

**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 # S215F130158**

**Grants.gov Tracking#: GRANT11378869**

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:

Perry Local Schools

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

346002183

\* c. Organizational DUNS:

0976153890000

**d. Address:**

\* Street1:

4325 Manchester Ave.

Street2:

\* City:

Perry

County/Parish:

Lake

\* State:

OH: Ohio

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

440810000

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

\* First Name:

Scott

Middle Name:

\* Last Name:

Hunt

Suffix:

Title:

Director of College and Career Readiness

Organizational Affiliation:

\* Telephone Number:

440-259-9301

Fax Number:

440-259-3607

\* Email:

huntsc@perry-lake.org

**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:**

P-Fitness

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.

Add Attachment

Delete Attachment

View Attachment

**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

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Scott Hunt	* TITLE  Director of College and Career Readiness
* APPLICANT ORGANIZATION  Perry Local Schools	* DATE SUBMITTED  04/11/2013

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

\* Street 1:     Street 2:

\* City:     State:     Zip:

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

\* Signature:

\* Name: Prefix:     \* First Name:     Middle Name:

\* Last Name:     Suffix:

Title:     Telephone No.:     Date:

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PR/Award # S215F130158

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPAperxy.pdf

Add Attachment

Delete Attachment

View Attachment

## **STATEMENT OF EQUITABLE ACCESS**

### **General Education Provisions Act (GEPA 427)**

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

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

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

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> Perry Local Schools	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Scott Middle Name:
* Last Name: Hunt	Suffix:
* Title: Director of College and Career Readiness	
<b>* SIGNATURE:</b> Scott Hunt	<b>* DATE:</b> 04/11/2013

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

## **Project Abstract**

The Perry Local School District, located approximately 30 minutes east of Cleveland (Ohio), serves approximately 1,900 students from Perry Village, Perry Township and North Perry Village. Perry Local Schools (PLS) includes an elementary, middle and high school. Approximately 26% of our students qualify for free and reduced lunch with 11% requiring Special Education services. In January 2013, a multidisciplinary team conducted a thorough assessment of PLS' Physical Education (PE) environment, using multiple assessments including: School Health Index (SHI), and a 36-question survey administered to all PE teachers, elementary and secondary students surveys, and student Body Mass Index (BMI) and fitness assessments. The assessment concluded students are not meeting state physical education (PE) standards and identified gaps and weaknesses in programming, infrastructure, and services inhibiting achievement. The assessment revealed a number of critical gaps that combined, are resulting in poor student fitness and nutritional outcomes.

With the assistance of **\$1,236, 517** in PEP funds over three years (PLS will provide **\$362,574** in matching funds), Perry Local Schools and its community partners (Lake County General Health District; Sodexo; Case Western Reserve University; and Quest) will launch P-Fitness (Perry Fitness), which is specifically designed to address the critical gaps identified through the needs assessment process described above, while addressing all five of the PEP elements. P-Fitness meets the **Absolute Priority** and **Competitive Preference Priority 2**.

With the assistance of PEP funds, P-Fitness will ensure that all PLS students: 1) will be offered a PE program that enables them to meet state standards for nutrition and physical education; 2) will develop and achieve personal physical fitness goals—including a healthy BMI.; and 3) will improve their knowledge of nutritional concepts and adopt healthy eating

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

P-Fitness **project activities** include: 1) professional development for Physical Education teachers to increase their knowledge of the latest research, issues and trends in PE; 2) improving physical education programming; 3) increasing the amount of time students spend being physically active each day; and 4) assessing, reviewing and updating the district's approach towards nutrition education. P-Fitness will serve approximately 1,900 students across three school sites.

P-Fitness **outcomes** include: 1) increase PECAT and HECAT scores when reviewing PE curriculum; 2) 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant— 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased; 3) increase the percentage of students achieving 60 minutes of daily physical activity; 4) increase the percentage of students who meet the healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment; 5) decrease the percentage of students who are overweight or obese (as measured by Body Mass Index); and 6) increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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## NEED FOR THE PROJECT

(A) The Perry Local School District, located approximately 30 minutes east of Cleveland (Ohio), serves approximately 1,900 students from Perry Village, Perry Township and North Perry Village. Perry Local Schools (PLS) includes an elementary, middle and high school. Approximately 26% of our students qualify for free and reduced lunch with 11% requiring Special Education services. About 3% are English Language Learners (ELL).

**Self-assessment:** In January 2013, a team comprised of Scott Hunt, Director of College and Career Readiness, Chad Frazier Physical Education (PE) Teacher, Ryan Dolatowski PE Teacher, and Dave Ohler PE Teacher, conducted a thorough assessment of PLS' Physical Education (PE) environment, using multiple assessments including: School Health Index (SHI), and a 36-question survey administered to all PE teachers, elementary and secondary students surveys, and student Body Mass Index (BMI) and fitness assessments. Results of the **SHI** show:

School	Module 1	Module2	Module 3	Module 4
Elementary	82%	8% (Low)	76%	88%
Middle	82%	24% (Low)	79%	86%
High	86%	84%	87%	89%

Key elements that scored **not in place** on the SHI included (but are not limited to): health education taught in all grades; standards-aligned health education curriculum; recommended amount of PE minutes offered weekly (not in place at the secondary level and under development at the elementary level); individualized physical activity and fitness plans for elementary and middle school students; prohibit exemptions or waivers for PE; and professional development (all topics). PLS scored critically low in Module 2 (Health Education) in both the elementary and middle schools due to having no existing sequential curriculum for Health or nutrition education for grades K-8. Our lack of a comprehensive standards based health curriculum has further hindered the type of teaching and learning that needs to be in place for all students. While we do offer some nutrition education through Health classes at the high school

level, the opportunity to teach students about healthy eating and how to truly implement what they are learning is not maximized. The information presented must be very basic since time for the topic is limited, and students have not had nutrition education to that point. As we developed our plan, we found that professional development in Health and Nutrition is not adequate and additional opportunities in these areas will be required. Across **all** grades, there is a need to provide information about essential topics on physical activity and healthy eating as well as active learning strategies and opportunities to practice skills.

