools' students are eligible for free/reduced lunch) and lack of convenient access to healthy foods (Newport's West End, the area where most of our students live, often has been characterized as a "food desert," where access to healthy foods is limited... at best).

To help combat negative environmental factors (and meet the grant program's statutory intent), the design plan F.I.T. for Life Project includes three exceptional approaches to get students more physically active, while also positively impacting their decisions to adopt a healthier lifestyle:

1. School/community garden – In partnership with the Henry Hosea House (a local food pantry/ "soup kitchen" feeding low-income Newportians), the design plan includes development of a school/community garden located on a vacant plot of land nearby Newport Middle School. As envisioned, the garden will provide K thru 12th-grade students—most of whom have never witnessed the plant life cycle—a "Living Laboratory," wherein they can help plant, weed garden beds and literally eat the fruits (and vegetables) of their labor. The City of Newport, KY has agreed to serve as a partner to the project and has committed to assist the F.I.T. for Life Project in seeking additional locations where the concept can be replicated.
2. "Veggie Van" – Also in partnership with the Henry Hosea House, the design plan includes development of the "Veggie Van." Briefly, utilizing a retrofitted 32' Winnebago van (to be donated by Newport Ind. Schools), the intent of this program component is to increase the distribution of fresh fruits/vegetables to Newport Schools' students, their families and the surrounding community.⁶ As planned, the "Veggie Van" will travel weekly to the

⁵ Mendoza, Jason, A., Watson, Kathy, Barnowski, Niklas, Theresa, A., Uscanga, Doris, K. & Hanfling, Marcus, J. The Walking School and Children's Physical Activity: A Pilot Cluster Randomized Control Trial. *Pediatrics* 2011; 128:3 e537-e544, published ahead of print August 22, 2011, doi:10.1542/peds.2010-3486.

⁶ Already in the initial developmental stages, in partnership with the Henry Hosea House, Newport Ind. Schools has secured a \$35,000 planning grant from the Health Foundation of Greater Cincinnati to further develop the "Veggie Van" concept. If the plan

district’s four schools and distribute fresh fruits/vegetables at free or nominal cost and introduce youth (and their families) to new and different foods they may not have access to at home. As a collateral benefit, the “Veggie Van” will provide the ideal vehicle to also provide free health screenings, “taste-testings,” etc. *PEP grant funds will not be used to purchase fruits and vegetables.

3. Extreme Outdoor Clubs – Multiple research has affirmed that outdoor recreational activities help prevent physical health problems such as obesity and heart disease, as well as social, emotional, and academic challenges common among low-income, disadvantaged youth living in urban areas.^{7,8,9} However, again, it is recognized competing demands for youth’s attention (and commitment) is great. As such, in partnership with Green Umbrella—a Cincinnati non-profit group dedicated to environmental sustainability—the design plan also includes implementation of Extreme Outdoor Clubs, including kayaking, white-water canoeing, mountain biking, etc. Through implementation of these “extreme” sports clubs, the intent is get youth moving towards a long-term, healthy lifestyle... by whatever means necessary.

*A detailed review of the project partners’ levels of commitment to the success of the project may be found as Attachments 1-4.

Plans for integrating Program Specific Requirements 2, 3, 4, 5 and 7 into the grant program.

With respect to plans for integrating Program Specific Requirements into the grant program, the chart below outlines clear and specific plans for coordinating all requirements:

Plan to integrate Program Specific Requirements	
Activities	Outcomes
Develop, update and enhance physical activity policies and food- and nutrition-related policies. (Requirement 1)	Policies reviewed and updated using WellSAT (Wellness School Assessment tool). *All policies will be monitored on a continued basis and implemented with fidelity.
Align F.I.T. for Life procedures and policies with the district’s Local Wellness Policy. (Requirement 2)	Local Wellness Policy reviewed and updated using WellSAT. *All policies will be monitored on a continued basis and implemented with fidelity
Align F.I.T. for Life programs and services to local, state and federal	F.I.T. for Project programs/services aligned to: (1) Coordinated School Health Program (2) newly- implemented

is acceptable, the intent is to apply for a larger grant (\$100,000) from the Health Foundation to fund the “Veggie Van.” As such, minimal Carol M. White Foundation grant dollars are anticipated to be expended, however, oversight of the “Veggie Van” will be part of the project-funded Health & Nutrition Education Specialist’s job duties. See Attachment 14 for a detailed job description.

⁷ Brownson, R.C., Baker, E.A., Housemann, R.A., Brennan, L.K., & Bacak, S.J. (2001). Environmental and policy determinants of physical activity in the United States. *American Journal of Public Health, 91*(12), 1995-2003.

⁸ Gordan-Larsen, P., McMurray, R., & Popkin, B. (2000). Determinants of adolescent physical activity and inactivity patterns. *Pediatrics, 105*(6), 424-430.

⁹ American Recreation Coalition (ARC). (2000). *Outdoor recreation in America 2000: Addressing keysocietal concerns*. Washington, D.C.: Roper Starch. Retrieved Jan. 22, 2002, from <http://www.funoutdoors.com/Rec00/>.

initiatives. <i>(Requirement 3)</i>	Team Nutrition program (3) Alliance for a Healthier Generation program (4) 21 st -Century Community Learning Center program and (4) district Family Resource and Youth Services Centers. *Plan to implementation of the USDA’s Healthier US Schools Challenge, at Newport Primary School.
Align PE/Health curricula and student utilization of grant-funded equipment to PEP grant Absolute Priority. <i>(Requirement 4)</i>	Implement evidence-based SPARK PE curricula K-12 th and Health Smart curricula K-12 th ; student use of grant-funded equipment in compliance with PEP grant Absolute Priority guidelines.
Increase transparency and accountability of the grant program using multiple modes of communication & feedback tools. <i>(Requirement 5)</i>	GPRA measures collected and communicated to all stakeholders utilizing Facebook, school/district websites, school/district newsletters, etc.
Program reviews using PECAT (Physical Education Assessment Tool) and HECAT (Health Education Assessment Tool). <i>(Requirement 6)</i> Align project goals with identified needs based upon School Health Index (SHI) findings. <i>(Requirement 6)</i>	Updated PE/Health education curricula utilizing PECAT and HECAT. *Training provided by Kentucky Department of Education. Project goals aligned to identified needs utilizing SHI improvement plans.
Develop a “procurement management plan,” clearly identifying the necessary steps and responsibilities for procurement of program materials and contracted services. <i>(Requirement 7)</i>	Purchases of grant-funded equipment aligned to the curricular components of the proposed program. *Detailed in Budget Narratives for Project Years 1, 2 &3.

Figure 4.

PART 4A: ADEQUACY OF RESOURCES

As outlined in the Budget Summary and detailed in the Budget Narrative pages to this proposal, there is a clear connection between proposed project activities and anticipated results and benefits. With a Year-One funding request of \$483,424—coupled with \$82,825 of in-kind contributions from eight school district entities, three community-based organizations, the local health department and City of Newport, KY—sufficient fiscal resources have been allocated to support successful implementation of the plan. *For a detailed review of project partners’ contributions to the success of the project, please see Attachments 1-4: Partnership Agreements.

The cost per client served is calculated to total \$252 and reasonable in relation to the wide array of fitness- and nutrition-focused activities to be offered to students and their families (1,850 non-duplicated students + 400 non-duplicated family participants ÷ by \$566,249 = \$252).

Key line-item appropriations for project year-one include:

Evidence-based curricula:

- ▶ \$46,351 for costs associated with purchase of SPARK PE curriculum and equipment packages for K-2nd, 3rd-5th, 6th-8th and 9th-12th grade students.
- ▶ \$4,731 for costs associated with purchase of Health Smart curriculum for K-6th grades, and middle- and high school-level students.

Standards-based professional development:

- ▶ \$3,500 for costs associated with SPARK PD for three school district PE teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools) and four grant-funded staff.
- ▶ \$3,500 for costs associated with Health Smart PD for four school district PE/Health teachers and four grant-funded staff.
- ▶ \$2,000 for costs associated with PECAT and HECAT assessment training for four school district PE and Health teachers and four grant-funded staff.
- ▶ \$5,785 for costs associated with registration fees/travel for Food Services Dept. staff attendance to one national and one regional school nutrition training.

Independent project evaluation:

- ▶ \$7,000 for costs associated with an independent project evaluation (Dr. Carol Ryan, Associate Dean, Northern KY University College of Education & Human Services).

Out-of-school time fitness- and nutrition-focused clubs:

- ▶ \$7,200 for costs associated with club coaches (serving grades K-12th).
- ▶ \$5,250 for costs associated with NMS and NHS Fitness Center Club sponsors.
- ▶ \$4,950 for costs associated with Extreme Outdoor Adventure Clubs (student fees for kayaking, archery, hiking, etc.).

Equipment supporting physical activity, fitness/nutrition instruction and after school clubs:

- ▶ \$44,540 for costs associated with two outdoor fitness circuits serving K-2nd and 3rd-5th grade students.
- ▶ \$27,735 for costs associated with re-development of the Newport High School Fitness Center.
- ▶ \$5,000 for costs associated with equipment and related supplies supporting after school clubs (archery equipment, Cooking Club supplies, etc.).

School/community garden:

- ▶ \$26,200 for costs associated with development of a school/community garden, which will serve K-12th grade students as the “The Living Laboratory” (plants, soil/fertilizers, gardening implements, etc.).

PART 5A: MANAGEMENT PLAN

Program oversight, ensuring deliverables will be on time and within budget.

Diane Hatfield, Newport Schools’ Curriculum Coordinator, will provide district-level oversight to the proposed program. A long-time district-level administrator, Ms. Hatfield has vast experience in overseeing/implementing grant-based programs, including serving as the Project Director for Newport Middle and Newport High Schools’ School Improvement Grants (co-author);

Project Director for Comprehensive School Reform Grant for Holmes Junior High (Covington Ind. Schools, KY); and Project Director for Professional Development & Implementation Reading Grant for Holmes Junior/Senior High Schools (Covington Ind. Schools, KY).

In her role as F.I.T. for Life Project Director, Ms. Hatfield's administrative responsibilities will include:

1. District-level oversight of the planning and implementation of all project programs and activities.
2. Fiscal oversight, including monitoring of all program-related expenditures by the Program Coordinator.
3. Serving as a liaison between the Program Coordinator, and the four site schools and Newport Board of Education.
4. Ensuring preparation of monthly reports detailing the number of persons served, progress made towards stated objectives and any obstacles encountered toward that end.

It is projected Ms. Hatfield will work directly with the program an average of five hours per week x 37 weeks during the regular school year. A detailed resume for her may be found as Attachment 12.

Day-to-day implementation and oversight of the proposed project—including all program-related expenditures—will be the responsibility of a full-time, grant-funded Program Coordinator.

As a job requirement, the Program Coordinator shall possess at least a Bachelor's degree (PE/Health certification preferred), with documented competence in providing fitness and nutrition instruction.

Primary job responsibilities to include:

1. Day-to-day oversight of the planning and implementation of all project programs and activities.
2. Development of a "cost management plan," defining how costs for the project will be managed throughout the project's lifecycle. At minimum, the plan will include the format and standards by which project costs are measured, reported and controlled.
3. Development of a "schedule management plan," providing a general framework for the approach which will be taken to create a refined project schedule. The plan will include the scheduling tool/format, schedule milestones, and schedule development roles and responsibilities.

4. Development of a “procurement management plan,” clearly identifying the necessary steps and responsibilities for procurement of program materials and contracted services.
5. Development of a “resource calendar,” identifying key resources needed for the project and the times/durations they will be needed.
6. Development of a “public relations plan,” to include steps and responsibilities for community outreach to students and their parents.
7. Conducting assessments and administering other evaluative instruments.
8. Analyzing student data and other pertinent information to determine the program impacts.
9. Preparing monthly reports detailing the number of students/families served, progress made towards stated objectives and any obstacles encountered toward that end.
10. Implementing procedures and controls for fiscal, programmatic and monitoring review, with requisite reports submitted monthly to the host schools' Site-Based Councils, Newport Board of Ed., and as required by the U.S. Dept. of Education's Office of Safe and Healthy Students.

As a full-time position, the F.I.T. for Life Project Coordinator will work directly with program seven hours per day x 205 days each school year. For additional information detailing job duties and minimum-level competencies of the Coordinator, please see Attachment 13.

(2) Program evaluation: Dr. Carol Ryan, Associate Dean, College of Education and Human Services, Northern Kentucky University, has agreed to serve as an independent investigator in the project’s evaluation. Holding an interdisciplinary Ph.D. specializing in motor development, instructional techniques and statistical analysis, Dr. Ryan has abundant experience in evaluating grant-based programs, including the Carol M. White Foundation grant program, for which she now serves as the evaluator for a local grant holder. In her role as F.I.T. for Life Project evaluator, Dr. Ryan has agreed to:

1. Collaborate with the project’s director and coordinator to complete all required evaluation activities (including pedometer measures, 3-Day Activity Recall, Presidential Youth Fitness Program assessments, Youth Risk Behavior Survey, SHI, PECAT and HECAT).
2. Serve as the test coordinator to ensure that all evaluation activities are completed accurately and on-time.
3. Assist in the collection, aggregation and analyses of all project data, including writing annual/final data summaries.
4. Consult with Newport Independent Schools’ staff and F.I.T. for Life Project staff to help determine professional development needs. After needs are established, assist in the development of an appropriate PD schedule.

All findings will be utilized to assist F.I.T. for Life Project staff and Advisory Council with the ongoing monitoring and assessment of program progress. A partnership agreement memorializing Dr. Ryan’s support of the project may be under Attachment 1; resume is Attachment 15.

(3) Ongoing assessment: To assist in providing continuous performance feedback and permit periodic assessment of progress, as referenced, a project Advisory Council will be formed and convened monthly to review analyses of all program-related data (as it becomes available). With that—in consultation with Dr. Ryan (the principal investigator)—the Project Coordinator will compile internal reports (three times yearly: Sept., Jan. & May) to monitor & document *ongoing* program impacts on students, parents & staff. Reports to include *qualitative* analyses of pre- and post-evaluation data surrounding implementation of all nutrition- and fitness-focused activities.

(4) Quality control: To be sure, ongoing feedback will be critical to ensuring project programming and processes are, in fact, driven by student, parent and school needs and preferences. As such, the F.I.T. for Life Project proposes to adopt a system approach to continuous improvement in the operation of the program. Commonly known as the “PDCA model,” as adapted by the F.I.T. for Life Project, the feedback/improvement cycle will include:

1. *Planning:* To recognize an opportunity and plan for change, on a monthly basis, the project’s Advisory Council will convene to review analyses of data drawn from fitness- and nutrition-focused activities (as it becomes available) ⇒ staff PD ⇒ parent workshops ⇒ formal surveys, including students, parents & school staff ⇒ and personal interviews with students, parents & school staff.
2. *Doing:* During this phase, identified change (if any) to the project will be carried out on a small scale and studied for impacts.
3. *Checking:* Following small scale study of the change, the Advisory Council will review the “test,” analyze results and identify what was learned.
4. *Acting:* In the final phase of the cycle, action will be taken based upon what was learned during the study step. If the change does not work, the cycle will be repeated. If successful, what was learned from the test will be incorporated into wider changes.

(5) Milestones for accomplishing tasks—project year one

Implementation timeline – year one		
Date	Activity	Responsible personnel
October 1, 2013	F.I.T. for Life Project Advisory Council convened	Diane Hatfield, Curriculum

*Projected award date	to initiate screening process for hiring of program staff.	Coordinator who will serve as Project Dir.
November 1, 2013	Program staffing secured.	F.I.T. for Project Director Advisory Council
November 11, 2103	Begin training of elem., intermediate, MS & HS PE/Health teachers & project staff surrounding implementation of the SPARK PE & Health Smart	F.I.T. for Life Project Coordinator
November 15, 2013	Begin procurement of equipment and supplies supporting PE/Health instruction, and after school fitness- and nutrition-focused clubs and activities.	F.I.T. for Life Project Coordinator
November 18, 2013	Begin implementation of SPARK PE Program and Health Smart curricula.	F.I.T. for Project Coord. PE/Health teachers
November 20, 2013	Begin collection of baseline data on each student using pedometer measures, 3-Day Activity Recall, PYFP and Youth Risk Behavior Survey.	F.I.T. for Project Coord. Dr. Carol Ryan, Evaluation Team Leader
November 22, 2013	Begin implementation of after school fitness- and nutrition-focused clubs and activities.	F.I.T. for Project Coord. Fitness/Nutrition coaches
January 13, 2014	Begin collection of mid-year data on each student at each site school using pedometer measures, 3-Day Activity Recall, PYFP assessments and Youth Risk Behavior Survey.	F.I.T. for Project Coordinator Dr. Carol Ryan, Evaluation Team Leader
April 28, 201	Begin collection of end-year data on each student at each site school using pedometer measures, 3-Day Activity Recall, PYFP assessments and Youth Risk Behavior Survey.	F.I.T. for Project Coord. Dr. Carol Ryan, Evaluation Team Leader
Date TBA	Formal report detailing project outcomes issued to the United States Dept. of Education.	F.I.T. for Project Coord. Dr. Carol Ryan, Evaluation Team Leader

Figure 5.