The district’s current PE focus is on large group activities such as sports and calisthenics—activities that do not support individualized goal setting and are primarily geared towards athletically-gifted students. As noted, individualized fitness plans are not in place, and PE minutes do not meet the CDC’s recommendations of 150 minutes per week for elementary students and 225 minutes per week for secondary students. In fact, Physical Education (PE) class is not required in middle school and can be waived under certain circumstances in high school.

**Student survey results:** Student surveys conducted in February 2013 showed students are high sedentary, minimally active, and not achieving healthy eating recommendations.

Survey Item	Elementary Students	Secondary Students
Are NOT active for at least 20 minutes daily outside of school	23%	72.5%
<b>Are NOT active for at least 60 minutes daily (GPRA 1)</b>	NA	<b>77.9%</b>
Spend more than 2 hours daily watching TV	38.3%	24.9%
Spend 5 or more hours daily watching TV	24.0%	6.7%
Play video games or use the computer for purposes other than school more than 2 hours daily	34.3%	23.5%
Play video games or use the computer for purposes other than school 5 or more hours daily	23.9%	11.4%
Spend 5 or more hours texting daily	4.8%	18.8%
<b>Do NOT eat fruit at least 2 times per day (GPRA 3)</b>	<b>59.4%</b>	<b>51.7%</b>
<b>Do NOT eat vegetables as least 3 times per day (GPRA 3)</b>	<b>80.8%</b>	<b>79.2%</b>

**Student standards achievement:** Standardized assessments confirm what survey results suggest: that PLS students are not meeting state PE standards. For example, Body Mass Index (BMI) body composition assessments show that more than one in three PLS students are not

achieving Ohio PE Standard 4--Achieves and maintains a health-enhancing level of physical fitness--as 32.4% are overweight or obese. 32.7% of students in grades 6-8 failed to achieve proficiency in Standard 1; 42% failed to meet Standard 2; 42.3% do not meet standard 3; and 46.6% do not meet Standard 6. Results are similarly poor across all grades tested.

**Gaps in meeting the State of Ohio Physical Education standards:** An assessment of our current PE program revealed the following gaps in meeting the Ohio PE standards:

<b>Gaps in meeting Ohio PE standards</b>	
<b>Standard</b>	<b>Gap in meeting standard</b>
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	As noted, our current PE focus is team-sports oriented, especially at the elementary and middle school levels. Our curriculum does <i>not</i> include activities that develop competency in a wide range of motor skills and movement patterns needed to perform a variety of physical activities beyond traditional team sports. We particularly lack fitness and lifetime physical activity equipment, so students are not offered opportunities to practice the skills necessary for these activities, which are critical to wellness now and throughout life. This project will allow us to add new activity equipment that allows students to become competent in a wider range of motor skills and movement patterns and apply movement concepts to new activities.
Standard 2: Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities	
Standard 3: Participates regularly in physical activity	As stated above the amount of time our students spend in PE class is limited, and PE is not and cannot be required for some grades. Weekly PE time allocations do not meet federal recommendations. Moreover, not all time spent in PE class is spent being active. For instance, during game units, many students are left standing around awaiting turns rather than engaging in physical activity. This is due in part to the fact that we often have one instructor (during some classes) supervising/instructing classes with as many as 40 students in attendance.
Standard 4: Achieves and maintains a health-enhancing level of physical fitness	While we use FITNESSGRAM fitness testing for grades 2 and 7 and high school PE, we lack a system for effectively tracking progress and reporting results, so we are unable to make data-driven decisions that lead to standards and fitness achievement. Our curriculum does not include significant fitness education content, and we lack fitness-building equipment, particularly in the areas of muscular strength and cardiovascular fitness. We are unable to help our students create and track progress for individualize fitness plans that will truly improve personal health-related fitness levels because we lack the tools and staff training to do so. Additionally, <b>PLS does not currently have a nutrition curriculum. Additionally, 100% of PE teachers indicate they incorporate nutrition education into PE classes less than three times per year.</b> PE teachers also report they do not talk with students about nutrition and healthy eating resources available outside of class. Without knowledge of how to eat healthy and an understanding of the impacts of

	eating choices, students will not be able to achieve optimal fitness.
Standard 5: Exhibits responsible personal behavior and social behavior that respects self and others in physical activity settings	Students that are not athletically gifted largely do not enjoy a team-sports-oriented PE environment. As such, they are not as engaged as the athletically gifted students and have fewer opportunities to develop physical activity-related responsible personal behavior and social behaviors that promote respect for self and others in physical activity settings. Current physical activity equipment is traditional team sports oriented and old. Fitness-building and lifetime physical activity equipment are needed to provide students with the skills and motivation necessary to make healthy choices about activity levels. Additionally, practicing healthy eating habits and good nutrition can also be seen as a core element of "responsible personal behavior."
Standard 6: Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Students who do not enjoy team sports are less likely than athletically gifted students to value physical activity for health, enjoyment, challenge, self-expression and/or social interaction if the only physical activity options available to them are traditional team sports options. A wider range of activity equipment is needed to offer a more diverse PE program so that all students can learn to perform one or more physical activities they enjoy. In order to meet this standard, PLS must offer physical activities that can be enjoyed by <b>all students</b> , regardless of skill, athletic ability, special need or disability.

Additionally, while the Ohio Department of Education recently implemented a rubric system for assessing student achievement of each of the state PE standards, assessment records suggest teachers are inconsistently measuring and tracking results. For example, most teachers did not have assessment results for one or more of the standards. Additionally, the state assessment process can be misleading when used alone, particularly related to student fitness (standard 4). For example, the rubric calls for assessment of aerobic capacity/cardiovascular fitness, muscular strength and endurance, and flexibility rated on a scale of 0-3, where 0 indicates the student did not participate in the assessment, 1 indicates limited achievement, 2 indicates proficiency, and 3 indicates advanced achievement. Scores for the three categories are then averaged, and the resulting number is the student's determining score. This means a student could be failing to demonstrate cardiovascular fitness (a key indicator of overall fitness) and be overweight or obese (since body composition is not scored) but demonstrating muscular strength and flexibility and through that score enough points (2.33) to be deemed "proficient" in fitness. Without additional tools to more accurately measure and track fitness, and clearer policies and processes conveyed

through training for PE teachers, our teachers will be unable to clearly identify where students' areas of need are and to make teaching decisions likely to address those needs so students can meet PE standards and achieve fitness.

**Addressing the gaps:** With the assistance of **\$1,236, 517** in PEP funds over three years (PLS will provide (b)(4) in matching funds), Perry Local Schools and its community partners (Lake County General Health District; Sodexo; Case Western Reserve University; and Quest) will launch P-Fitness (Perry Fitness), which is specifically designed to address the critical gaps identified through the needs assessment process described above, while addressing all five of the PEP elements in that it: provides K-12 students with regular, evidence-based instruction in healthy eating habits and good nutrition; includes a strong emphasis on fitness education and assessment that will help students understand, improve or maintain their well-being; offers a wide variety of fun, age- and skill-appropriate physical activities that facilitate the development of cognitive concepts about motor skills and physical fitness that support development of lifelong healthy behaviors; includes physical activities that help students develop positive social and cooperative skills; and through ongoing professional development, will ensure that our PE teachers are knowledgeable about the latest PE research, issues and trends.

### **SIGNIFICANCE**

**(A) Systemic change and improvement:** The district has a PE curriculum that is technically aligned to Ohio State Standards is failing to achieve its intended goal of supporting positive fitness, health and nutrition outcomes among *all students*—not just the athletically gifted. All of the schools are equipped with gymnasiums but equipment is oriented towards sports and large group activities. In elementary school, students have PE class for two times every six days for 30 minutes per session, meaning that students are only active in PE class for *less than 60 minutes*

*per week.* In middle school, PE participation varies by grade level, with all students having the option of taking a 9-week PE class or a year-long PE class, *but neither is required.* Middle school PE classes last for 42 minutes. High school students have the opportunity to waive the PE course requirement and credit if they are involved in athletics. Approximately *one-half of the students are able to and actually do waive the PE course* requirement. Overall, it is clear that our students are **not meeting the Center for Disease Control (CDC) recommendation for students to spend 60 minutes per day engaged in physical activity.**

The purpose of P-Fitness is to demonstrably and sustainably improve the fitness, nutrition and health outcomes of our students by bringing about meaningful, sustainable change and improvement in the district’s approach towards PE and health education. P-Fitness will encourage students to adopt lifelong healthy behaviors that will noticeably improve their fitness, nutrition and health outcomes—now and throughout their lives. To ensure that P-Fitness is designed to fully address the key elements of systemic change and improvement in school districts, the P-Fitness planning team referred to the National School Board Association model of systemic change,<sup>i</sup> which includes the following key elements:

<b>Element</b>	<b>P-Fitness linkage</b>
1) Create a vision of what you want the system to look like and accomplish	Includes ambitious yet attainable goals and objectives along with a thorough, well-defined plan for achieving them
2) Take stock of the current situation	Was developed based on a thorough needs assessment
3) Identify strengths and weaknesses of the system in light of the vision	Project planning included an in-depth inventory of available resources, skill sets and capabilities
4) Target several priority items for improvement	Our project goals and objectives target priority items for improvement
5) Assess progress regularly and revise actions as needed; and 6) take stock again and use feedback to revisit vision and begin the cycle again	The project approaches includes a comprehensive, thorough plan for continually monitoring and assessing project progress while ensuring a sustained process of continuous improvement

**Goals, objectives and outcomes:** In carrying out P-Fitness, we will ensure that PLS students: 1) will be offered a PE program that enables them to meet state standards for nutrition and

physical education; 2) will develop and achieve personal physical fitness goals—including a healthy BMI; and 3) will improve their knowledge of nutritional concepts and adopt healthy eating habits. Related objectives and outcomes include:

<b>Goal 1:</b> All district students will be offered a PE program that enables them to meet state standards for nutrition and physical education.	
<b>Objective 1:</b> To improve the PE curriculum in relation to recognized standards	<b>Outcomes 1.1 and 1.2:</b> By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).
<b>Objective 2:</b> To increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes.	<b>Outcome 2.1:</b> 100% of PE teachers will participate in at least four evidence-based health, nutrition and/or physical education professional development sessions each year of the grant; <b>Outcome 2.2:</b> 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.
<b>Goal 2:</b> All district students will develop and achieve personal physical fitness goals—including a healthy BMI.	
<b>Objective 3:</b> To increase the amount of time our students are active. <b>Objective 4:</b> To improve the fitness levels of students. <b>Objective 5:</b> To increase percentage of students who have a healthy body mass index (BMI).	<b>Outcome 3.1 (GPRA 1):</b> In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR--for grades 5-12). <b>Outcome 4.1 (GPRA 2):</b> In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured by PYFP fitness testing). <b>Outcome 5.1:</b> In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).
<b>Goal 3:</b> All district students will improve their knowledge of nutritional concepts and adopt healthy eating habits	
<b>Objective 3:</b> To improve students' eating habits.	<b>Outcome 6.1 (GPRA 3):</b> In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)