PART 6A: PROJECT EVALUATION

Directly addressing the GPRA benchmarks to measure the success of the program, the evaluation plan is based upon the program's effectiveness in meeting goals, objectives/activities and anticipated outcomes, as detailed in the Quality of the Project Design section.

Previously mentioned, an independent project evaluation will be conducted by Dr. Carol Ryan, Associate Dean, College of Education and Human Services, Northern KY University. Holding an interdisciplinary Ph.D. specializing in motor development, instructional techniques and statistical analysis, Dr. Ryan has abundant experience in evaluating grant-based programs, including the Carol M. White Foundation grant program, for which she now serves as the evaluator for a local grant holder. In her role as F.I.T. for Life Project evaluator, Dr. Ryan has agreed to:

1. Collaborate with the project's director and coordinator to complete all required evaluation activities (including pedometer measures, 3-Day Activity Recall, Presidential Youth Fitness Program assessments, Youth Risk Behavior Survey, SHI, PECAT and HECAT).
2. Serve as the test coordinator to ensure that all evaluation activities are completed accurately and on-time.
3. Assist in the collection, aggregation and analyses of all project data, including writing annual/final data summaries.
4. Consult with Newport Independent Schools' staff and F.I.T. for Life Project staff to help determine professional development needs. After needs are established, assist in the development of an appropriate PD schedule.

The methodology and design of the plan will include a comprehensive, three-phased analyses of *input, process* and *output* evaluation that will involve project and school staff, Advisory Council, students and parents, and collaborative partners in all phases and at all levels. All findings will be utilized to assist project staff and Advisory Council with ongoing monitoring and assessment of program progress.

Input evaluation. Input evaluation will involve a series of multi-modal student and parent assessment and engagement strategies. In collaboration with project staff, Dr. Ryan, the principal investigator, will collect baseline (and later, mid- and end-year) data on each student at each of the targeted schools. Student data sets to include results of pedometer measures, 3-Day Activity Recall and Presidential Youth Fitness Program assessments. Utilizing baseline data, *Individualized Student Fitness Profiles* will then be compiled. *While all K -12 students will be invited to participate in all grant-funded activities, prioritized lists of students targeted for certain program interventions (after school fitness clubs, Cooking Clubs, etc.) will be developed.

In addition to the development of *Individualized Student Fitness Profiles*, the F.I.T. for Life Advisory Council will review analyses of familial needs drawn from parent workshops, personal interviews and surveys. With that, PE/Health staff needs will be analyzed utilizing PECAT, HECAT and SHI findings. This comprehensive and ongoing input evaluation will ensure that programming and processes are, in fact, driven by student, parent and school needs.

Process evaluation. Process evaluation will focus on progress made towards implementation of activities aimed at meeting project goals and desired outcomes and will be overseen by the project's Advisory Council. Related strategies include ensuring a mechanism is in place for:

- Ongoing student, parent and school input.
- Refining programming priorities, and defining and re-defining student/parent participation goals.
- Monitoring collaborative agreements.

Outcome Evaluation. The primary focus of outcome evaluation will be to determine the impacts of the project in meeting desired outcomes. Formative evaluation data will include *qualitative descriptions* of the program's impacts on students and their families (i.e., changes in attitudes, knowledge and behavior). Ongoing pre- and post-interviews and more formal questionnaires will assess student, parent, school and project partner perceptions of program services and be utilized to identify potential improvements.

Summative evaluation data will include *quantitative analyses* of the project's impacts relative to the number of students/families served and (1) the percentage of students served by the grant who engage in 60 minutes of daily physical activity (2) the percentage of students who meet the standard of a "healthy fitness zone" as established by the Presidential Youth Fitness Program (PYFP) assessment in at least five of the six fitness areas of that assessment and (3) the percentage of students who consume fruit two or more times per day and vegetables three or more times per day. Formative and summative findings will be reviewed by F.I.T. for Life Project staff and Advisory Council to make adjustments to programming and for continuous assessment of progress made, thus, ensuring program effectiveness.

Below, Figure 6 provides a detailed synopsis of (1) projects goals, objectives and expected outcomes (2) types of data to be collected and (3) when the data will be collected and when reports of results and outcomes will be available:

Evaluation timeline – year one			
Goal A: Promote and inspire lifelong healthy eating habits.			
Objective	Outcome	Measure	Timeline
<ul style="list-style-type: none"> ▶ To provide high-quality (pre/post) instruction and enriching experiences that ensure students comprehend that proper nutrition is essential to growth and development. 	<ul style="list-style-type: none"> ▶ High quality, sequential nutrition instruction and student enrichment experiences—during and after school. ▶ Percentage of students who consume fruit two or more times per day and vegetables three or more times per day will increase by 25%. 	<ul style="list-style-type: none"> ▶ SHI student surveys, ▶ Classroom “walk-thru’s”/observations. Club rosters. ▶ Youth Risk Behavior Survey, (high school) and project-produced elem./middle school student surveys focused on eating habits. 	<ul style="list-style-type: none"> ▶ SHI and student surveys: Nov. 2013; Jan. 2014; Apr. 2014 ▶ Walkthroughs: mthly. ▶ Club rosters: weekly ▶ Youth Risk Behavior Survey: Nov. 2013; Feb. 2014; May 2014
Goal B: To develop, expand and improve the physical fitness education program in order to address KY state standards and provide fitness opportunities outside the school day.			
Objective	Outcome	Measure	Timeline
<ol style="list-style-type: none"> 1. To provide fitness education and assessment to help students understand, improve, or maintain their physical well-being. 2. To provide instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student. 3. To provide development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle. 4. To provide opportunities to develop positive social and cooperative skills through physical activity participation. 5. To provide opportunities for professional development for teachers of PE to stay abreast of the latest research, issues, and trends in the field of physical education. 	<p><i>Associated with Objectives 1-3:</i></p> <ul style="list-style-type: none"> ▶ Decreased percentage of students with BMI measures categorized as “Health Risk” and/or “Need Improvement.” Increased percentage of students who achieve and maintain age-appropriate cardiovascular fitness levels. ▶ Increased percentage of students who engage in 60 minutes of daily physical activity. <p><i>Associated with Obj. 4:</i></p> <ul style="list-style-type: none"> ▶ Increased number of students and families who participate in physical fitness activities promoting/supporting a long-term healthy lifestyle. <p><i>Associated with Obj. 5:</i></p> <ul style="list-style-type: none"> ▶ Increased instructor capacity, proficiency and effectiveness in the delivery of high-quality PE instruction. 	<p><i>Associated with Objectives 1-3:</i></p> <p>(Six) Fitness Gram assessments, including BMI measures.</p> <ul style="list-style-type: none"> ▶ Pedometers for students in grades K-12th. ▶ Three-Day Physical Activity Recall (3-DPAR) for students in middle and high school <p><i>Associated with Objective 4:</i></p> <ul style="list-style-type: none"> ▶ Rosters; personal interviews; and student and family evaluations. <p><i>Associated with Objective 5:</i></p> <ul style="list-style-type: none"> ▶ Classroom “walk-thru’s”/observations and PECAT. 	<p><i>Associated with Objectives 1-3:</i></p> <p>Nov. 2013; Feb. 2014; May 2014</p> <p><i>Associated with Objective 4:</i></p> <ul style="list-style-type: none"> ▶ Rosters: weekly ▶ (Pre/post interviews and family evaluations <p><i>Associated with Objective 5:</i></p> <ul style="list-style-type: none"> ▶ Walkthroughs: mthly.

Figure 6.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:** Attachment Ten Program Specific Assurance.pdf

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**Program Specific Assurance
Newport Independent Schools - F.I.T. for Life Project**

Agency Name: Newport Independent Schools

DUNS #: 060919560

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

Kelly E. Middleton
Signature of Authorized Representative

Superintendent
Title

Newport Independent Schools
Applicant Organization

4/12/13
Date Submitted

PARTNER AGREEMENT (CBO PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport Schools Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

As it relates to this program component, Newport Independent Schools' F.I.T. for Life Project will provide staff support for the development/ongoing maintenance of a school/community garden (utilization of land plot for development of raised-bed garden to be donated by Henry Hosea House). The F.I.T. for Life Project further agrees to provide all needed supplies/materials necessary to develop/maintain the school/community garden (e.g., plants, gardening implements, etc.).

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/9/13

□

Community-Based Partner Name: Henry Hosea House

Roles and Responsibilities:

The Henry Hosea House will act as a community-based partner for Newport Independent Schools' F.I.T. for Life Project and agrees to work collaboratively with the school district to assist in providing its students with instruction in healthy eating habits and good nutrition.

Contribution to the Project:

In support of the project, the Henry Hosea House agrees to make available a plot of land located at 906 Putnam Street, Newport, KY for the purpose of developing a school/community raised-bed garden. The Henry House further agrees to make office/storage space available for any project staff/materials, which may be integral to the ongoing development/maintenance of the school/community garden.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: 4/9/13

PARTNER AGREEMENT (CBO PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport Schools Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

As it related to the project's evaluation, Newport Independent Schools' F.I.T. for Life Project agrees to:

1. Work collaboratively with Dr. Carol Ryan (Associate Dean, College of Education and Human Services, Northern Kentucky University) in the evaluation of all project-funded activities.
2. Compensate Dr. Ryan the sum of \$7,000 for above noted activities.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/5/13

□

Community-Based Partner Name: Dr. Carol Ryan, Associate Dean, College of Education and Human Services, Northern Kentucky University.

Roles and Responsibilities:

I, Dr. Carol Ryan, Dean, College of Education and Human Services, Northern Kentucky University, hereby agree to act as lead investigator to Newport Ind. Schools' F.I.T. for Life Project.

Contribution to the Project:

In my role as lead investigator to the F.I.T. for Life Project, I hereby agree to:

1. Collaborate with the project director and coordinator to complete required project assessment activities and serve as the test coordinator to ensure that all project assessment activities are completed accurately and on-time.
2. To serve as project's assessment and evaluator coordinator, analyzing and aggregating project data, and writing annual/final data summaries.
3. Consult with Newport Ind. Schools' staff and F.I.T. for Life Project staff to help determine professional development needs as they relate to proposed project activities. Once needs are established, assist in the development of an appropriate professional development schedule.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: April 3, 2013

PARTNER AGREEMENT (CBO PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport Schools Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

As it relates to implementation of Summer Outdoor Adventures, Newport Independent Schools' F.I.T. for Life Project will provide staff and materiel support (including all student fees, required equipment, etc.) and transportation to and from selected outdoor venues.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/8/13

□

Community-Based Partner Name: Green Umbrella and Activities Beyond the Classroom/ Outdoor Adventures

Roles and Responsibilities:

Green Umbrella and Activities Beyond the Classroom will act as community-based partners for Newport Independent Schools' F.I.T. for Life Project.

Contribution to the Project:

Green Umbrella and Activities Beyond the Classroom agree to provide staff support in the implementation of Summer Outdoor Adventures, including, but not limited to, assisting project staff with the selection of outdoor field trips, coordination of event schedules, and chaperoning club activities (as program needs, staff availability dictate).

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written*

Signature of CBO's Authorized Representative at Green Umbrella _____

(b)(6)

Dated: 4/8/13

PARTNER AGREEMENT (LOCAL PUBLIC HEALTH ENTITY)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport Schools Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

As it relates to implementation of the Walking School Bus program (Safe Routes to School), Newport Independent Schools' F.I.T. for Life Project agrees to (1) provide staff to oversee all aspects of the program (2) recruit parent-volunteers to serve as school bus conductors and (3) provide materiel support including "safety backpacks," student wristlets (LED/strobe lights) and parent-volunteer incentives.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/5/13

□

Community-Based Partner Name: Northern KY Independent District Health Dept.

Roles and Responsibilities:

The Northern KY. Independent District Health Dept. will act as the local public health department partner for Newport Independent Schools' F.I.T. for Life Project.

Contribution to the Project:

The Northern KY. Independent District Health Dept. agrees to provide staff support in the implementation of the Walking School Bus program (Safe Routes to School), including, but not limited to: (1) providing all required training to parent-volunteers who will serve as "school bus conductors" (2) providing maps of "safe routes to school" within the City of Newport and (3) assistance with the promotion of the program.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Authorized Representative: _____

(b)(6)

Signature Of Local Public Health Entity (N. KY. Ind. District Health Dept.)

Dated: 4/5/13

Team Nutrition School Enrollment Form



Our Team Nutrition School Leader is:

FIRST NAME Lisa LAST NAME Rizzo
 TITLE PE Teacher SCHOOL'S NAME Newport Primary
 TOTAL ENROLLMENT 482 GRADES TAUGHT K-5
 SCHOOL DISTRICT Newport Independent SCHOOL COUNTY Campbell Co
 SCHOOL ADDRESS 1102 York St

CITY Newport STATE Ky ZIP CODE 41071
 TELEPHONE (857) 292-3011 FAX () _____
 E-MAIL ADDRESS lisa.rizzo@newport.kyschools.us

Please check one or more of the appropriate grade ranges:

- P (PRESCHOOL) PRE-K E (ELEMENTARY) K-5/6 M (MIDDLE) 6/7-8 H (HIGH) 9-12

We agree to:

- Support USDA's Team Nutrition goal and values
- Demonstrate a commitment to help students meet the Dietary Guidelines for Americans.
- Designate a Team Nutrition School Leader who will establish a school team.
- Distribute Team Nutrition materials to teachers, students and parents.
- Involve teachers, students, parents, foodservice personnel, and the community in interactive and entertaining nutrition education activities.
- Participate in the National School Lunch Program.
- Demonstrate a well-run Child Nutrition Program.
- Share successful strategies and programs with other schools

We certify our school does not have any outstanding overclaims or significant program violations in our school meals programs.

(b)(6)

(b)(6)

SCHOOL PRINCIPAL, PRINTED NAME

SCHOOL FOOD SERVICE MANAGER, PRINTED NAME

(b)(6)

(b)(6)

SIGNATURE [Signature]
DATE 3/19/13

SIGNATURE [Signature]
DATE 3/22/13

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0524). Do not return the completed form to this address.



Team Nutrition School Enrollment Form

Our Team Nutrition School Leader is:

FIRST NAME DOUG LAST NAME COTTON
 TITLE PRINCIPAL SCHOOL'S NAME NEWPORT INTERMEDIATE
 TOTAL ENROLLMENT 502 GRADES TAUGHT PRE-SCHOOL/3,4,5
 SCHOOL DISTRICT NEWPORT IND. SCHOOL COUNTY CAMPBELL CO.
 SCHOOL ADDRESS 101 EAST FOURTH STREET
NEWPORT, KY
 CITY NEWPORT STATE Ky. ZIP CODE 4
 TELEPHONE (859) 292-3021 FAX (859) 292-0222
 E-MAIL ADDRESS DOUG.COTTON@NEWPORT.KYSCHOOLS.US

Please check one or more of the appropriate grade ranges:

- P (PRESCHOOL) PRE-K E (ELEMENTARY) K-5/6 M (MIDDLE) 6/7-8 H (HIGH) 9-12

We agree to:

- Support USDA's Team Nutrition goal and values
- Demonstrate a commitment to help students meet the Dietary Guidelines for Americans.
- Designate a Team Nutrition School Leader who will establish a school team.
- Distribute Team Nutrition materials to teachers, students and parents
- Involve teachers, students, parents, foodservice personnel, and the community in interactive and entertaining nutrition education activities.
- Participate in the National School Lunch Program.
- Demonstrate a well-run Child Nutrition Program.
- Share successful strategies and programs with other schools

We certify our school does not have any outstanding overclaims or significant program violations in our school meals programs.

DOUG COTTON
SCHOOL PRINCIPAL PRINTED NAME

(b)(6)

SIGNATURE

MARCH 20, 2013
DATE

Kim Cuffey
SCHOOL FOOD SERVICE MANAGER PRINTED NAME

(b)(6)

SIGNATURE

MARCH 20, 2013
DATE

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0524). Do not return the completed form to this address.

Team Nutrition School Enrollment Form



Our Team Nutrition School Leader is:

FIRST NAME Esther LAST NAME Fatsy
TITLE Life Skills (Health) Teacher SCHOOL'S NAME Newport Middle School

TOTAL ENROLLMENT 371 GRADES TAUGHT 6, 7, 8

SCHOOL DISTRICT Newport East Schools SCHOOL COUNTY Campbell

SCHOOL ADDRESS 3010 5th Street

CITY Newport STATE KY ZIP CODE 41071

TELEPHONE 859-292-3017 FAX () _____

E-MAIL ADDRESS esther.fatsy@newport.ky/schools.us

Please check one or more of the appropriate grade ranges:

- P (PRESCHOOL) PRE-K
- E (ELEMENTARY) K-5/6
- M (MIDDLE) 6/7-8
- H (HIGH) 9-12

We agree to:

- Support USDA's Team Nutrition goal and values.
- Demonstrate a commitment to help students meet the Dietary Guidelines for Americans.
- Designate a Team Nutrition School Leader who will establish a school team.
- Distribute Team Nutrition materials to teachers, students and parents.
- Involve teachers, students, parents, foodservice personnel, and the community in interactive and entertaining nutrition education activities.
- Participate in the National School Lunch Program.
- Demonstrate a well-run Child Nutrition Program.
- Share successful strategies and programs with other schools.

We certify our school does not have any outstanding overclaims or significant program violations in our school meals programs.

MARK KREBS
SCHOOL PRINCIPAL, PRINTED NAME

Patricia Hurdal
SCHOOL FOOD SERVICE MANAGER, PRINTED NAME

(b)(6)

(b)(6)

SIGNATURE _____
DATE 3/18/13

SIGNATURE _____
DATE 3-21-13

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0524). Do not return the completed form to this address.

Team Nutrition School Enrollment Form



Our Team Nutrition School Leader is:

FIRST NAME Jim
TITLE PE Teacher

LAST NAME Hyder
SCHOOL'S NAME Newport High School

TOTAL ENROLLMENT 428

GRADES TAUGHT 9-12

SCHOOL DISTRICT Newport

SCHOOL COUNTY Campbell

SCHOOL ADDRESS 900 E 6th Street

CITY Newport STATE KY ZIP CODE 41071

TELEPHONE 859 292-3023 FAX 859 292-8340

E-MAIL ADDRESS Antonio.Watts@Newport.KYschools.us

Please check one or more of the appropriate grade ranges:

P (PRESCHOOL) PRE-K

E (ELEMENTARY) K-5/8

M (MIDDLE) 6/7-8

H (HIGH) 9-12

We agree to:

- Support USDA's Team Nutrition goal and values.
- Demonstrate a commitment to help students meet the Dietary Guidelines for Americans.
- Designate a Team Nutrition School Leader who will establish a school team.
- Distribute Team Nutrition materials to teachers, students and parents.

- Involve teachers, students, parents, foodservice personnel, and the community in interactive and entertaining nutrition education activities.
- Participate in the National School Lunch Program.
- Demonstrate a well-run Child Nutrition Program.
- Share successful strategies and programs with other schools.

We certify our school does not have any outstanding overclaims or significant program violations in our school meals programs.

Tony Watts
SCHOOL PRINCIPAL PRINTED NAME

Mary Loue Kirk
SCHOOL FOOD SERVICE MANAGER PRINTED NAME

(b)(6)

(b)(6)

SIGNATURE
3/15/13
DATE

SIGNATURE
3-23-13
DATE

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: U.S. Department of Agriculture, Food and Nutrition Services, Office of Research and Analysis, Room 1014, Alexandria, VA 22302 ATTN: PRA (0584-0624). Do not return the completed form to this address.

District Curriculum Coordinator

Aug. 2008 to Present Newport Independent Schools Newport, KY

- Serve on district curriculum committee
- Evaluate and mentor middle grade teachers
- Design and deliver job-embedded professional development in the areas of literacy, parent engagement, instructional strategies, differentiation, open response, collaboration, curriculum alignment

Literacy and Strategies Consultant

2004 to 2008 Northern Kentucky Cooperative Cold Spring, KY

- Designed and delivered job-embedded professional development in the areas of literacy, instructional strategies, differentiation, collaboration, curriculum alignment for Northern Kentucky schools
- Member of statewide workgroups on literacy, collaboration and differentiated instruction
- Facilitated professional development offerings for local school districts

Curriculum Resource Teacher / English Department Chair

2003-2004 Holmes Junior Senior High Covington, KY

2000-2003 Holmes Junior High

- Designed and delivered job-embedded professional development in the areas of open response, reading in the content areas and *Framework for Understanding Poverty*
- Mentored new teachers and assisted in lesson plan development

Success for All Reading Facilitator

1999-2000 First District Elementary Covington, KY

- Facilitated the delivery of effective instructional strategies through classroom observations, peer coaching, and study groups
- Worked collaboratively with administrators to evaluate the instructional practices of reading teachers and tutors

Title I / Accelerated Learning Consultant

1996-1999 Region 4 Service Center Covington, KY

- Worked collaboratively with schools and districts to support the development and implementation of innovative research-based instructional programs
- Designed and delivered professional development in the areas of curriculum development, instructional strategies, unit development, open response, collaboration, assessment, cultural audits, parent involvement, and best practices in mathematics, science and language arts
- Attended *Distinguished Educator* training and served as an advocate

Primary Teacher

1985-96 Cold Spring Elementary Cold Spring, KY

- Implemented a student centered, multi-age primary curriculum
- Selected to participate in the National *PBS Mathline* PD video series

F.I.T. for Life Project Coordinator Job Description

Title:	F.I.T. for Life Project Coordinator
Qualifications:	Minimum Bachelor's of Arts (PE/Health certification preferred), with documented competence providing innovative physical fitness and nutrition instruction.
Mission:	To maximize each child's full potential for physical, social and emotional growth through the initiation of <u>innovative</u> , expanded and improved physical fitness and nutrition education for students in grades K-12.
Locations:	Newport Primary School; Newport Intermediate School, Newport Middle School; and Newport High School.
Reports to:	Newport Schools Curriculum Coordinator; building-level principals.

Responsible for coordinating all F.IT. for Life physical fitness and nutrition instruction activities and services.

A. Performance Requirements:

1. Ability to implement the philosophy and objectives of the program.
2. Ability to work cooperatively with the sponsoring agency, school district administration, building-level staff, and students and their parents.
3. Ability to function independently and recognize when consultation is appropriate.
4. Ability to manage grant-related administrative issues.
5. Ability to increase program capacity through varied fundraising activities, including preparation of grant proposals, as identified.

B. Job Duties and Responsibilities:

1. Supervise project staff, delegating tasks and responsibilities, as appropriate.
2. Actively collaborate with project partners and school personnel, while seeking additional partnering agencies with similar missions.
3. Develop a "cost management plan," defining how costs for the project will be managed throughout the project's lifecycle. At minimum, the plan will include the format and standards by which project costs are measured, reported and controlled.
4. Develop a "schedule management plan," providing a general framework for the approach which will be taken to create a refined project schedule. The plan will include the scheduling tool/format,

schedule milestones, and schedule development roles and responsibilities.

5. Develop a “procurement management plan,” clearly identifying the necessary steps and responsibilities for procurement of program materials and contracted services.
6. Develop a “resource calendar,” identifying key resources needed for the project and the times/durations they will be needed.
7. Develop a “public relations plan,” to include steps and responsibilities for community outreach to students and their families.
8. Conduct surveys and administer other evaluative instruments that are relevant to the project’s ongoing evaluation.
9. Analyze student data and other pertinent information to determine the impacts of the program on students and their families.
10. Prepare monthly reports detailing the number of clients served, progress made towards stated objectives and any obstacles encountered toward that end.
11. Facilitate/assist the project’s lead investigator with periodic collection of relevant project data, submitting reports on a timely basis as required by the sponsoring agency, Newport Board of Education and site schools’ Site-Based Decision Making Councils/
12. Implement procedures and controls for fiscal, programmatic and monitoring review, with requisite reports submitted monthly to the host schools’ Site-Based Councils, Newport Board of Education, and as required by the U.S. Dept. of Education's Office of Safe and Healthy Students.
13. Oversee all the project budget in consultation with the Newport Schools Curriculum Coordinator and F.I.T. for Life Advisory Council.
14. Assume responsibility for any additional tasks required to ensure successful implementation of project goals and objectives aimed at desired outcomes.

**F.I.T. for Life Project Health and Nutrition Education Specialist
Job Description**

Title:	F.I.T. for Life Project Health and Nutrition Education Specialist
Qualifications:	Minimum Bachelor's of Arts (PE/Health certification required), with documented competence providing <u>innovative</u> health and nutrition instruction.
Mission:	To maximize each child's full potential for physical, social and emotional growth through the initiation of <u>innovative, expanded and improved</u> health and nutrition education for students in grades 6-12.
Locations:	Newport Primary School; Newport Middle; Newport Middle School; and Newport High School.
Reports to:	F.I.T. for Life Project Coordinator; building-level principals.

A. Performance Requirements:

1. Ability to implement the philosophy and objectives of the program.
2. Ability to work cooperatively with building-level administrative staff and teachers, and students and their parents.
3. Ability to function independently and recognize when consultation is appropriate.

B. Job Duties and Responsibilities:

1. Provide innovative, expanded and improved health and nutrition instruction for 6th- thru 12th-grade students.
2. Assist project staff and partners in the development of school/community gardens serving K thru 12th-grade students.
3. Assist project staff and partners in the development of the "Veggie Van," a mobile fresh fruit/vegetable truck, which will be utilized to provide K thru 12th-grade students (and their parents) convenient, daily access to fresh fruits and vegetables.
4. Collaborate with the Food Services Director, with the goal of increasing students' daily intake of fresh fruits and vegetables, while also working to reduce high-calorie/fatty food choices.
5. Monitor instructional practices at the middle and high school levels.
6. Review adapted 6th- 12th grade Health (nutrition) instruction and practices to ensure compliance with school district and state-level requirements.
7. Write reports to summarize student performance.
8. Provide students positive feedback to encourage them and help them develop an appreciation for healthy eating and wellness.

9. Assist project staff and lead investigator in administering surveys and other evaluative instruments that are relevant to the project's ongoing evaluation.
10. Assist project staff and lead investigator in the analyses of student data and other pertinent information to help determine the impacts of the program on students and their families.
11. Assume responsibility for any additional tasks required to ensure successful implementation of project goals and objectives aimed at desired outcomes.

CONDENSED VITA

CAROL A. RYAN, Ph.D.

Northern Kentucky University
BEP 210
Highland Heights, Ky. 41099
859-572-5152
ryanc@nku.edu

EDUCATION

University of Cincinnati; Cincinnati, Oh 45221
September, 1985 - December, 1988
Interdisciplinary Ph.D. specializing in motor development, instructional techniques,
and statistical analysis.

ADMINISTRATIVE EXPERIENCE

Associate Dean for Undergraduate Programs, 2006- present
College of Education and Human Services

Chair, Department of Elementary, Middle, and Secondary Programs 2004-present
College of Education, Northern Kentucky University

TEACHING EXPERIENCE

Associate Professor, Northern Kentucky University, August, 2002 – present
Taught PHE 330 (Motor Development); advised students, served on dept. college, and
university committees.

Assistant Professor, Northern Kentucky University; August, 1996 – August, 2002
Taught PHE 250 (Physical Education for the Classroom Teacher), HEA 250 (Health
Education for the Classroom Teacher), PHE 330 (Motor Development), PHE 243
(Gymnastics for Teachers), and PHE 500 (Adapted Physical Education) advised
students, served on dept., school, and university committees; performed other duties as
assigned.

PROFESSIONAL AWARDS AND RECOGNITIONS

KAHPERD Outstanding University Professor, 2009.
College of Professional Studies, PEPS Summer Fellowship. 1998.
Mentoring of "At Risk" high school students before they are admitted to NKU
Outstanding Educator Award, Special Education Regional Resource Center, 1996.
Breyer team for outstanding collaborative work in including children with disabilities.

NCATE EXPERIENCE

NCATE Coordinator, Northern Kentucky University, 2006- present
NCATE BOE training, June, 2011
Served on BOE offsite visit, spring, 2012

Kentucky BOE training, June, 2003

Served on state BOE teams in spring, 2012; fall, 2011; spring, 2010; fall, 2007; fall 2005

SELECTED GRANT EXPERIENCE

Currents of Freedom: Implications for Contemporary Educators. Co-PI, Submitted- Not funded, 2009 \$360,000. US Department of State, Study of the United States Institutes for Scholars and Secondary Educators.

International Leaders in Education Program, 2009- \$150,000; 2010- \$180,000; 2011- \$150,000. IREX, Served on planning and development committee; Advisor coor

Fit for Life, PEP Grant with Newport Independent School District, 2007-2009, \$60,000 Collaborative partner with the Newport Ind School District on the Fit for Life PEP Grant.

Living Well Through Nutrition and Physical Activity, Teacher Academy Grant, June 2005 \$57,900. Professional development for 30 P-12 Kentucky health and physical educators.

PROFESSIONAL MEMBERSHIPS

American Association of Colleges for Teacher Education (AACTE)

Association of Teacher Educators (ATE)

American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD))

National Association of Kinesiology and Physical Education in Higher Education (NAKPEHE)

SELECTED PROFESSIONAL ACTIVITIES

PEP Grant Evaluator, Northern Kentucky Cooperative for Education, 2011-present

Head Start- Body Start Facilitator and Evaluator, 2009- 2012

AACTE Program Reviewer, 2009-present

Adapted Physical Activity Council (AAHPERD) Chair, 2004-06;

Chair-Elect, 2003- 2004; Awards Chair, 2006- present.

President, KAHPERD (Kentucky), 2003-04. Past-President, (KAHPERD), 2004-05, President-Elect, 2002-03.

Board Member At-Large, National Consortium for Physical Education and Recreation for Individuals with Disabilities (NCPERID), 2001-03, 2003-05.

Member of Health and Physical Education Program Review Committee, Education Professional Standards Board, State of Kentucky. 1998-present.

Managing Editor of PE Central Adapted Physical Education Website, <http://pe.central.vt.edu/adapted/adaptedmenu.html>, 1998-present.

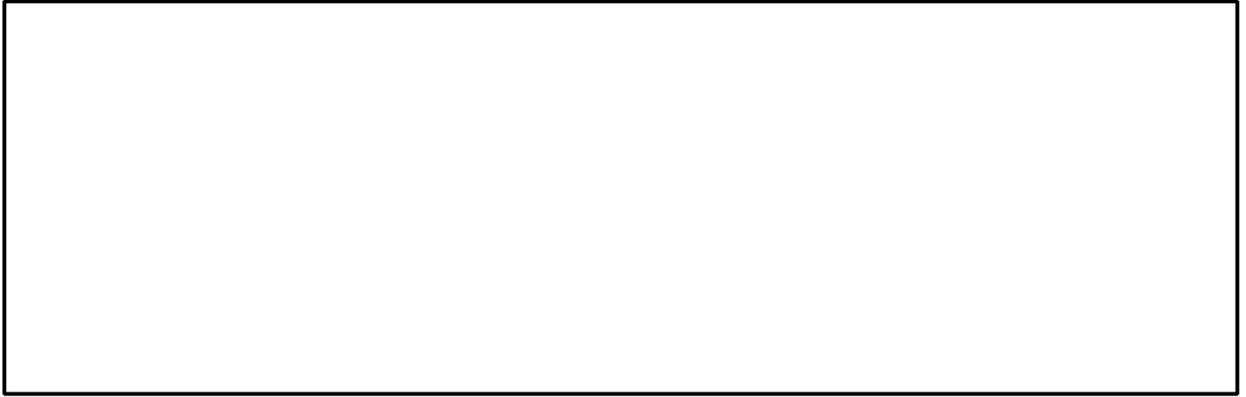
Manuscript Reviewer, Journal of Physical Education, Recreation, and Dance (JOPERD), April, 1998- present.