**Strategies to achieve goals, objectives and outcomes:** All of P-Fitness's goals and related activities are specifically developed to address deficiencies identified through the self-assessment process, including the School Health Index assessment (**requirement 1: align project goals to**

**needs identified using the School Health Index).** P-Fitness includes:

**Physical fitness, health and wellness policies (relates to SHI module 1):** During the P-Fitness program, a multidisciplinary team will review and revise the PLS district-wide Wellness Policy, which covers physical activity, nutrition and student health/well-being, for the purpose of: 1) identifying areas of potential improvement; 2) collaboratively developing solutions to identified weaknesses; and 3) implementing the selected strategies. For example, a key element of our approach is for our students to get active not just in PE class but throughout the entire day. Part of our strategy for updating our nutrition and physical activity-related policies might include a statement that non-PE teachers should incorporate strategies for getting students moving a certain number of times per day or week. The team will review policies and processes related to: standardizing PE assessments, PE waivers and pull-outs for services (such as Speech, etc.), and professional development requirements for PE teachers and among others.

**Professional development for PE teachers (relates to SHI module 2):** Through P-Fitness, the Project Director, all PLS PE teachers will participate in a minimum of 24 hours of professional development and training each year. Physical activity and/or nutrition education-related training will also be offered to and support personnel (e.g., Director of Curriculum and Instruction, Director of Student Services, Food Services Supervisor, Building Principals, and Guidance Counselors) during the project period. Training topics include (but are not limited to): monitoring, assessment and data collection in the PE classroom; My Health, My Choice (see nutrition section); strategies for engaging students in age- and skill-appropriate physical activities; adaptive PE; and training on new equipment. In year two and beyond, professional development will include training on updates to the PLS PE curriculum. In addition, each year the Project Director and one PE teacher from each school (rotating each year) will attend Ohio

Association for Health, Physical Education, Recreation, and Dance (OHAHPERD) and American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) PE professional conventions/workshops. Knowledge gained through professional development and conferences will be shared among teachers and passed along to new teachers via the PLS Professional Learning Communities (see “building capacity” section for details).

**Introduction of monitoring and assessment technologies:** PLS PE teachers currently have no means by which to objectively assess physical activity levels, monitor fitness in an ongoing way, or help students develop individualized fitness plans. To address this, we will introduce the use of heart rate monitors, pedometers and other assessment technologies into all PE classrooms. By introducing these technologies all students will be able to: learn about concepts such as exertion level, target heart rate, healthy fitness zones, body mass index (BMI) and the difference between light, moderate and vigorous physical activity; objectively assess their current fitness levels with the assistance of PE teachers; establish “personal fitness portfolios” with individual goals based on their unique baseline assessment results; and monitor progress towards achieving their stated goals. Individual fitness portfolios based on the FITT Formula will be developed by students to establish plans and goals for specific fitness areas based on data collection and analyzing of that data from fitness assessments such as the Presidential Youth Fitness Program (PYFP)/FITNESSGRAM Assessments. The FITT formula was developed to help people determine how often, how hard, how long, and what kinds of activity they should perform to build health and fitness. FITT is an acronym: Frequency (how many times per week); Intensity (how hard you exercise as quantified by assessment technologies); Time (how long the activity is performed); and Type (the type of activity performed). Individual portfolios will be created by entering fitness assessment results into fitness software, which will then provide students with

age-related fitness zones along with an outline of areas of needs which they then can turn into a goal. A plan will then be created with PE teacher assistance to meet the goals set by the student.

**Adaptive PE:** To ensure that P-Fitness is fully accessible to students of all skill levels as well as those with special needs or disabilities, we have included specific strategies to develop an inclusive, adaptable program. Toward that end, PE teachers will participate in professional development to learn about the latest strategies for adapting PE activities to be inclusive all students. In addition, activities such as HOPSports have been included because they are known to be specifically designed to be highly adaptable to meet the needs of all students. Lastly, we intend to acquire aquatic equipment that will enable students with special needs or disabilities to participate in fun, healthy water activities. This will include aquatic lifts and a pool ramp.

**Nutrition education (relates to SHI module 4):** PLS will implement the evidence-based “My Health, My Choice” curriculum developed by our partner Case Western Reserve University. Researchers at Case Western developed My Health, My Choice based on best practices and proven nutrition education models. Through this curriculum, PLS PE teachers will imbed evidence-based nutrition lessons into the PLS PE curriculum. My Health, My choice begins with a pre-assessment of students regarding their overall health and nutrition perceptions. Next, lessons covering the nutrition topics are presented one time per week (30 minutes) for nine weeks. A post-assessment is administered at the end of course to measure changes in knowledge and perceptions. My Health, My Choice will be integrated into the PLS PE curriculum and be presented once per semester in all grades. PE teachers will participate in professional development to learn about My Health, My Choice implementation.

**Improving physical education programming (relates to SHI module 3):** In selecting the strategies to address PE programming weaknesses, we carefully reviewed best practices and

evidence-based models, selecting the following:

- **HOPSports:** A cornerstone of our approach is the implementation of the highly acclaimed, reference-based, proven effective HOPSports Training System (HTS) system into our PE environment (**sole source letter is included in the appendices**). The system is a multi-media instructional tool that is delivered via Digital Video Recorder (DVR) technology. The HOPSports Video Library encompasses over 100 fitness lesson plans specifically designed to meet state and national physical education standards. These engaging and interactive lessons deliver physical education directly to children through the merger of media and technology. HOPSports has created innovative, cost-effective fitness programming for schools and community organizations that train, evaluate, educate and entertain all ages through a multi-screen, dynamic presentation that captures children's attention and speaks their language. The HTS incorporates traditional sport skills such as baseball, basketball, football, and soccer but also exposes students and teachers to activities to which they otherwise might not be exposed. For instance, students can participate in yoga, Pilates, martial arts, kickboxing, fencing and a broad range of types of dance to name a few. Similarly, Physical Educators can expand their areas of competency due to the wide variety of activities that exist in the HOPSports Video Library. For example, while teaching Hip Hop Dance may be outside a particular teacher's comfort zone, there are a large number of other options from which to choose. HOPSports also features well-known dancers and choreographers from the popular television show "So You Think You Can Dance." The HOPSports "experts" instruct students on the skills while the teacher is freed up to help students and provide encouragement. The system offers more than 100 different lessons in a broad range of

disciplines and has been empirically shown to **increase the amount of time students are active while also providing opportunities for students to develop positive social and cooperative skills through physical activities.** This will be integrated into the elementary and middle school PE curricula.

- **Orienteering:** These activities are designed to support the development of a variety of skills among participants. Orienteering is an outdoor sport similar to cross-country racing. However, while both these activities require participants to travel over diverse and unfamiliar terrain, orienteers are expected to work out the quickest route around the course using a map and compass, and navigate at their own pace. The participants check into control markers across the course. Foot Orienteering has four disciplines: Long, Middle, Sprint and Relay, and activities can be hosted anywhere from remote forests to inner-city parks or school playgrounds (**all grades**).
- **Exergaming:** Exergaming equipment will engage more students, boost student enthusiasm and increase the amount of time they spend being physically active. Exergaming is an interactive exercise experience wherein a fitness component incorporates television screens or other technology devices that enable the user to be “entertained” as he or she engages in physical activity. As part of P-Fitness, we intend to introduce 30 interactive video bicycle units. These units are designed to improve reflexes and coordination while also developing aerobic and cardio fitness (**middle and high school**).
- **Climbing walls:** Climbing walls, also called traversing walls, offer students an alternative to regular workouts that challenges their problem-solving abilities as much as their physical strength. The concept involves a person supporting his or her own weight

while climbing on hand and footholds that can be adjusted for different degrees of challenge (**middle and high school**).

- **New activities and equipment:** For high school students, new activities will include canoes and kayaks for supervised use during the summer months and archery. Additional new activities and equipment to be added to our K-12 PE roster include (but are not limited to) cardiovascular fitness equipment (e.g., treadmills, stationary bicycles, etc.) and:
  - **Circuit training** (rotating stations that develop locomotor and non-locomotor skills, balance and coordination): Students will use various types of strength and flexibility equipment within a set of circuit training stations. Each station will be set to focus on either strength, flexibility, or a combination of both strength and flexibility in an interval rotation. Intervals will be set in order for students to benefit each station as well as the focus of each individual station. However, intervals will be set so that every student will receive the opportunity to utilize each station. With this, students will improve in fitness areas as well as attempt to achieve personal goals they have set for oneself with previously collected data that has been analyzed by the student with aid from the instructor.
  - **Aerobic training** (using DVD assisted program such as Fit Kids, SHAKE, Shaun T's Cool Moves and others): With the utilization of various fitness and activity equipment, students will be exposed to a various number of activities that will focus on improving aerobic endurance. Students will also be given the opportunity to monitor their level of intensity with use of heart rate monitoring system along with data collection and analyzing software with the intention to

track improvement or lack thereof so that they may be able to set in place a plan and/or goals to achieve overall improvement in their fitness level. The monitoring system as well with related software will allow the instructor to monitor the student as well to give an opportunity for the instructor to intervene with suggestions along with interventions or enrichments for students' improvement.

- **Flexibility training** (using mats, resistance bands, balance beams, etc.):

Flexibility Training can be accomplished using specifically-focused equipment that students may make the most of on a daily basis during warm-up and cool down periods or during a specific flexibility training activity. Plans for training will be based on fitness assessments and analysis, such as the FitnessGram Sit-n-Reach results or others,. This program element will demonstrate the importance as well as the need for good flexibility through life. The various training activities will also allow students to develop a collection of activities and the knowledge that they may use as the age through life to give a better quality of life.

- **SAQ** (using agility ladders, hoops, cones and agility drills): Speed, agility, quickness (SAQ) training allows students to improve on their physical movements and their reflexes during various activities. This not only is dependent on physical movements and reflexes but also mental reflexes with the ability to coordinate the mind with the body. Speed, agility, and quickness training can greatly improve the skills precisely in those areas. This can be accomplished during activities using equipment such as agility ladders which could be set within fitness stations and/or specifically focused activities. Training would be monitored through assessments (ex. shuttle run) as well as fitness software that will monitor students'

improvement as well of lack thereof so that they can adjust training regiments.

- **Outside services:** PLS has used outside services in the past and will include them as part of the P-Fitness approach. Specific activities such as self-defense, yoga, and boot camp instructors have been invited to provide students with exposure to various fitness activities that they may utilize throughout their lifetime.