RECENT PRESENTATIONS

- Niemeyer, J & Ryan, C. (October, 2012) Lessons Learned from Co-Teaching. SRATE Conference, Atlanta, Ga.
- Niemeyer, J & Ryan, C. (October, 2011) Embracing Technology to Train Cooperating Teachers. SRATE Conference, Savannah, Ga.
- Niemeyer, J. & Ryan, C. (February, 2011). Evidence that International Student Teaching Provides Invaluable Confidence for Future Teachers. ATE Conference, Orlando, FL.
- Ryan, C. (March, 2010). Internationalizing the Physical Education Curriculum. AAHPERD, Indianapolis, IN.
- Ryan, C. (February, 2010). Institutional Approaches to Documenting the Effect of Educator Preparation on P-12 Student Performance. AACTE Conference, Atlanta, Ga.
- Ryan, C. (February, 2010). Institutional Assessment Initiatives and the Educator Preparation Unit. AACTE Conference, Atlanta, Ga.
- Ryan, C. & Niemeyer, J. (February, 2010). The Impact of International Student Teaching. ATE Conference, Chicago, IL.
- Ryan, C. & Dallmer, D. (November, 2009). Innovations and Impact of Global Educational Leadership. SRATE Conference, Louisville, KY.
- Ryan, C. & Niemeyer, J. (November, 2009). The Impact of International Student Teaching. SRATE Conference, Louisville, KY.

SELECTED PUBLICATIONS

- Ryan, C. et al (January, 2010). Resources for Increasing Physical Activity in Children and Youth. Strategies.
- Ryan, C. (2007). Appendices. In Lieberman, L. (Ed) Paraeducator's Guide to Physical Education. (pp 129- 176). AAALF.
- Ryan, C. (February, 2007). Editor, Special Issue on Including Individuals with Disabilities in Physical Education and Recreation. Journal of Physical Education, Recreation, and Dance (JOPERD).
- Ryan, C. (January, 2003). AAALF's Inclusion Insights: Team Passing Sports Brochure. Flaghouse Activity Guide. <http://www.flaghouse.com>
- Ryan, C. & Olasov, L. (November, 2000). Mentoring for success: Female university students and at-risk middle school girls. Journal of Physical Education, Recreation, and Dance (JOPERD).



PARTNER AGREEMENT (HEAD OF CITY GOVERNMENT)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Kelly Middleton, Superintendent, Newport Independent Schools

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

As it relates to this program component, Newport Independent Schools' F.I.T. for Life Project agrees to:

1. Work collaboratively with the Henry Hosea House and City of Newport, Kentucky to jointly develop a school/community garden to be located at 906 Orchard Street, Newport, KY.
2. Provide grant-funded staff and materiel support to develop the school/community garden, including plant materials, fertilizers, gardening implements, etc.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of LEA's Authorized Representative: Kelly E. Middleton

Title: Superintendent

Dated: 4/4/2013

Head of city gov't (City of Newport, KY): Thomas Fromme, City Manager, City of Newport, Kentucky.

Roles and Responsibilities:

The City of Newport, KY agrees to work collaboratively with Newport Independent Schools' F.I.T. for Life Project and Henry Hosea House to develop a school/community to be located at 906 Orchard Street, Newport, KY.

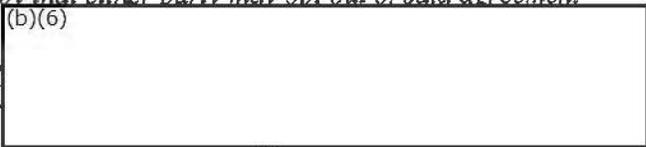
Contribution to the Project:

The City of Newport, KY agrees to:

1. Provide ongoing irrigation to the school/community garden, free of charge.
2. Work collaboratively to identify/develop additional school/community gardens located within city limits.

*This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. *It is agreed by that either party may opt out of said agreement (without cause) with two weeks written notice.*

Signature of head of local city gov't. (City of Newport, KY)



Title: City Manager

Dated: 4/4/13

PARTNER AGREEMENT (FOOD SERVICES, NUTRITION DIRECTOR)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport Schools Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

As it relates to nutrition, healthy eating and wellness, Newport Independent Schools' F.I.T. for Life Project agrees to work collaboratively with the district's Food Services/Nutrition Director to find innovative ways to increase students' daily intake of fresh fruits and vegetables, while also working to reduce high-calorie/fatty foods.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/8/13

□

Community-Based Partner Name: Newport Independent Food Services (Nutrition Director)

Roles and Responsibilities:

The Newport Schools Food Services Dept. will act as the Food Services partnership to the F.I.T. for Life Project.

Contribution to the Project:

Newport Schools Food Services Dept. agrees to work collaboratively with project staff to find innovative ways to increase students' daily intake of fresh fruits and vegetables, while also working to eliminate high-calorie/fatty foods.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of Food Services Dept. Authorized Representative: _____

(b)(6)

Dated: 4/5/13

**Body Mass Index (BMI)
Newport Schools Students**

N = 131						
Age	Newport Boys Tested	Newport Boys Mean	NI - Health Risk	NI	HFZ	Very Lean
8	4	18	≥19.0	≥17.9	17.8-13.9	≤13.8
9	13	19	≥19.9	≥18.6	18.5-14.1	≤14.0
10	16	20	≥20.8	≥19.0	18.9-14.3	≤14.2
11	15	22	≥21.8	≥19.8	19.7-14.6	≤14.5
12	20	21	≥22.7	≥20.6	20.5-15.1	≤15.0
13	22	26	≥23.6	≥21.4	21.3-15.5	≤15.4
14	16	24	≥24.5	≥22.2	22.1-16.1	≤16.0
15	19	26	≥25.3	≥23.0	22.9-16.6	≤16.5
16	6	25	≥26.0	≥23.8	23.7-17.2	≤17.1

HFZ = Healthy Fitness Zone

NI = Need Improvement

PR/Await
= 111

Age	Newport Girls Tested	Newport Girls Mean	NI - Health Risk	NI	HFZ	Very Lean
8	6	20	≥19.1	≥18.3	18.2-13.6	≤13.5
9	8	21	≥20.0	≥19.0	18.9-13.8	≤13.7
10	9	20	≥21.0	≥19.6	19.5-14.1	≤14.0
11	16	25	≥21.9	≥20.5	20.4-14.5	≤14.4
12	16	22	≥22.9	≥21.3	21.2-14.9	≤14.8
13	17	24	≥23.8	≥22.1	22.0-15.4	≤15.3
14	15	25	≥24.6	≥22.9	22.8-15.9	≤15.8
15	17	28	≥25.4	≥23.6	23.5-16.4	≤16.3
16	7	26	≥26.1	≥24.2	24.1-16.9	≤16.8

HFZ = Healthy Fitness Zone

NI = Need Improvement

**PACER TEST - Aerobic Capacity
Newport Schools Students**

N = 102					
Age	Newport Boys Tested	Newport Boys Mean	NI - Health Risk	NI	HFZ
8	4	18	*	*	*
9	13	18	*	*	*
10	16	27.1	≤37.3	37.4-40.1	>40.2
11	15	44	≤37.3	37.4-40.1	>40.2
12	20	43	≤37.6	37.7-40.2	>40.3
13	21	44	≤38.6	38.8-41.0	>41.1
14	10	53.7	≤39.6	39.7-42.4	>42.5
15	3	51.3	≤40.6	40.7-43.5	>43.6
HFZ = Healthy Fitness Zone					
NI = Need Improvement					
* Indicates there is no standard.					
PR/Average = 83					
Age	Newport Girls Tested	Newport Girls Mean	NI - Health Risk	NI	HFZ
8	6	13.3	*	*	*
9	8	13.7	*	*	*
10	9	16	≤37.3	37.4-40.1	>40.2
11	16	24.5	≤37.3	37.4-40.1	>40.2
12	16	30.8	≤37.0	36.7-39.6	>40.1
13	17	35.3	≤36.6	36.4-39.3	>39.7
14	8	26.3	≤36.3	36.1-39.0	>39.4
15	3	25	≤36.0		>39.1
HFZ = Healthy Fitness Zone					
NI = Need Improvement					
* Indicates there is no standard.					

**One-Mile Run
Newport Schools Students**

N = 28						
Age	Boys Tested	Boys Mean	Boys Standard	Girls Tested	Girls Mean	Girls Standard
14	6	9:32	N/A	6	10:48	N/A
15	16	11:29	N/A	14	11:31	N/A
16	6	9:05	N/A	7	12:07	N/A

**Curl-UP Test
Newport Schools Students**

N = 242						
Age	Newport Boys Tested	Newport Boys Mean	Boys Standard	Newport Girls Tested	Newport Girls Mean	Girls Standard
8	4	6.25	>6	6	4.5	>6
9	13	13.15	>9	8	12.62	>9
10	16	14.75	>12	9	19.33	>12
11	15	30.46	>15	16	19.87	>15
12	20	38.65	>18	16	26.37	>18
13	22	37.52	>21	17	36.33	>18
14	16	37.06	>24	15	22.92	>18
15	19	27.2	>24	17	17.41	>18
16	6	30.83	>24	7	15.42	>18

**Upper Body Strength (Push-ups)
Newport Schools Students**

N = 241						
Age	Newport Boys Tested	Newport Boys Mean	Boys Standard	Newport Girls Tested	Newport Girls Mean	Girls Standard
8	4	5.5	>5	6	7.1	>5
9	13	8.7	>6	8	8.1	>6
10	16	10.6	>7	9	8.5	>7
11	15	12.6	>8	16	3.7	>7
12	20	8.8	>10	16	2.5	>7
13	21	11.14	>12	18	5.9	>7
14	16	12	>14	14	7.6	>7
15	19	16.2	>16	17	13	>7
16	6	27	>18	7	9.1	>7

**Sit and Reach Test
Newport Schools Students**

N = 241						
Age	Newport Boys Tested	Newport Boys Mean	Boys Standard	Newport Girls Tested	Newport Girls Mean	Girls Standard
8	4	8.5	8	6	9.5	9
9	13	8.6	8	8	10.1	9
10	16	9.1	8	9	10.4	9
11	15	13.1	8	16	16.8	10
12	20	18.8	8	16	20.1	10
13	21	18.8	8	17	17.8	10
14	16	16.5	8	15	16.1	10
15	19	13.5	8	17	14.9	12
16	6	13.5	8	7	12.1	12

**Trunk Lift Test
Newport Schools Students**

N = 241						
Age	Newport Boys Tested	Newport Boys Mean	Boys Standard	Newport Girls Tested	Newport Girls Mean	Girls Standard
8	4	7	6 ~ 12	6	8	6 ~ 12
9	13	8.23	6 ~ 12	8	9.5	6 ~ 12
10	16	8.5	9 ~ 12	9	9.2	9 ~ 12
11	15	9	9 ~ 12	16	9.1	9 ~ 12
12	20	9.5	9 ~ 12	16	8.9	9 ~ 12
13	21	10.19	9 ~ 12	17	9.5	9 ~ 12
14	16	10.9	9 ~ 12	15	10	9 ~ 12
15	19	11.4	9 ~ 12	17	10.4	9 ~ 12
16	6	10.8	9 ~ 12	7	10.2	9 ~ 12

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport School Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to all K thru 12th-grade students—identified as homeless—attending the school district:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/8/13

□

School-Based Partner: Newport Services Tools and Empowerment Project (NSTEP)

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, NSTEP agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Provide staff support for off-campus program activities (as requested and available).
4. Serve as a member to the F.I.T. for Life Project Advisory Council.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative: _____

(b)(6)

Dated: 4-1-13

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport Schools Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to all newly-enrolled K thru 12th-grade students in the school district:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of LEA's Authorized Representative: _____ (b)(6)

Dated: 4/8/13

□

School-Based Partner: Newport Welcome Center

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, the Newport Welcome Center agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Serve as a member to the F.I.T. for Life Project Advisory Council.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative: _____ (b)(6)

Dated: 4-8-13

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport School Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to K thru 2nd-grade students attending Newport Primary School:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners. (b)(6)

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/8/13

□

School-Based Partner: Newport Primary School Family Resource Center

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, the Newport Primary School/Family Resource Center agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Provide staff support for off-campus program activities (as requested and available).
4. Serve as a member to the F.I.T. for Life Project Advisory Council.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: 4/2/13

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport School Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to 3rd- thru 5th-grade students attending Newport Intermediate School:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____ (b)(6)

Dated: 4/8/13

□

School-Based Partner: Newport Intermediate School/Family Resource Center

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, the Newport Intermediate School/Family Resource Center agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Provide staff support for off-campus program activities (as requested and available).
4. Serve as a member to the F.I.T. for Life Project Advisory Council.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative: _____ (b)(6)

Dated: 4/5/13

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport School Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to all K thru 12th-grade students attending the school district:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____ (b)(6)

Dated: 4/8/13

School-Based Partner: Newport 21st Century After School Program

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, the Newport 21st Century After School Program agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Provide staff support for off-campus program activities (as requested and available).
4. Serve as a member to the F.I.T. for Life Project Advisory Council.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative: _____ (b)(6)

Dated: 4/1/13

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport School Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to 9th- thru 12th-grade students attending Newport High School:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/8/13

□

School-Based Partner: Newport High School/Youth Services Center

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, the Newport High School/Youth Services Center agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Provide staff support for off-campus program activities (as requested and available).
4. Serve as a member to the F.I.T. for Life Project Advisory Council.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: 04-03-13

PARTNER AGREEMENT (SCHOOL-BASED PARTNER)

Agency Name: Newport Independent Schools

DUNS #: 060919560

LEA Authorized Representative Name: Diane Hatfield, Newport School Curriculum Coordinator

Roles and Responsibilities:

As lead applicant, Newport Independent Schools will serve as fiscal agent for the F.I.T. for Life Project and will assume final responsibility for all project deliverables.

Contribution to the Project:

Newport Independent Schools' F.I.T. for Life Project will provide to all K thru 12th-grade students attending the school district:

1. Instruction in healthy eating habits and good nutrition.
2. Physical fitness activities, including
 - a. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
 - b. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
 - c. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
 - d. Opportunities to develop positive social and cooperative skills through physical activity participation.
 - e. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____

(b)(6)

Dated: 4/8/13

□

School-Based Partner: Newport 21st Century After School Program

Contribution to the Project:

As a school-based partner to Newport Ind. Schools' F.I.T. for Life Project, Newport 21st Century After School Program agrees to:

1. Act as liaison between school and program staff.
2. Act as referral agent for students and their families who may benefit from project activities/services.
3. Provide staff support for off-campus program activities (as requested and available).
4. Serve as a member to the F.I.T. for Life Project Advisory Council.

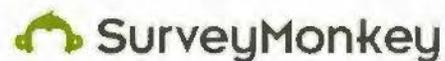
This agreement is in support of F.I.T. for Life PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative: _____

(b)(6)

Dated: 4/1/13

Newport Independent Schools: Student Nutrition and Activity Survey



1. Gender:

		Response Percent	Response Count
Male		50.5%	190
Female		49.5%	186
answered question			376
skipped question			0

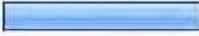
2. Racial or Ethnic Identity:

		Response Percent	Response Count
White		58.8%	221
Hispanic or Latino		4.8%	18
African American		15.2%	57
Native American		1.3%	5
Asian or Pacific Islander		0.5%	2
Other		4.0%	15
I am Biracial.		11.4%	43
I do not want to answer this question.		4.0%	15
answered question			376
skipped question			0

3. I am in the...

		Response Percent	Response Count
4th Grade		34.0%	128
5th Grade		6.9%	26
6th Grade		20.7%	78
7th Grade		0.3%	1
8th Grade		24.2%	91
9th Grade		1.1%	4
10th Grade		12.5%	47
11th Grade		0.3%	1
answered question			376
skipped question			0

4. How many times in the last seven days did you eat fast food, including at home or at a fast food restaurant?

		Response Percent	Response Count
I did not eat fast food in the last seven days.		29.5%	111
1 to 3 times during the past seven days.		44.9%	169
4 to 6 times in the past seven days.		7.7%	29
1 time per day.		7.2%	27
2 times per day.		3.5%	13
3 times per day.		3.7%	14
4 or more times per day.		3.5%	13
		answered question	376
		skipped question	0

5. How many times in the last seven days did you eat a cooked meal at home?

		Response Percent	Response Count
I did not eat a cooked meal at home in the last seven days.		3.7%	14
1 to 3 times during the past seven days.		21.5%	81
4 to 6 times in the past seven days.		26.9%	101
1 time per day.		12.8%	48
2 times per day.		15.4%	58
3 times per day.		10.4%	39
4 or more times per day.		9.3%	35
		answered question	376
		skipped question	0

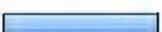
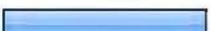
6. Which statement best describes you?