## **QUALITY OF THE PROJECT DESIGN**

**(A) Building capacity:** Every aspect of P-Fitness is designed to build the district's capacity to sustain the changes brought about through this project for years to come. For instance, knowledge gained through professional development and conferences will be shared among teachers and passed along to new teachers through the PLS Professional Learning Communities (PLCs), which are collegial groups of administrators and educators united in their commitment to student learning. They share a vision, work and learn collaboratively, visit and review other classrooms, and participate in decision making as leaders. The benefits to the staff and students include a reduced isolation of teachers, better informed and committed teachers, and academic gains for students. Overall the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement.<sup>1</sup> At PLS, teachers are required to participate in the district-sponsored PLCs once per week (45 minutes). At each school, a P-Fitness PLC will have the purpose of sharing knowledge (e.g., engagement strategies, assessment, individualized fitness/nutrition goals, etc.) on PE and nutrition while also facilitating collaboration among PE/classroom teachers (e.g., strategies for incorporating physical activity into the regular classroom setting) and PE teachers/food service staff.

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<sup>1</sup> <http://www.amle.org/Research/ResearchSummaries/PLCs/tabid/2535/Default.aspx>

Ongoing (annual) use of the PECAT and HECAT assessments will also build the capacity of PLS to sustain P-Fitness for the long-term. PECAT and HECAT will be used initially to identify and respond to specific curriculum weaknesses and then to ensure that all curricula are aligned to state and national standards. Our revised curriculum, nutrition- and physical activity-related policies will not only build the capacity of our district, schools and staff to improve students' fitness, health and nutrition outcomes, but they will also ensure that P-Fitness is sustained beyond the Federal funding period. The updated curriculum and policies will provide a framework that will guide the district's approach to student wellness by providing requirements and guidelines for: teaching students about healthy eating habits and good nutrition; setting guidelines for keeping students active each day; and ensuring alignment of curriculum and policies to our district's identified needs. Professional development will continue beyond the grant-funded project period.

PLS' capacity to carry on P-Fitness will also be strengthened by our project partners—each of which is committed to continuing its involvement in P-Fitness beyond the grant-funded three years. Their commitment is demonstrated in the attached partnership agreement. In order to further ensure the continuation of P-Fitness, during year two the Council will develop a long-term sustainability plan. This will include establishing an annual budget and then identifying potential local, state and federal funding sources. Next the Council will establish strategies, timelines and action items for approaching each goal. The sustainability plan will be reviewed every six months. Evaluation of key measures (e.g., GPRA measures) will continue beyond the grant period and PLS will fund the maintenance and upkeep of any equipment or supplies purchased to support P-Fitness.

**(B) Up-to-date knowledge:** The following table illustrates the degree to which P-Fitness has

been built upon a solid foundation of research, best practices and up-to-date knowledge:

Program	Research or evidence base
HOPSports	<p>Independent studies have conclusively shown heightens periods of moderate to vigorous physical activity that improves a student’s flexibility, muscular strength, endurance and body composition. HOPSports adapts physical education to help students understand the importance of maintaining their physical well-being. HOPSports empowers students by having them interact with 21st century technology in a manner that is fun, new, motivating and exciting. The lesson’s multi-screen display format enables appropriate sensory distraction so that participants achieve end-result stimulating physical education at the same time while they are watching entertaining video and receive other messaging. This concept aligns with this age of multi-tasking youth and promotes socially adaptive behavior whereby children can easily incorporate physical fitness into modern lifestyles. Lastly, HOPSports-supported PE provides a more efficient use of class time than traditional PE with studies showing that all children are 55% more active during HOPSports supported PE, and girls and students with an unhealthy weight benefit even more than their counterparts.<sup>ii</sup></p>
Exergaming	<p>Numerous studies have shown that exergaming is an effective strategy for engaging students and increasing the amount of time they spend being active. PE teachers that have incorporated exergaming into their curriculum report that students look forward to using the equipment, that they love the interaction of technology and that they gain a sense of satisfaction and accomplishment from programs that provide direct feedback such as the dance machines and video bikes.<sup>iii</sup> As an example, exergaming that includes dance machines with dance pads become part of a fitness circuit that includes various stations. Students are put into small groups. Each group spends five minutes at a station before moving on to the next. The feedback from the dance machine keeps the students fully engaged and in their target heart rate zone. And with video bikes students can pedal against a classmate, against the computer or by themselves. Students have the opportunity to maneuver through terrain and trails with varying levels of difficulty that both challenge the students while increasing their heart rate and providing a cardiovascular workout.</p>
Team building activities (e.g., climbing wall)	<p>Physical self-concept is recognized as an important concept in influencing youth physical activity participation. A 2003 study<sup>2</sup> examined the role of team building activities in influencing the physical self-concepts of PE students. Results of the study showed that students who participated in team building activities in PE class demonstrated a higher physical self-concept than students who did not have opportunities to participate in team building activities during PE class.</p>

**(C) Exceptional approach:** As shown below, P-Fitness meets the **Absolute Priority:**

<sup>2</sup> Socha, Teresa L.; Potter, Tom G.; Downey, Peggy J. Academic journal article from The Journal of Experiential Education, Vol. 25, No. 3

<b>Priority</b>	<b>P-Fitness alignment</b>
Instruction in healthy eating habits and good nutrition	Implementation of My Health, My Choice nutrition curriculum
Physical fitness activities: a) fitness education and assessment b) instruction in a variety of motor skills and physical activities that enhance the physical, mental, and social or emotional development c) cognitive concepts that support a lifelong healthy lifestyle d) opportunities to develop positive social and cooperative skills through physical activity participation e) professional development	a) monitoring and assessment technologies will enable each student to establish a fitness baseline, develop personal fitness goals and have the capacity to monitor his or her progress towards achieving those goals b) P-Fitness includes NEW activities such as exergaming and orienteering, kayaking, climbing, fitness circuits, SAQ and flexibility training, and archery that will engage students of all abilities and ages in healthy, fun physical activities that facilitate the development of motor skills, while enhancing students' physical, mental and social development c) in addition to including lifelong fitness activities, the revised PLS PE curriculum and new nutrition curriculum will include specific instruction in cognitive concepts that support a lifelong healthy lifestyle d) new fitness activities such as partner/small group stretching and cardio training that will help students develop positive social and cooperative skills e) all PLS PE teachers and P-Fitness support personnel will participate in a minimum of 24 hours of professional development each year to help them stay abreast of the latest research, issues, and trends in the field of physical education

P-Fitness also addresses **Competitive Preference Priority 2** in that it includes the involvement of all five required partners (signed agreements attached). Their contributions are below.