		Response Percent	Response Count
I like all vegetables.		12.0%	45
I like some vegetables		70.2%	264
I only like one vegetable.		8.2%	31
I do not like any vegetables.		9.6%	36
		answered question	376
		skipped question	0

7. Which statement best describes you?

		Response Percent	Response Count
I like all fruits.		42.0%	158
I like some fruits.		52.9%	199
I only like one fruit.		2.7%	10
I do not like any fruits.		2.4%	9
		answered question	376
		skipped question	0

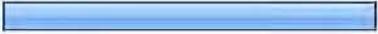
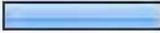
8. During the past seven days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice? (So not count punch, Kool-Aid, sports drinks, or other fruit flavored drinks.)

		Response Percent	Response Count
I did not drink 100% fruit juice during the past seven days.		23.1%	87
1 to 3 times during the past seven days.		30.3%	114
4 to 6 times in the past seven days.		15.2%	57
1 time per day.		10.1%	38
2 times per day.		8.5%	32
3 times per day.		1.9%	7
4 or more times per day.		10.9%	41
		answered question	376
		skipped question	0

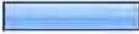
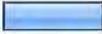
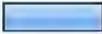
9. Outside of meals eaten at school, how many times in the last seven days did you eat fruit? (Do not count fruit juice.)

		Response Percent	Response Count
I did not eat fruit during the last seven days.		12.8%	48
1 to 3 times during the past seven days.		25.5%	96
4 to 6 times in the past seven days.		21.8%	82
1 time per day.		12.2%	46
2 times per day.		9.6%	36
3 times per day.		6.4%	24
4 or more times per day.		11.7%	44
answered question			376
skipped question			0

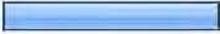
10. Outside of meals eaten at school, how many times in the last seven days did you eat a green salad?

		Response Percent	Response Count
I did not eat green salad during the past seven days.		56.1%	211
1 to 3 times during the past seven days.		23.4%	88
4 to 6 times in the past seven days.		8.8%	33
1 time per day.		6.9%	26
2 times per day.		2.1%	8
3 times per day.		0.8%	3
4 or more times per day.		1.9%	7
answered question			376
skipped question			0

11. Outside of meals eaten at school, how many times in the last seven days did you eat vegetables? (Do not include green salads.)

		Response Percent	Response Count
I did not eat vegetables during the last seven days.		20.2%	76
1 to 3 times during the past seven days.		33.5%	126
4 to 6 times in the past seven days.		14.4%	54
1 time per day.		14.4%	54
2 times per day.		10.9%	41
3 times per day.		4.0%	15
4 or more times per day.		2.7%	10
answered question			376
skipped question			0

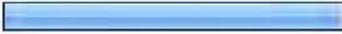
12. During the past seven days, how many times did you eat potatoes? (do not count French fries, fried potatoes, or potato chips)

		Response Percent	Response Count
I did not eat potatoes during the last seven days.		32.4%	122
1 to 3 times during the past seven days.		43.1%	162
4 to 6 times in the past seven days.		10.9%	41
1 time per day.		9.0%	34
2 times per day.		3.2%	12
3 times per day.		0.3%	1
4 or more times per day.		1.1%	4
answered question			376
skipped question			0

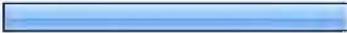
13. During the past seven days, how many times did you eat carrots?

		Response Percent	Response Count
I did not eat carrots during the past seven days.		55.3%	208
1 to 3 times during the past seven days.		25.0%	94
4 to 6 times in the past seven days.		8.0%	30
1 time per day.		4.0%	15
2 times per day.		3.2%	12
3 times per day.		1.1%	4
4 or more times per day.		3.5%	13
		answered question	376
		skipped question	0

14. Did you eat breakfast during the last seven days (excluding the weekend)?

		Response Percent	Response Count
I ate breakfast only at school.		11.4%	43
I ate breakfast only at home.		27.1%	102
I ate breakfast at home or at school.		51.1%	192
I did not eat breakfast.		10.4%	39
		answered question	376
		skipped question	0

15. Did you eat breakfast last weekend?

		Response Percent	Response Count
I ate breakfast only at school.		7.2%	27
I ate breakfast only at home.		51.9%	195
I ate breakfast at home or at school.		30.6%	115
I did not eat breakfast.		10.4%	39
		answered question	376
		skipped question	0

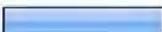
16. Which statement best describes the contents of your refrigerator at home?

		Response Percent	Response Count
There are always fruits and vegetables in the refrigerator.		51.1%	192
There are sometimes fruits and vegetables in the refrigerator.		36.4%	137
There are rarely fruits and vegetables in the refrigerator.		9.8%	37
There are never fruits and vegetables in the refrigerator.		2.7%	10
		answered question	376
		skipped question	0

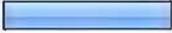
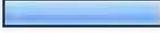
17. How many sodas, including diet sodas did you drink in the last seven days?

		Response Percent	Response Count
During the last seven days I did not drink any sodas.		20.5%	77
1 to 3 times during the past seven days.		35.1%	132
4 to 6 times in the past seven days.		13.6%	51
1 time per day.		12.5%	47
2 times per day.		7.7%	29
3 times per day.		3.7%	14
4 or more times per day.		6.9%	26
		answered question	376
		skipped question	0

18. Which statement best describes you?

		Response Percent	Response Count
I get enough to eat every day and am never hungry.		65.7%	247
Some days, I do not get enough to eat and I am sometimes hungry.		23.7%	89
Most days, I do not get enough to eat and I am often hungry.		7.7%	29
I never get enough to eat and I am hungry every day.		2.9%	11
		answered question	376
		skipped question	0

19. On average, how much time did you spend watching TV, on the internet, or playing video games every day?

		Response Percent	Response Count
0 minutes.		5.1%	19
30 minutes to 1 hour.		33.0%	124
1 or 2 hours.		25.0%	94
3 to 4 hours.		13.6%	51
More than 4 hours each day.		23.4%	88
		answered question	376
		skipped question	0

20. On average, how much time did you spend in the last seven days (including weekends) watching TV, on the internet, or playing video games?

		Response Percent	Response Count
0 minutes to 1 hour.		16.5%	62
1 to 3 hours.		26.9%	101
3 to 6 hours.		16.2%	61
6 to 10 hours.		13.8%	52
10 to 20 hours.		10.9%	41
More than 20 hours.		15.7%	59
		answered question	376
		skipped question	0

21. During the past seven days, on how many days were you physically active for a total of at least 60 minutes per day? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)

		Response Percent	Response Count
0 days		6.4%	24
1 day		7.7%	29
2 days		9.0%	34
3 days		13.6%	51
4 days		14.4%	54
5 days		8.8%	33
6 days		6.9%	26
7 days		33.2%	125
		answered question	376
		skipped question	0

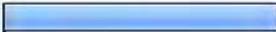
22. Do you participate in an afterschool activity, including sports?

		Response Percent	Response Count
Yes		62.0%	233
No		38.0%	143
		answered question	376
		skipped question	0

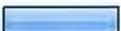
23. Do you participate in an organized sport?

		Response Percent	Response Count
I participate in an organized sport though school.		25.8%	97
I participate in an organized sport outside of school.		37.5%	141
I do not participate in an organized sport.		36.7%	138
		answered question	376
		skipped question	0

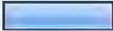
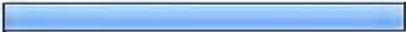
24. In an average day, how much time do you spend playing inside or outside?

		Response Percent	Response Count
0 minutes.		6.6%	25
30 minutes.		13.8%	52
30 minutes to 1 hour.		18.9%	71
1 to 2 hours.		19.1%	72
More than 2 hours.		41.5%	156
		answered question	376
		skipped question	0

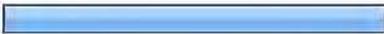
25. In an average seven days, how much time do you spend playing inside or outside?

		Response Percent	Response Count
0 minutes to 30 minutes.		10.9%	41
30 minutes to one hour.		11.7%	44
1 to 2 hours.		18.4%	69
2 to 4 hours.		16.8%	63
4 to 6 hours.		13.6%	51
More than 6 hours per seven days.		28.7%	108
		answered question	376
		skipped question	0

26. Which statement best describes you?

		Response Percent	Response Count
I am always sick.		2.4%	9
I am often sick.		16.0%	60
I am rarely sick.		60.4%	227
I am never sick.		21.3%	80
		answered question	376
		skipped question	0

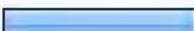
27. Which statement best describes you?

		Response Percent	Response Count
I am happy with my weight.		57.7%	217
I am unhappy with my weight but do not know what to do.		10.1%	38
I am unhappy with my weight and know what to do.		9.8%	37
I don't know if I am happy or unhappy with my weight.		9.6%	36
I do not want to answer this question.		12.8%	48
		answered question	376
		skipped question	0

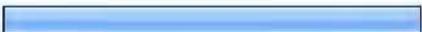
28. Have you ever visited a garden?

		Response Percent	Response Count
Yes		77.7%	292
No		22.3%	84
		answered question	376
		skipped question	0

29. Have you ever helped in a garden?

		Response Percent	Response Count
Yes we have a garden at home.		28.7%	108
Yes we share a garden with others (community group, religious group, or other group).		14.1%	53
I have helped in a garden in the past but do not now help in a garden.		28.7%	108
I have never helped in a garden.		28.5%	107
		answered question	376
		skipped question	0

30. Would you eat food you helped grow in a garden?

		Response Percent	Response Count
Yes.		63.0%	237
No.		10.4%	39
I don't know.		26.6%	100
		answered question	376
		skipped question	0

HECAT: Chapter 3

OVERALL SUMMARY FORM

Individual Curriculum Summary Scores

Reviewer's Name Jeanetta Stacy

Date: 3/29/13

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As you complete each scoring section in Chapters, 4 and 5, and relevant health topic modules in Chapter 6, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked *Multiple Curriculum Comparison Scores* (page 3-3) to consolidate scores for more than one curriculum, grade group, or health topic module.

Grade groups	CURRICULUM TITLE: <u>No Health Text</u>	
<input checked="" type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		Score
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis (pg. 4-4)	
	Acceptability Analysis (pg. 4-8)	
	Feasibility Analysis (pg. 4-9)	
	Affordability Analysis (pg. 4-14)	
Chapter 5 Health Education Curriculum Fundamentals	Learning Objectives (pg. 5-2)	
	Teacher Materials (pg. 5-3)	
	Curriculum Design (pg. 5-4)	
	Instructional Strategies and Materials (pg. 5-5)	
	Promotion of Norms that Value Positive Health Behaviors (pg. 5-6)	
Chapter 6, Specific Health Topic Modules Check Relevant Module(s) <input type="checkbox"/> AOD <input checked="" type="checkbox"/> HE <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> SAFETY <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	Standard 1: Health Information/Concepts (Concept Coverage)	0
	Standard 2: Analyzing Influences (Student Learning/Application)	0
	Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	0
	Standard 3: Accessing Valid Information (Student Learning/Application)	0
	Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	0
	Standard 4: Communication Skills (Student Learning/Application)	0
	Standard 4: Communication Skills (Teacher Instruction/Assessment)	0
	Standard 5: Decision Making (Student Learning/Application)	0
	Standard 5: Decision Making (Teacher Instruction/Assessment)	0
	Standard 6: Goal Setting (Student Learning/Application)	0
	Standard 6: Goal Setting (Teacher Instruction/Assessment)	0
	Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	0
	Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	0
	Standard 8: Advocating for Health (Student Learning/Application)	0
	Standard 8: Advocating for Health (Teacher Instruction/Assessment)	0

Make additional copies of this form to review other grade groups, curricula, or health topic modules.

HECAT: Chapter 3

OVERALL SUMMARY FORM

Individual Curriculum Summary Scores

Reviewer's Name Lisa Rizzo

Date: 3/28/13

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As you complete each scoring section in Chapters, 4 and 5, and relevant health topic modules in Chapter 6, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked *Multiple Curriculum Comparison Scores* (page 3-3) to consolidate scores for more than one curriculum, grade group, or health topic module.

Grade groups	CURRICULUM TITLE:	
<input type="checkbox"/> pre-K-2 <input checked="" type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input type="checkbox"/> 9-12	<h2 style="margin: 0;">No Health Text</h2>	Score
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis (pg. 4-4)	
	Acceptability Analysis (pg. 4-8)	
	Feasibility Analysis (pg. 4-9)	
	Affordability Analysis (pg. 4-14)	
Chapter 5 Health Education Curriculum Fundamentals	Learning Objectives (pg. 5-2)	
	Teacher Materials (pg. 5-3)	
	Curriculum Design (pg. 5-4)	
	Instructional Strategies and Materials (pg. 5-5)	
	Promotion of Norms that Value Positive Health Behaviors (pg. 5-8)	
Chapter 6, Specific Health Topic Modules Check Relevant Module(s) <input type="checkbox"/> AOD <input checked="" type="checkbox"/> HE <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> SAFETY <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	Standard 1: Health Information/Concepts (Concept Coverage)	0
	Standard 2: Analyzing Influences (Student Learning/Application)	0
	Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	0
	Standard 3: Accessing Valid Information (Student Learning/Application)	0
	Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	0
	Standard 4: Communication Skills (Student Learning/Application)	0
	Standard 4: Communication Skills (Teacher Instruction/Assessment)	0
	Standard 5: Decision Making (Student Learning/Application)	0
	Standard 5: Decision Making (Teacher Instruction/Assessment)	0
	Standard 6: Goal Setting (Student Learning/Application)	0
	Standard 6: Goal Setting (Teacher Instruction/Assessment)	0
	Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	0
	Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	0
	Standard 8: Advocating for Health (Student Learning/Application)	0
	Standard 8: Advocating for Health (Teacher Instruction/Assessment)	0

Make additional copies of this form to review other grade groups, curricula, or health topic modules.

HECAT: Chapter 3

OVERALL SUMMARY FORM

Individual Curriculum Summary Scores

Reviewer's Name Esther Fatsy

Date: 3/28/13

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As you complete each scoring section in Chapters, 4 and 5, and relevant health topic modules in Chapter 6, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked *Multiple Curriculum Comparison Scores* (page 3-3) to consolidate scores for more than one curriculum, grade group, or health topic module.

Grade groups	CURRICULUM TITLE: <u>Decisions For Health</u>	
<input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input checked="" type="checkbox"/> 6-8 <input type="checkbox"/> 9-12		Score
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis (pg. 4-4)	
	Acceptability Analysis (pg. 4-8)	
	Feasibility Analysis (pg. 4-9)	
	Affordability Analysis (pg. 4-14)	
Chapter 5 Health Education Curriculum Fundamentals	Learning Objectives (pg. 5-2)	
	Teacher Materials (pg. 5-3)	
	Curriculum Design (pg. 5-4)	
	Instructional Strategies and Materials (pg. 5-5)	
	Promotion of Norms that Value Positive Health Behaviors (pg. 5-6)	
Chapter 6, Specific Health Topic Modules Check Relevant Module(s) <input type="checkbox"/> AOD <input checked="" type="checkbox"/> HE <input type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> SAFETY <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	Standard 1: Health Information/Concepts (Concept Coverage)	3
	Standard 2: Analyzing Influences (Student Learning/Application)	1
	Standard 2: Analyzing Influences (Teacher Instruction/Assessment)	0
	Standard 3: Accessing Valid Information (Student Learning/Application)	2
	Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)	0
	Standard 4: Communication Skills (Student Learning/Application)	0
	Standard 4: Communication Skills (Teacher Instruction/Assessment)	0
	Standard 5: Decision Making (Student Learning/Application)	1
	Standard 5: Decision Making (Teacher Instruction/Assessment)	0
	Standard 6: Goal Setting (Student Learning/Application)	2
	Standard 6: Goal Setting (Teacher Instruction/Assessment)	0
	Standard 7: Practicing Healthy Behaviors (Student Learning/Application)	2
	Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)	0
	Standard 8: Advocating for Health (Student Learning/Application)	2
Standard 8: Advocating for Health (Teacher Instruction/Assessment)	0	

Make additional copies of this form to review other grade groups, curricula, or health topic modules.