<b>Partner</b>	<b>Project role and contribution</b>
PLS	Lead applicant and fiscal agent. Will manage project, carry out all activities and ensure compliance with all grant program requirements
Case Western University	Serve on Advisory Council, attending quarterly meetings; review performance feedback, providing input, feedback and guidance to support a process of continuous improvement; and assist with implementation and assessment of My Health, My Choice nutrition curriculum. In addition, they will assist with data collection and analysis of curriculum components and learning targets. They will also provide professional development related to the curriculum for PE teachers.
Sodexo, Inc.	Serve on Advisory Council; attending quarterly meetings; provide nutrition education assistance in collaboration with PE teachers; develop advertising/marketing regarding food choices at each school servery.
Lake County General Health District	Serve on Advisory Council; provide support with programming outside of the school day.
Perry Township (Local Government)	Provide support of P-Fitness through positive communication of the program via website, local cable access, and during official meetings.
H-P(Hewlett-Packard)	Provide assistance with implementation of technology; provide support with technology needs related to infrastructure.

Lastly, P-Fitness meets all PEP **Program Requirements**: As noted above, PLS’ nutrition and physical education-related policies, the PE curriculum and the wellness policy will all be reviewed and updated to ensure alignment to Ohio and national standards and best practices (**requirement 2**). Also as indicated, P-Fitness will be linked to the district’s wellness policy (**requirement 3**) through adoption of specific strategies (e.g., setting minimum annual fitness- and nutrition-focused professional development guidelines, adoption of individual student fitness portfolios, etc.). P-Fitness will be linked with the following to meet **requirement 4**.

Initiative	P-Fitness coordination
State of Ohio Obesity Prevention Plan	P-Fitness will be coordinated with the State of Ohio’s Obesity Prevention Plan, adopted in 2009. The policy outlines specific steps that LEAs can take to address the growing obesity problem in our state. The activities and strategies we have proposed are directly aligned to these suggestions. As part of this initiative, P-Fitness leadership will reach out to and connect with the State of Ohio to: a) inform them of our project; b) coordinate efforts wherever possible (e.g., community outreach, facilitating workshops and presentations, etc.).
Action for Healthy Kids (Federal)	P-Fitness will be coordinated with our local (Region 4) Ohio Action for Healthy Kids program. This will include attendance at Region 4 meetings; sharing of information and participation in Region 4 events (e.g. School Food Service Conference that trains foodservice personnel about strategies for improving the availability of healthy food and beverage choices on campus)

P-Fitness includes an annual assessment of the PLS PE curriculum utilizing the PECAT and HECAT tools (**requirement 5**). Each year, should any deficiencies be noted, changes to address the shortcomings will be implemented. Follow-up reassessments will take place annually. As previously stated, PLS will implement the evidence-based My Health, My Choice nutrition curriculum developed by Case Western University. All equipment purchased (e.g., T-Bow system, video bikes, heart rate monitors and evaluation/assessment/monitoring technologies, etc.) through P-Fitness is directly aligned to the needs identified through the self-assessment process as well as all goals and objectives (**requirement 6**). Lastly, the evaluation plan will ensure the highest degree of transparency and accountability (**requirement 7**). Our plan for managing the project includes sufficient oversight and multiple checks and balances to ensure

accountability and transparency. All data collection and reporting will be carried out in accordance with all confidentiality laws. In addition, the evaluation plan provides for collection and reporting of data relating to **Government Performance and Results (GPRA)** measures, as outlined in the evaluation section. Lastly, P-Fitness also addresses **Invitational Priority 1:**

<b>Priority</b>	<b>Alignment</b>
Strive for universal access; and include a range of age-appropriate activities	All activities will be age- and skill level-appropriate for <b>all</b> students. For those students with special needs or disabilities, activities will be adapted to enable them to fully participate and adaptive equipment such as pool ramps will be purchased.
Aim to reach the recommended guidelines on dosage and duration	By increasing opportunities for students to be active (e.g., through the use of HOPSports, P-Fitness will encourage students to meet guidelines on physical activity dosage and duration
Be engaging and fun for kids	We have selected activities that have been identified as best practices, both for their efficacy and because they have proven to be both engaging and fun activities that students enjoy
Be led by well-trained coaches and mentors	Ongoing professional development will ensure that our PE teachers are knowledgeable about the latest research-based strategies, trends and issues in physical education
Track progress, both individually and for the group	Our project approach includes individual student portfolios (to track progress individually) as well as a comprehensive evaluation plan that tracks progress for the group
Provide consistent motivation and incentives	The monitoring and assessment technologies will provide real-time feedback, enabling students to see their progress each week. In addition, each school will showcase (through photos, student comments, etc.) a P-Fitness 'class of the month.' The class of the month will be recognized on the bulletin board and through each school's newsletter.

## **ADEQUACY OF RESOURCES**

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

our management plan accounts for all key activities and ensures sufficient oversight and accountability to carry out the high quality programming we have proposed. This will be accomplished at a reasonable cost of **\$650.80** per student over three-years.