HECAT: Chapter 3

OVERALL SUMMARY FORM

Individual Curriculum Summary Scores

Reviewer's Name Tony Walter

Date: 4/5/13

Directions: Use this form to summarize the scores from chapters 4, 5, and 6. As you complete each scoring section in Chapters, 4 and 5, and relevant health topic modules in Chapter 6, transfer the scores to the score column below. Use a separate form for each grade group or health topic module. Use the form marked *Multiple Curriculum Comparison Scores* (page 3-3) to consolidate scores for more than one curriculum, grade group, or health topic module.

Grade groups	CURRICULUM TITLE: <u>Health</u>		Score
<input type="checkbox"/> pre-K-2 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12			
Chapter 4 Preliminary Curriculum Considerations	Accuracy Analysis (pg. 4-4)		
	Acceptability Analysis (pg. 4-8)		
	Feasibility Analysis (pg. 4-9)		
	Affordability Analysis (pg. 4-14)		
Chapter 5 Health Education Curriculum Fundamentals	Learning Objectives (pg. 5-2)		
	Teacher Materials (pg. 5-3)		
	Curriculum Design (pg. 5-4)		
	Instructional Strategies and Materials (pg. 5-5)		
	Promotion of Norms that Value Positive Health Behaviors (pg. 5-6)		
Chapter 6, Specific Health Topic Modules Check Relevant Module(s) <input type="checkbox"/> AOD <input checked="" type="checkbox"/> VHE <input checked="" type="checkbox"/> MEH <input type="checkbox"/> PHW <input type="checkbox"/> PA <input type="checkbox"/> SAFETY <input type="checkbox"/> SH <input type="checkbox"/> T <input type="checkbox"/> V <input type="checkbox"/> CHE	Standard 1: Health Information/Concepts (Concept Coverage)		2
	Standard 2: Analyzing Influences (Student Learning/Application)		1
	Standard 2: Analyzing Influences (Teacher Instruction/Assessment)		2
	Standard 3: Accessing Valid Information (Student Learning/Application)		3
	Standard 3: Accessing Valid Information (Teacher Instruction/Assessment)		3
	Standard 4: Communication Skills (Student Learning/Application)		2
	Standard 4: Communication Skills (Teacher Instruction/Assessment)		2
	Standard 5: Decision Making (Student Learning/Application)		1
	Standard 5: Decision Making (Teacher Instruction/Assessment)		2
	Standard 6: Goal Setting (Student Learning/Application)		1
	Standard 6: Goal Setting (Teacher Instruction/Assessment)		2
	Standard 7: Practicing Healthy Behaviors (Student Learning/Application)		0
	Standard 7: Practicing Healthy Behaviors (Teacher Instruction/Assessment)		3
	Standard 8: Advocating for Health (Student Learning/Application)		1
Standard 8: Advocating for Health (Teacher Instruction/Assessment)		1	

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SHI Edition: SHI 2012 Created: 03/27/2013 Last Activity: 04/07/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment			X		
Module 2 - Health Education	X				
Module 3 - Physical Education and Other Physical Activity Programs			X		
Module 4 - Nutrition Services				X	
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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School Health

Index (SHI)

Welcome **newport intermediate school**

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SHI Edition: SHI 2012 Created: 03/27/2013 Last Activity: 04/08/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment			X		
Module 2 - Health Education	X				
Module 3 - Physical Education and Other Physical Activity Programs			X		
Module 4 - Nutrition Services			X		
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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School Health

Welcome Npt Middle School

Index (SHI)

My SHI Options ▼

Your School's SHI: NMS Health & PE

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SHI Edition: SHI 2012 Created: 03/28/2013 Last Activity: 04/08/2013

- Modules/Questions
- Overall Scorecard
- Plan for Improvement

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment			X		
Module 2 - Health Education		X			
Module 3 - Physical Education and Other Physical Activity Programs		X			
Module 4 - Nutrition Services			X		
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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School Health

Index (SHI)

Welcome Newport High School

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Your School's SHI: NEWPORT HIGH

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SHI Edition: SHI 2012 Created: 03/27/2013 Last Activity: 04/08/2013

Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

Modules	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1 - School Health and Safety Policies and Environment				X	
Module 2 - Health Education				X	
Module 3 - Physical Education and Other Physical Activity Programs			X		
Module 4 - Nutrition Services		X			
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

<< Previous Continue >>

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**Program Specific Assurance
Newport Independent Schools - F.I.T. for Life Project**

Agency Name: Newport Independent Schools

DUNS #: 060919560

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

Kelly E. Middleton
Signature of Authorized Representative

Superintendent
Title

Newport Independent Schools
Applicant Organization

4/12/13
Date Submitted

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

[Add Optional Budget Narrative](#)

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BUDGET NARRATIVE: PROJECT-YEAR ONE

BUDGET CATEGORY	MATCH	GRANT REQUEST
1. Personnel	(b)(4)	\$169,800

Grant Request:

F.I.T. for Life Project Director: \$7,400.

One district-level employee (Newport Schools Curriculum Coordinator Diane Hatfield) who will provide district-level oversight to the program. The Project Director will work directly with the program an avg. of 4 hrs. per week x \$50 per hr. x 37 weeks = \$7,400.

F.I.T. for Life Project Coordinator: \$46,330.

One full-time employee who will provide day-to-day oversight of the program and be responsible for the implementation all project activities and services, including budgeting/purchases, data collection/evaluation, staff oversight/scheduling, etc.

*The Project Coordinator will work directly with program 7 hrs. per day x 205 days per yr. x \$226 per day = \$46,330.

PE/Health Specialist: \$41,850.

One full-time employee who, in addition to providing innovative Physical Education instruction to K thru 5th-grade students, will be responsible for (1) monitoring instructional practices at the elementary and intermediate school levels (2) reviewing adapted K-5 Physical Education instruction and practices to ensure compliance with school district and state-level requirements (3) writing reports to summarize student performance, social growth and physical development (4) collaborating with Special Education staff to write or modify individualized education plans (IEPs) for students with intellectual or physical disabilities and (5) providing students positive feedback to encourage them and help them develop an appreciation for physical education and wellness

*The PE Specialist will work directly with the program 7 hrs. per day x 186 days per yr. x \$225 per day = \$41,850.

Data Analyst: \$30,000.

One full-time employee who will work directly with the program 7 hrs. per day x 186 days per yr. x \$23 per hr. = \$30,000.

*In collaboration with the Project Coordinator and Project Evaluator, the Data Analyst will be responsible the ongoing collection, aggregation and analyses of all required project data.

Health & Nutrition Education Specialist: \$41,850.

One full-time employee who will work directly with the program 7 hrs. per day x 186 days per yr. x \$225 per day = \$41,850.

*The Health and Nutrition Education Specialist will be responsible for (1) providing health and nutrition instruction to students at the middle and high school levels (2) development of school gardens serving K thru 12th-grade students and (3) development of the "Veggie Van," a mobile fresh fruit/vegetable truck, which will be utilized to provide K thru 12th-grade students (and their parents) convenient, daily access to fresh fruits and vegetables.

Summer Wellness Coordinator: \$2,370.

One part-time employee who work directly with the program 4 hrs. per day x 4 days per week x 6 weeks per yr. (June, July) = \$2,400.

*The Summer Wellness Coordinator will be responsible for implementation/delivery of fitness-focused activities for K thru 12th-grade students. Activities to include: an asphalt basketball league' Summer Fitness Center Club; and "urban hiking" within the City of Newport.

**To assist the Summer Wellness Coordinator with implementation of proposed programming, undergraduate PE students attending local universities (including Northern KY. University and University of Cincinnati) will be recruited annually.

Match:

(b)(4)

2. Fringe Benefits	(b)(4)	\$56,562
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Grant Request:

F.I.T. for Life Project Director: \$7,400 x 34% = \$2,516.

F.I.T. for Life Project Coordinator: \$46,330 x 34% = \$14,572.

PE Specialist: \$41,850 x 34% = \$14,229.

Health and Nutrition Education Specialist: \$41,850 x 34% = \$14,229.

Data Analyst: \$30,000 x 34% = \$10,200.

Summer Wellness Coordinator: \$2,400 x 34% = \$816.

*In Kentucky, 34% of a given annual salary is the avg. cost associated with a full-time employee benefits package, including health care.

3. Travel (Staff)	(b)(4)	\$6,470
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Grant request:

Costs associated with project staff travel to a two-day meeting held in Washington, D.C. (required for new grantees, year-one only).

- Airfare: 2 staff x 2 airfares x \$500 = \$1,000.
- Lodging: 2 staff x 2 days x \$150 per day = \$600.
- Per diem: 2 staff x 3 days x \$45 per day = \$270.

Costs associated with Food Services staff travel to the School Nutrition Association Annual National Conference held in Boston, MA on July 13th-16th, 2014.

- Airfare: 2 staff x 2 airfares x \$500 = \$1,000.
- Lodging: 2 staff x 4 days x \$150 per day = \$1,200.
- Per diem: 2 staff x 4 days x \$45 per day = \$360.

Costs associated with Food Services staff travel to the KY School Nutrition Association Annual Conference held in Lexington, KY on June 16th-18th, 2014.

- Automobile travel: 200 mi. round trip x .45 cents per mi. = \$90.
- Lodging: 5 staff x 2 days x \$150 per day = \$1,500.
- Per diem: 5 staff x 2 days x \$45 per day = \$450.

4. Equipment	(b)(4)	\$191,525
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Grant request:

Walking School Bus: \$1,050.

In partnership with the Northern KY Ind. District Health Dept., costs associated with implementation of a "Walking School Bus" program (a.k.a., Safe Routes to School). The program will be targeted to 60 K thru 5th-grade students.

- Safety equipment: Walking School Bus safety backpacks for 6 school bus "conductors": 6 x \$100 each = \$600.
- Safety vests for 6 school bus "conductors": 6 x \$25 each = \$150.
- Strobe-light wristlets for 60 participating students: 60 x \$5 each = \$300.

NHS Strength & Flexibility Training Center: \$24,844.

Costs associated with development/implementation of Newport High School Strength & Flexibility Center, targeted to 9th- thru 12th-grade students (to be utilized both during and after school).

- Purchases to include a variety of "free weight" plates and accompanying apparatus (e.g., leg curl machine; leg extension machine; power racks; dip stations, etc.) = \$16,847
- Interlocking/non-permanently affixed 3/8" rubber "gym floor" tile (red & black flecked) = \$7,997.

Pedometers: \$16,662.

- 2,800 pedometers x \$6 each = \$16,662.

Computers and printers: \$4,800.

Costs associated with purchase of computers/printers for four full-time project staff (Project Coordinator; PE Specialist; Data Analyst; and Health & Nutrition Education Specialist).

- Four computer systems x \$1,200 each = \$4,800.

Basketball goals: \$6,922.

Costs associated with purchase of eight basketball goals for outdoor asphalt basketball courts at Newport Intermediate School (2 b.b. goals) and Newport Middle School (6 b.b. goals).

- 8 basketball goals x \$834 each = \$6,672
- Shipping & handling = \$250.

Outdoor fitness circuits: \$44,540.

Costs associated with purchase of two outdoor fitness circuits: one outdoor fitness circuit for Newport Primary School; and one outdoor fitness circuit for Newport Intermediate School. Calculation includes shipping & handling and safety surfaces for both fitness circuits.

- NPS outdoor fitness circuit = \$23,608.
- NIS outdoor fitness circuit = \$18,232.
- Shipping & handling = \$1,000.
- Safety surfaces for NPS and NIS fitness circuits = \$1,700.

SPARK Physical Education Program (K-2nd) = \$5,566.

- SPARK curriculum package, including 3-yr. SPARK membership, K-2nd PE manual and K-2nd PE music CD = \$399.
- SPARK K-2nd PE equipment package = \$5,167.

SPARK Physical Education Program (3rd-5th) = \$8,345.

- SPARK curriculum package, including 3- yr. SPARK membership, 3rd-5th PE manual and 3rd-5th PE music CD = \$399
- SPARK 3rd-5th PE equipment package = \$7,946.

SPARK Physical Education Program (6th -8th) = \$16,609.

- SPARK curriculum package, including 3-yr. SPARK membership, 6th-8th PE manual and 6th-8th PE music CD = \$399.
- SPARK 6th-8th PE equipment package = \$16,210.

SPARK Physical Education Program (9th -12th) = \$20,841.

- SPARK curriculum package, including 3-yr. SPARK membership, 9th-12th PE manual and 9th-12th PE music CD = \$399.
- SPARK 9th-12th PE equipment package = \$20,442.

Health Smart curriculum (K-6th) = \$2,911.

- Health Smart curriculum = \$2,499.
- Health Smart student magazines = \$412 (four sets of 30 @ \$103 per set).

Health Smart curriculum (middle school level) = \$910.

- Health Smart curriculum = \$550.
- Health Smart student workbooks = \$360 (one set of 180 workbooks).

Health Smart curriculum (high school level) = \$910.

- Health Smart curriculum = \$550.
- Health Smart student workbooks = \$360 (one set of 180 workbooks).

Motor skills/tumbling apparatus for K-2nd students = \$4,080. (E.g., trapezoid, incline spotter, mini tramp, etc.).

Age-appropriated youth basketball goals for K-2nd students = \$1,600 (4 basketball goals x \$400 each = \$1,600).

Heart-rate monitors for K thru 12th-grade students = \$3,200. (60 monitors x \$53 = \$3,200).

NHS Fitness equipment = \$27,735.

- 3 elliptical trainers x \$3,995 each = \$11,985.
- 3 treadmills x \$5,250 = \$15,750.

5. Supplies

(b)(4)

\$18,100

Postage = \$2,100.

- Stamps for four full-time project staff = \$2,100 (\$550 per staff member x four staff).

Copying = \$2,000.

- Copying for four full-time project staff = \$2,000 (\$500 per staff member x four staff).

Office set up = \$4,000.

- Office set-up for four full-time project staff = \$4,000 (\$1,000 per staff member x four staff). To include purchases of supplies for misc. needs typically associated with daily office operations (paper, pens, ink cartridges, etc.).

Miscellaneous supplies to support F.I.T. for Life before and after school fitness- & nutrition-focused clubs = \$5,000.

Costs associated with purchase of supplies to support F.I.T. for Life after school fitness- and nutrition-focused clubs (e.g., supplies for Cooking Clubs, archery equipment, etc.).

School/Community Garden (a.k.a., "The Living Laboratory) = \$5,000.

- Misc. gardening supplies and related equipment = \$5,000 (E.g., plant materials, shovels, rakes, fertilizers, etc.).

Costs associated with purchase of supplies for development of a school/community garden to be located at 906 Orchard St., Newport, KY. Garden to be developed in partnership with the Henry Hosea House, a local food pantry/"soup kitchen" serving low-income Newport residents.

6. Construction	(b)(4)	N/A
7. Consultants/Contracts		\$27,050

Grant request:

Dr. Carol Ryan, Associated Dean Northern KY University College of Education & Human Services = \$7,000.
Costs associated with F.I.T. for Life project investigator, Dr. Carol Ryan, Associated Dean, NKU College of Education & Human Services.

SPARK Physical Education Program professional development = \$3,500.

Costs associated with SPARK professional development for three school district PE teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

*The grant-funded PE Specialist and F.I.T. for Life Project Director and Coordinator also shall be required to attend all SPARK PD.

Health Smart professional development = \$3,500.

Costs associated with Health Smart professional development for four school district PE and health teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

*The grant-funded PE Specialist, F.I.T. for Life Project Coordinator and Health & Nutrition Education Specialist also shall be required to attend all Health Smart PD.

**Newport Schools Curriculum Coordinator Diane Hatfield will attend in all F.I.T. for Life PD sessions.

Cell phone contract = \$600.

Costs associated with annual service fee for cell phone for F.I.T. for Life Project Coordinator (\$50 per month x 12 months = \$600).

Before and after school fitness- and wellness-focused club coaches: \$7,200.

NPS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 per hr. = \$1,800 (Nutrition-/fitness-focused clubs).

NIS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness-focused clubs).

NMS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness focused clubs).

NHS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness focused clubs).

After School NMS Fitness Center Club coach = \$2,625

(3 days per week x 1 hrs. per day x 35 weeks per yr. x \$25 per hr. = \$2,625).

After School NHS Fitness Center Club coach = \$2,625.

(3 days per week x 1 hrs. per day x 35 weeks per yr. x \$25 = \$2,625).

Match:

(b)(4)

8. Other

(b)(4)

\$13,917

Grant request:

Registration fees, Food Services staff = \$915.

- Two Food Services staff members attending the School Nutrition Association Annual National Conference held in Boston, MA on July 13th-16th, 2014 = \$415.
- Four Food Services staff members attending the KY School Nutrition Association Annual Conference held in Lexington, KY on June 16th-18th, 2014 = \$500.

Extreme Outdoor Adventure Clubs: \$4,950.

- One outing per week x 6 weeks during June and July for grades 4th-8th = \$2,250.
- One outing per week x 6 weeks during June and July for grades 9th-12th = \$2,250.
- Green Umbrella staff administrative cost-back = \$480. (10% x \$4,500 = \$480)

*Calculation based upon 6 outings (June, July) x an avg. cost of \$15 per student per outing x 25 students per outing = \$2,250.

Newport Primary and Newport Intermediate School Special Olympics Bowling Team = \$1,876.

- 10 outings during the regular school yr. x \$125 per outing (lane fees) = \$1,250.
- One bowling ramp for physically-challenged students = \$149
- Three “handle grip” bowling balls x \$159 each = \$477.

Newport Middle and Newport High School Special Olympics Bowling Team = \$1,876.

- 10 outings during the regular school yr. x \$125 per outing (lane fees) = \$1,250.
- One bowling ramp for physically-challenged students = \$149.
- Three “handle grip” bowling balls x \$159 each = \$477.

Bus transportation: \$4,300.

- Bus transportation for Extreme Outdoor Adventure Clubs for grades 4th-8th and 9th-12th = \$1,800 (total of 12 outings during June, July x \$150 per trip = \$1,800).
- Bus transportation for Special Olympics Bowling Teams = \$2,500 (total of 20 outings x \$125 per trip = \$2,500).

Match:

(b)(4)

10. Indirect Costs

(b)(4)

N/A

Match:

Total grant request of \$483,424 x 2.87% = \$13,875.

Indirect costs related to ongoing implementation of project activities (physical plant space, utilities, maintenance, etc.).

11. Total Direct Costs

(b)(4)

\$483,424

(b)(4)

**TOTAL
GRANT
REQUEST:
\$483,424**

BUDGET NARRATIVE: PROJECT-YEAR TWO

BUDGET CATEGORY	MATCH	GRANT REQUEST
1. Personnel	(b)(4)	\$171,429

Grant Request:

F.I.T. for Life Project Director: \$7,400.

One district-level employee (Newport Schools Curriculum Coordinator Diane Hatfield) who will provide district-level oversight to the program. The Project Director will work directly with the program an avg. of 4 hrs. per week x \$50 per hr. x 37 weeks = \$7,400.

F.I.T. for Life Project Coordinator: \$46,535.

One full-time employee who will provide day-to-day oversight of the program and be responsible for the implementation all project activities and services, including budgeting/purchases, data collection/evaluation, staff oversight/scheduling, etc.

*The Project Coordinator will work directly with program 7 hrs. per day x 205 days per yr. x \$227 per day = \$46,535.

PE/Health Specialist: \$42,112.

One full-time employee who, in addition to providing innovative Physical Education instruction to K thru 5th-grade students, will be responsible for (1) monitoring instructional practices at the elementary and intermediate school levels (2) reviewing adapted K-5 Physical Education instruction and practices to ensure compliance with school district and state-level requirements (3) writing reports to summarize student performance, social growth and physical development (4) collaborating with Special Education staff to write or modify individualized education plans (IEPs) for students with intellectual or physical disabilities and (5) providing students positive feedback to encourage them and help them develop an appreciation for physical education and wellness

*The PE Specialist will work directly with the program 7 hrs. per day x 186 days per yr. x \$226 per day = \$42,112.

Data Analyst: \$30,900.

One full-time employee who will work directly with the program 7 hrs. per day x 186 days per yr.

*Year-two salary reflects 3% increase over year-one salary of \$30,000 = \$30,900.

**In collaboration with the Project Coordinator and Project Evaluator, the Data Analyst will be responsible the ongoing collection, aggregation and analyses of all required project data.

Health & Nutrition Education Specialist: \$42,112.

One full-time employee who will work directly with the program 7 hrs. per day x 186 days per yr. x \$226 per day = \$42,112.

*The Health and Nutrition Education Specialist will be responsible for (1) providing health and nutrition instruction to students at the middle and high school levels (2) development of school gardens serving K thru 12th-grade students and (3) development of the "Veggie Van," a mobile fresh fruit/vegetable truck, which will be utilized to provide K thru 12th-grade students (and their parents) convenient, daily access to fresh fruits and vegetables.

Summer Wellness Coordinator: \$2,370.

One part-time employee who work directly with the program 4 hrs. per day x 4 days per week x 6 weeks per yr. (June, July) = \$2,400.

*The Summer Wellness Coordinator will be responsible for implementation/delivery of fitness-focused activities for K thru 12th-grade students. Activities to include: an asphalt basketball league' Summer Fitness Center Club; and "urban hiking" within the City of Newport.

**To assist the Summer Wellness Coordinator with implementation of proposed programming, undergraduate PE students attending local universities (including Northern KY. University and University of Cincinnati) will be recruited annually.

Match:

(b)(4)

2. Fringe Benefits	(b)(4)	\$58,298
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Grant Request:

F.I.T. for Life Project Director: \$7,400 x 34% = \$2,516.

F.I.T. for Life Project Coordinator: \$46,535 x 34% = \$15,822.

PE Specialist: \$42,112 x 34% = \$14,319.

Health and Nutrition Education Specialist: \$42,112 x 34% = \$14,319.

Data Analyst: \$30,900 x 34% = \$10,506.

Summer Wellness Coordinator: \$2,400 x 34% = \$816.

*In Kentucky, 34% of a given annual salary is the avg. cost associated with a full-time employee benefits package, including health care.

3. Travel (Staff)	(b)(4)	\$12,910
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Grant request:

Costs associated with project staff and PE/Health teachers travel to the National PE Health Institute.

- Airfare: 6 staff x 6 airfares x \$500 = \$3,000.
- Lodging: 6 staff x 2 days x \$150 per day = \$1,800.
- Per diem: 6 staff x 3 days x \$45 per day = \$810.

Costs associated with Food Services staff travel to the School Nutrition Association Annual National Conference held in Boston, MA on July 13th-16th, 2014.

- Airfare: 2 staff x 2 airfares x \$500 = \$1,000.
- Lodging: 2 staff x 4 days x \$150 per day = \$1,200.
- Per diem: 2 staff x 4 days x \$45 per day = \$360.

Costs associated with Food Services staff travel to the KY School Nutrition Association Annual Conference held in Lexington, KY on June 16th-18th, 2014.

- Automobile travel: 200 mi. round trip x .45 cents per mi. = \$90.
- Lodging: 5 staff x 2 days x \$150 per day = \$1,500.
- Per diem: 5 staff x 2 days x \$45 per day = \$450.

Costs associated with project staff and PE/Health teachers travel to the KY PE/Health conference (TBA).

- Automobile travel: 200 mi. round trip x .45 cents per mi. = \$90.
- Lodging: 6 staff x 2 days x \$150 per day = \$1,800.
- Per diem: 6 staff x 2 days x \$45 per day = \$810.

4. Equipment	(b)(4)	\$93,899
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Grant request:

Walking School Bus: \$1,050.

In partnership with the Northern KY Ind. District Health Dept., costs associated with implementation of a “Walking School Bus” program (a.k.a., Safe Routes to School). The program will be targeted to 60 K thru 5th-grade students.

- Safety equipment: Walking School Bus safety backpacks for 6 school bus “conductors”: 6 x \$100 each = \$600.
- Safety vests for 6 school bus “conductors”: 6 x \$25 each = \$150.
- Strobe-light wristlets for 60 participating students: 60 x \$5 each = \$300.

Pedometers: \$8,400.

- 1,400 (replacement) pedometers x \$6 each = \$8,400.

Assistive technology (supporting PE/Health instruction): \$4,000.

Costs associated with purchase of iPads for full-time project staff (Project Coordinator; PE Specialist; Data Analyst; and Health & Nutrition Education Specialist) and four school district PE/Health teachers.

- 8 x \$500 each = \$4,000.

NPS gym curtain = \$12,000.

NHS gym curtain = \$12,000.

SPARK Physical Education Program (K-2nd) = \$2,000.

- SPARK PE K-2nd (replacement) equipment = \$2,000.

SPARK Physical Education Program (3rd -5th) = \$2,000.

- SPARK PE 3rd-5th (replacement) equipment = \$2,000.

SPARK Physical Education Program (6th -8th) = \$2,000.

- SPARK PE 6th-8th (replacement) equipment = \$2,000.

SPARK Physical Education Program (9th -12th) = \$2,000.

- SPARK PE 9th-12th (replacement) equipment = \$2000.

“Health Teacher Online” = \$900.

- Online health lessons for 6 PE/Health teachers and project staff x \$150 = \$900.

Health Smart curriculum (K-6th) = \$1,412.

- Health Smart student magazines = \$412 (four sets of 30 @ \$103 per set).
- Other supplemental students materials = \$1,000.

Health Smart curriculum (middle school level) = \$1,360.

- Health Smart student workbooks = \$360 (one set of 180 workbooks).
- Other supplemental students materials = \$1,000.

Health Smart curriculum (high school level) = \$1,360.

- Health Smart student workbooks = \$360 (one set of 180 workbooks).
- Other supplemental students materials = \$1,000.

Life Sports Program equipment (volleyball/badminton) = \$6,982.

- Spalding Slide adjustable in-floor system = \$6,000.
- Storage accessories = \$350.
- Volleyball = \$385.
- Badminton equipment = \$250.

Personal Fitness Program equipment = \$4,450.

- Stay-Fit class pack (24) = \$2,500.
- Fitness Gram testing pack = \$1,950.

Heart-rate monitors for K thru 12th-grade students = \$3,200. (60 monitors x \$53 = \$3,200).

NMS Fitness equipment = \$24,735.

- 3 elliptical trainers x \$3,995 each = \$11,985.
- 3 treadmills x \$4,250 = \$12,750.
- NPS &NIS Intramural Basketball Program = \$800.
- 32 basketballs x \$25 each = \$800.

Misc. NHS PE program needs (not included the SPARK equipment package) = \$3,250

- Body-fat analyzers = \$750 (30 x \$25 each = \$750).
- Badminton equipment = \$500.
- Soccer equipment = \$500.
- Table tennis equipment = \$1,000.
- Floor hockey equipment = \$500.

5. Supplies	(b)(4)	\$18,100
<p><u>Postage = \$2,100.</u></p> <ul style="list-style-type: none"> Stamps for four full-time project staff = \$2,100 (\$550 per staff member x four staff). <p><u>Copying = \$2,000.</u></p> <ul style="list-style-type: none"> Copying for four full-time project staff = \$2,000 (\$500 per staff member x four staff). <p><u>Ongoing office supply needs = \$4,000.</u></p> <ul style="list-style-type: none"> Ongoing office supply needs for four full-time project staff = \$4,000 (\$1,000 per staff member x four staff). To include purchases of supplies for misc. needs typically associated with daily office operations (paper, pens, ink cartridges, etc.). <p><u>Miscellaneous supplies to support F.I.T. for Life before and after school fitness- & nutrition-focused clubs = \$5,000.</u></p> <p>Costs associated with purchase of supplies to support F.I.T. for Life after school fitness- and nutrition-focused clubs (e.g., supplies for Cooking Clubs, archery equipment, etc.).</p> <p><u>School/Community Garden (a.k.a., "The Living Laboratory) = \$5,000.</u></p> <ul style="list-style-type: none"> Misc. gardening supplies and related equipment = \$5,000 (E.g., plant materials, shovels, rakes, fertilizers, etc.). <p>Costs associated with purchase of supplies for development of a school/community garden to be located at 906 Orchard St., Newport, KY. Garden to be developed in partnership with the Henry Hosea House, a local food pantry/"soup kitchen" serving low-income Newport residents.</p>		
6. Construction	(b)(4)	N/A
7. Consultants/Contracts		\$41,050

Grant request:

Dr. Carol Ryan, Associated Dean Northern KY University College of Education & Human Services = \$7,000.
Costs associated with F.I.T. for Life project investigator, Dr. Carol Ryan, Associated Dean, NKU College of Education & Human Services.

SPARK Physical Education Program “booster” professional development = \$3,500.

Costs associated with SPARK PD “booster training” for three school district PE teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

*The grant-funded PE Specialist and F.I.T. for Life Project Director and Coordinator also shall be required to attend all SPARK PD.

Health Smart “booster” PD = \$3,500.

Costs associated with Health Smart PD “booster” for four school district PE and health teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

*The grant-funded PE Specialist, F.I.T. for Life Project Coordinator and Health & Nutrition Education Specialist also shall be required to attend all Health Smart PD.

**Newport Schools Curriculum Coordinator Diane Hatfield will attend all F.I.T. for Life PD sessions.

Cell phone contract = \$600.

Costs associated with annual service fee for cell phone for F.I.T. for Life Project Coordinator (\$50 per month x 12 months = \$600).

Before and after school fitness- and wellness-focused club coaches: \$7,200.

NPS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 per hr. = \$1,800 (Nutrition-/fitness-focused clubs).

NIS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness-focused clubs).

NMS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness focused clubs).

NHS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness focused clubs).

After School NMS Fitness Center Club coach = \$2,625

(3 days per week x 1 hrs. per day x 35 weeks per yr. x \$25 per hr. = \$2,625).

After School NHS Fitness Center Club coach = \$2,625.

(3 days per week x 1 hrs. per day x 35 weeks per yr. x \$25 = \$2,625).

NIS Intramural Basketball Program coaches = \$10,000.

- 20 K-5 intramural basketball coaches x \$500 = \$10,000.

Newport Primary & Newport Intermediate School Special Olympics bowling/basketball team coaches = \$2,000.

- 4 coaches (2 per team) x \$500 = \$2,000.

Newport Middle and Newport High School Special Olympics basketball team coaches = \$2,000.

- 4 coaches (2 per team) x \$500 = \$2,000.

Match:

(b)(4)

8. Other

(b)(4)

\$21,693

Grant request:

Registration fees for National PE Health Institute = \$1500.

- Costs associated with 6 project staff and PE/Health teachers registration to the National PE Health Institute (6 staff x \$250 each = \$1,500).

Registration fees for KY PE/Health conference (TB) = \$900.

- Costs associated with 6 project staff and PE/Health teachers registration to the KY PE/Health Conference-TBA. (6 staff x \$150 each = \$900).

Registration fees, Food Services staff = \$915.

- Two Food Services staff members attending the School Nutrition Association Annual National Conference held in Boston, MA on July 13th-16th, 2014 = \$415.
- Four Food Services staff members attending the KY School Nutrition Association Annual Conference held in Lexington, KY on June 16th-18th, 2014 = \$500.

Extreme Outdoor Adventure Clubs: \$4,950.

- One outing per week x 6 weeks during June and July for grades 4th-8th = \$2,250.
- One outing per week x 6 weeks during June and July for grades 9th-12th = \$2,250.
- Green Umbrella staff administrative cost-back = \$480. (10% x \$4,500 = \$480)

*Calculation based upon 6 outings (June, July) x an avg. cost of \$15 per student per outing x 25 students per outing = \$2,250.

Newport Primary and Newport Intermediate School Special Olympics Bowling Team = \$1,876.

- 10 outings during the regular school yr. x \$125 per outing (lane fees) = \$1,250.
- One bowling ramp for physically-challenged students = \$149
- Three “handle grip” bowling balls x \$159 each = \$477.

Newport Middle and Newport High School Special Olympics bowling team = \$1,876.

- 10 outings during the regular school yr. x \$125 per outing (lane fees) = \$1,250.
- One bowling ramp for physically-challenged students = \$149.
- Three “handle grip” bowling balls x \$159 each = \$477.

Newport Primary and Newport Intermediate School Special Olympics basketball team = \$1,000.

- Northern KY Special Olympic league fees = \$1,000.

Newport Middle and Newport High School Special Olympics basketball team = \$1,000.

- Northern KY Special Olympic league fees = \$1,000.

Bus transportation: \$6,800.

- Bus transportation for Extreme Outdoor Adventure Clubs for grades 4th-8th and 9th-12th = \$1,800 (total of 12 outings during June, July x \$150 per trip = \$1,800).
- Bus transportation for Special Olympics bowling & basketball teams = \$5,000 (total of 40 outings x \$125 per trip = \$5,000).

Match:

(b)(4)

10. Indirect Costs

(b)(4)

N/A

Match:

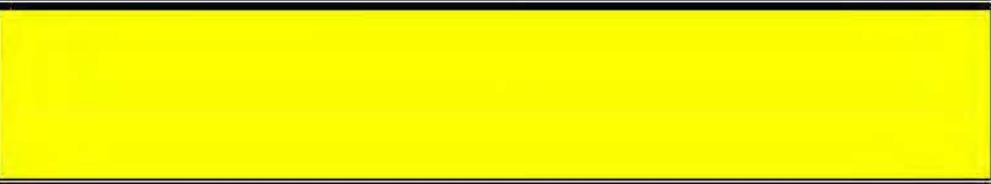
Total grant request of \$417,379 x 2.87% = \$11,979.

Indirect costs related to ongoing implementation of project activities (physical plant space, utilities, maintenance, etc.).

11. Total Direct Costs

(b)(4)

\$417,379



**TOTAL
GRANT
REQUEST:
\$417,379**

BUDGET NARRATIVE: PROJECT-YEAR THREE

BUDGET CATEGORY	MATCH	GRANT REQUEST
1. Personnel	(b)(4)	\$174,325

Grant Request:

F.I.T. for Life Project Director: \$7,400.

One district-level employee (Newport Schools Curriculum Coordinator Diane Hatfield) who will provide district-level oversight to the program. The Project Director will work directly with the program an avg. of 4 hrs. per week x \$50 per hr. x 37 weeks = \$7,400.

F.I.T. for Life Project Coordinator: \$47,150.

One full-time employee who will provide day-to-day oversight of the program and be responsible for the implementation all project activities and services, including budgeting/purchases, data collection/evaluation, staff oversight/scheduling, etc.

*The Project Coordinator will work directly with program 7 hrs. per day x 205 days per yr. x \$230 per day = \$47,150.

PE/Health Specialist: \$42,789.

One full-time employee who, in addition to providing innovative Physical Education instruction to K thru 5th-grade students, will be responsible for (1) monitoring instructional practices at the elementary and intermediate school levels (2) reviewing adapted K-5 Physical Education instruction and practices to ensure compliance with school district and state-level requirements (3) writing reports to summarize student performance, social growth and physical development (4) collaborating with Special Education staff to write or modify individualized education plans (IEPs) for students with intellectual or physical disabilities and (5) providing students positive feedback to encourage them and help them develop an appreciation for physical education and wellness

*The PE Specialist will work directly with the program 7 hrs. per day x 186 days per yr. x \$230 per day = \$42,789.

Data Analyst: \$31,827.

One full-time employee who will work directly with the program 7 hrs. per day x 186 days per yr.

*Year-two salary reflects 3% increase over year-two salary of \$30,900 = \$31,827.

**In collaboration with the Project Coordinator and Project Evaluator, the Data Analyst will be responsible the ongoing collection, aggregation and analyses of all required project data.

Health & Nutrition Education Specialist: \$42,789.

One full-time employee who will work directly with the program 7 hrs. per day x 186 days per yr. x \$230 per day = \$42,789.

*The Health and Nutrition Education Specialist will be responsible for (1) providing health and nutrition instruction to students at the middle and high school levels (2) development of school gardens serving K thru 12th-grade students and (3) development of the "Veggie Van," a mobile fresh fruit/vegetable truck, which will be utilized to provide K thru 12th-grade students (and their parents) convenient, daily access to fresh fruits and vegetables.

Summer Wellness Coordinator: \$2,370.

One part-time employee who work directly with the program 4 hrs. per day x 4 days per week x 6 weeks per yr. (June, July) = \$2,400.

*The Summer Wellness Coordinator will be responsible for implementation/delivery of fitness-focused activities for K thru 12th-grade students. Activities to include: an asphalt basketball league' Summer Fitness Center Club; and "urban hiking" within the City of Newport.

**To assist the Summer Wellness Coordinator with implementation of proposed programming, undergraduate PE students attending local universities (including Northern KY. University and University of Cincinnati) will be recruited annually.

Match:

(b)(4)

2. Fringe Benefits	(b)(4)	\$61,325
<p>Grant Request:</p> <p><u>F.I.T. for Life Project Director:</u> \$7,400 x 34% = \$2,516.</p> <p><u>F.I.T. for Life Project Coordinator:</u> \$47,150 x 34% = \$16,031.</p> <p><u>PE Specialist:</u> \$42,789 x 34% = \$14,548.</p> <p><u>Health and Nutrition Education Specialist:</u> \$42,789 x 34% = \$15,548.</p> <p><u>Data Analyst:</u> \$31,827 x 34% = \$10,821.</p> <p><u>Summer Wellness Coordinator:</u> \$2,400 x 34% = \$816.</p> <p>*In Kentucky, 34% of a given annual salary is the avg. cost associated with a full-time employee benefits package, including health care.</p>		
3. Travel (Staff)	(b)(4)	\$12,910
<p>Grant request:</p> <p>Costs associated with project staff and PE/Health teachers travel to the National PE Health Institute.</p> <ul style="list-style-type: none"> • Airfare: 6 staff x 6 airfares x \$500 = \$3,000. • Lodging: 6 staff x 2 days x \$150 per day = \$1,800. • Per diem: 6 staff x 3 days x \$45 per day = \$810. <p>Costs associated with Food Services staff travel to the School Nutrition Association Annual National Conference held in Boston, MA on July 13th-16th, 2014.</p> <ul style="list-style-type: none"> • Airfare: 2 staff x 2 airfares x \$500 = \$1,000. • Lodging: 2 staff x 4 days x \$150 per day = \$1,200. • Per diem: 2 staff x 4 days x \$45 per day = \$360. <p>Costs associated with Food Services staff travel to the KY School Nutrition Association Annual Conference held in Lexington, KY on June 16th-18th, 2014.</p> <ul style="list-style-type: none"> • Automobile travel: 200 mi. round trip x .45 cents per mi. = \$90. • Lodging: 5 staff x 2 days x \$150 per day = \$1,500. • Per diem: 5 staff x 2 days x \$45 per day = \$450. <p>Costs associated with project staff and PE/Health teachers travel to the KY PE/Health conference (TBA).</p> <ul style="list-style-type: none"> • Automobile travel: 200 mi. round trip x .45 cents per mi. = \$90. • Lodging: 6 staff x 2 days x \$150 per day = \$1,800. • Per diem: 6 staff x 2 days x \$45 per day = \$810. 		
4. Equipment	(b)(4)	\$61,462

Grant request:

Walking School Bus: \$1,050.

In partnership with the Northern KY Ind. District Health Dept., costs associated with implementation of a “Walking School Bus” program (a.k.a., Safe Routes to School). The program will be targeted to 60 K thru 5th-grade students.

- Safety equipment: Walking School Bus safety backpacks for 6 school bus “conductors”: 6 x \$100 each = \$600.
- Safety vests for 6 school bus “conductors”: 6 x \$25 each = \$150.
- Strobe-light wristlets for 60 participating students: 60 x \$5 each = \$300.

Pedometers: \$8,400.

- 1,400 (replacement) pedometers x \$6 each = \$8,400.

SPARK Physical Education Program (K-2nd) = \$2,000.

- SPARK PE K-2nd (replacement) equipment = \$2,000.

SPARK Physical Education Program (3rd -5th) = \$2,000.

- SPARK PE 3rd-5th (replacement) equipment = \$2,000.

SPARK Physical Education Program (6th -8th) = \$2,000.

- SPARK PE 6th-8th (replacement) equipment = \$2,000.

SPARK Physical Education Program (9th -12th) = \$2,000.

- SPARK PE 9th-12th (replacement) equipment = \$2000.

“Health Teacher Online” = \$900.

- Online health lessons for 6 PE/Health teachers and project staff x \$150 = \$900.

Health Smart curriculum (K-6th) = \$1,412.

- Health Smart student magazines = \$412 (four sets of 30 @ \$103 per set).
- Other supplemental students materials = \$1,000.

Health Smart curriculum (middle school level) = \$1,360.

- Health Smart student workbooks = \$360 (one set of 180 workbooks).
- Other supplemental students materials = \$1,000.

Health Smart curriculum (high school level) = \$1,360.

- Health Smart student workbooks = \$360 (one set of 180 workbooks).
- Other supplemental students materials = \$1,000.

Heart-rate monitors for K thru 12th-grade students = \$3,200. (60 monitors x \$53 = \$3,200).

NMS Fitness equipment = \$7,980.

- 4 electronic bikes = \$7,980 (4 x \$1,995 each = \$7,980).

NHS Fitness equipment = \$27,000

- 3 stair-climbers = \$11,250 (3 x \$3,750 each \$11,250)
- 3 treadmills = \$15,750 (3 x \$5,250 = \$15,750)

- NPS & NIS Intramural Basketball Program = \$800.
- 32 basketballs x \$25 each = \$800.

5. Supplies	(b)(4)	\$18,100
<p><u>Postage = \$2,100.</u></p> <ul style="list-style-type: none"> • Stamps for four full-time project staff = \$2,100 (\$550 per staff member x four staff). <p><u>Copying = \$2,000.</u></p> <ul style="list-style-type: none"> • Copying for four full-time project staff = \$2,000 (\$500 per staff member x four staff). <p><u>Ongoing office supply needs = \$4,000.</u></p> <ul style="list-style-type: none"> • Ongoing office supply needs for four full-time project staff = \$4,000 (\$1,000 per staff member x four staff). To include purchases of supplies for misc. needs typically associated with daily office operations (paper, pens, ink cartridges, etc.). <p><u>Miscellaneous supplies to support F.I.T. for Life before and after school fitness- & nutrition-focused clubs = \$5,000.</u></p> <p>Costs associated with purchase of supplies to support F.I.T. for Life after school fitness- and nutrition-focused clubs (e.g., supplies for Cooking Clubs, archery equipment, etc.).</p> <p><u>School/Community Garden (a.k.a., "The Living Laboratory) = \$5,000.</u></p> <ul style="list-style-type: none"> • Misc. gardening supplies and related equipment = \$5,000 (E.g., plant materials, shovels, rakes, fertilizers, etc.). <p>Costs associated with purchase of supplies for development of a school/community garden to be located at 906 Orchard St., Newport, KY. Garden to be developed in partnership with the Henry Hosea House, a local food pantry/"soup kitchen" serving low-income Newport residents.</p>		
6. Construction	(b)(4)	N/A
7. Consultants/Contracts	(b)(4)	\$41,050

Grant request:

Dr. Carol Ryan, Associated Dean Northern KY University College of Education & Human Services = \$7,000.
Costs associated with F.I.T. for Life project investigator, Dr. Carol Ryan, Associated Dean, NKU College of Education & Human Services.

SPARK Physical Education Program “booster” professional development = \$3,500.

Costs associated with SPARK PD “booster training” for three school district PE teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

*The grant-funded PE Specialist and F.I.T. for Life Project Director and Coordinator also shall be required to attend all SPARK PD.

Health Smart “booster” PD = \$3,500.

Costs associated with Health Smart PD “booster” for four school district PE and health teachers (now teaching at Newport Primary, Newport Intermediate, Newport Middle and Newport High Schools).

*The grant-funded PE Specialist, F.I.T. for Life Project Coordinator and Health & Nutrition Education Specialist also shall be required to attend all Health Smart PD.

**Newport Schools Curriculum Coordinator Diane Hatfield will attend all F.I.T. for Life PD sessions.

Cell phone contract = \$600.

Costs associated with annual service fee for cell phone for F.I.T. for Life Project Coordinator (\$50 per month x 12 months = \$600).

Before and after school fitness- and wellness-focused club coaches: \$7,200.

NPS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 per hr. = \$1,800 (Nutrition-/fitness-focused clubs).

NIS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness-focused clubs).

NMS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness focused clubs).

NHS, 3 clubs x 1 hr. each club x 24 weeks per yr. x \$25 hr. = \$1,800 (Nutrition-/fitness focused clubs).

After School NMS Fitness Center Club coach = \$2,625

(3 days per week x 1 hrs. per day x 35 weeks per yr. x \$25 per hr. = \$2,625).

After School NHS Fitness Center Club coach = \$2,625.

(3 days per week x 1 hrs. per day x 35 weeks per yr. x \$25 = \$2,625).

NIS Intramural Basketball Program coaches = \$10,000.

- 20 K-5 intramural basketball coaches x \$500 = \$10,000.

Newport Primary & Newport Intermediate School Special Olympics bowling/basketball team coaches = \$2,000.

- 4 coaches (2 per team) x \$500 = \$2,000.

Newport Middle and Newport High School Special Olympics basketball team coaches = \$2,000.

- 4 coaches (2 per team) x \$500 = \$2,000.

Match:

(b)(4)

8. Other

(b)(4)

\$21,693

Grant request:

Registration fees for National PE Health Institute = \$1500.

- Costs associated with 6 project staff and PE/Health teachers registration to the National PE Health Institute (6 staff x \$250 each = \$1,500).

Registration fees for KY PE/Health conference (TB) = \$900.

- Costs associated with 6 project staff and PE/Health teachers registration to the KY PE/Health Conference—TBA. (6 staff x \$150 each = \$900).

Registration fees, Food Services staff = \$915.

- Two Food Services staff members attending the School Nutrition Association Annual National Conference held in Boston, MA on July 13th-16th, 2014 = \$415.
- Four Food Services staff members attending the KY School Nutrition Association Annual Conference held in Lexington, KY on June 16th-18th, 2014 = \$500.

Extreme Outdoor Adventure Clubs: \$4,950.

- One outing per week x 6 weeks during June and July for grades 4th-8th = \$2,250.
- One outing per week x 6 weeks during June and July for grades 9th-12th = \$2,250.
- Green Umbrella staff administrative cost-back = \$480. (10% x \$4,500 = \$480)

*Calculation based upon 6 outings (June, July) x an avg. cost of \$15 per student per outing x 25 students per outing = \$2,250.

Newport Primary and Newport Intermediate School Special Olympics Bowling Team = \$1,876.

- 10 outings during the regular school yr. x \$125 per outing (lane fees) = \$1,250.
- One bowling ramp for physically-challenged students = \$149
- Three “handle grip” bowling balls x \$159 each = \$477.

Newport Middle and Newport High School Special Olympics bowling team = \$1,876.

- 10 outings during the regular school yr. x \$125 per outing (lane fees) = \$1,250.
- One bowling ramp for physically-challenged students = \$149.
- Three “handle grip” bowling balls x \$159 each = \$477.

Newport Primary and Newport Intermediate School Special Olympics basketball team = \$1,000.

- Northern KY Special Olympic league fees = \$1,000.

Newport Middle and Newport High School Special Olympics basketball team = \$1,000.

- Northern KY Special Olympic league fees = \$1,000.

Bus transportation: \$6,800.

- Bus transportation for Extreme Outdoor Adventure Clubs for grades 4th-8th and 9th-12th = \$1,800 (total of 12 outings during June, July x \$150 per trip = \$1,800).
- Bus transportation for Special Olympics bowling & basketball teams = \$5,000 (total of 40 outings x \$125 per trip = \$5,000).

Match:

(b)(4)

10. Indirect Costs

(b)(4)

N/A

Match:

(b)(4)

11. Total Direct Costs

(b)(4)

\$390,865

(b)(4)

**TOTAL
GRANT
REQUEST:
\$390,865**

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

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

Name of Institution/Organization

Newport Independent 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	169,800.00	171,429.00	174,325.00			515,554.00
2. Fringe Benefits	56,562.00	58,298.00	61,325.00			176,185.00
3. Travel	6,470.00	12,910.00	12,910.00			32,290.00
4. Equipment	191,525.00	93,899.00	61,462.00			346,886.00
5. Supplies	18,100.00	18,100.00	18,100.00			54,300.00
6. Contractual	27,050.00	41,050.00	41,050.00			109,150.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	13,917.00	21,693.00	21,693.00			57,303.00
9. Total Direct Costs (lines 1-8)	483,424.00	417,379.00	390,865.00			1,291,668.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	483,424.00	417,379.00	390,865.00			1,291,668.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Newport Independent 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: Mr.	First Name: Paul	Middle Name: Letcher	Last Name: Baker	Suffix: Jr.
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Address:

Street1:	301 East 8th Street
Street2:	
City:	Newport
County:	Campbell
State:	KY: Kentucky
Zip Code:	41071-1963
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
859-292-0552	859-292-3049

Email Address:
paul.baker@newport.kyschools.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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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