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

**(A) Management plan:** PLS intends to select a part-time (.25 FTE) hire a full-time (1 FTE) **Project Director** to oversee and manage implementation, ensuring that all activities are carried out as specified, on-time and within the outlined budget. The **Project Director** will supervise and ensure that the project plan is being carried out as intended and that the vision of the plan is being considered in all aspects of the decision-making process. Other key roles of the Project Director include: managing project budgets; ensuring compliance with grant program requirements; overseeing project personnel; working with the evaluator to certify that data, reports, and feedback are fully utilized, among other duties as outlined in the attached job description. The Project Director will be supported by a half-time (.50 FTE) Project Coordinator. Key roles of this position include: coordinate professional development and trainings; collaborate with evaluator and ensure ongoing collection of valid, reliable and relevant performance feedback; perform other duties as necessary. Both individuals will be supported by an **Advisory Council**, which will serve in an advisory capacity and provide project oversight and direction. The Council is comprised of: Project Director; Director of Student Services; Food Services Supervisor; Building Principals; Guidance Counselors; PE teachers; a representative from each community partner listed on the partnership agreement; parents (at least two); and student representation. School-based council members will meet monthly with the full council meeting quarterly. Key roles of the Council are to: guide implementation of high quality programming; solicit a diversity of perspectives; ensure accountability; engage community

resources to sustain the program; and review performance feedback, providing suggestions for refining, strengthening and improving the project approach as appropriate. A timeline is below.

<b>Date</b>	<b>Activity</b>	<b>Objective</b>	<b>PERSON</b>	<b>MILESTONE</b>
Oct. 2013	Advisory Council (AC) meets (monthly throughout project period)	Finalize list of equipment, roles & responsibilities & professional development (PD) schedule	Project Director (PD) and AC	Equipment inventoried; <b>monthly meeting schedule set</b> ; PD schedule finalized
Oct. – Nov. 2013	Issue RFP purchase, install equipment; activity schedules; align curriculum to state standards; ensure the sustainment of professional development	Bid equipment/select vendors, purchase equipment; finalize activity schedules, project promotion begins; begin P-Fitness Professional Learning Community (PLC)	PD, AC, PE teachers, trainers	Equipment bid, purchased, installed; student PE activity schedules finalized; promotion underway; plan and timetable for updating curriculum finalized; framework for sharing knowledge is developed
Nov. 2013	Professional development and training	Improve staff knowledge and skills	Vendors; partners; contractors	Professional development is underway
Dec 2013	Align curriculum to state standards;	Begin PECAT/HECAT assessments	PD, AC	Curriculum evaluation is underway
Jan. 2014	Establish student fitness baselines	Measure student fitness levels	PD, AC, PE teachers	Baseline established (3 measurements in year; <b>2 per year for subsequent years</b> )
Mar – Apr.	Reports	Meet reporting requirements	PD	Required reports are submitted <b>each year</b>
June-July 2014	Continue PECAT and HECAT review	Identify areas in which curricula and policies are not aligned to state standards	PD, AC, PE teachers, Evaluator	Work plan for curriculum/policies revisions done; PECAT - HECAT reviews completed <b>annually</b>
July 2014	Begin planning process for following year of the project; conduct SHI	Plan 2 <sup>nd</sup> year activities, implement changes to 2 <sup>nd</sup> year based on year 1 feedback; measure SHI improvements	PD, AC, PE teachers, Evaluator	2 <sup>nd</sup> year activities planned; changes to program implemented as necessary; SHI reassessment is conducted <b>annually</b>
Sept. 2014	Review assessment data	Summarize year one results; PT audits budgets	PD	Budget audited; summary report completed
Oct. – Nov.	Reports	Meet reporting requirements	PD	Required reports are submitted <b>each year</b>
Oct. 2014-Sep.	<b>First year activity schedule</b>	Second year of project implemented minus major equipment purchases (year	Same	Same; sustainability plan complete; curriculum and policy reviews completed

2016	<b>repeated</b>	three essentially will follow the same schedule).		in <b>Year 2</b> and implemented in <b>Year 3</b>
Dec. 2016	Report	Meet reporting requirements	PD	Required final report is submitted

## **QUALITY OF PROJECT EVALUATION**

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

**Instruments to be developed and when:** The table below outlines data to be collected, the method by which it will be collected and the frequency of collection. PE teachers will collect data for outcomes 3.1 through 6.1; the Project Director will collect data for 1.1, 1.2, 2.1 and 2.2.

<b>Outcome</b>	<b>Data to be collected/method</b>	<b>Frequency</b>
<b>Outcomes 1.1 and 1.2:</b> By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).	Curriculum assessment (PECAT and HECAT tools)	Baseline in year 1; annual thereafter
<b>Outcome 2.1:</b> 100% of PE teachers will participate in at	PD participation;	As sessions

<p>least four evidence-based health, nutrition and/or physical education professional development sessions each year of the grant</p> <p><b>Outcome 2.2:</b> 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.</p>	<p>knowledge gained; use of knowledge (sign-in logs; post-participation survey; lesson plan reviews; annual survey)</p>	<p>occur (sign-in &amp; tracking log); annual curriculum or lesson reviews; PE class observations / walk-throughs by PD or evaluator; teacher survey</p>
<p><b>Outcome 3.1 (GPRA 1):</b> In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR—for grades 5-12)</p>	<p>Number of steps (pedometers); activity levels (3DPAR)</p>	<p>Three times in year one and twice per year in years 2 and 3</p>
<p><b>Outcome 4.1 (GPRA 2):</b> In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured by PYFP fitness testing)</p>	<p>Student fitness levels (Presidential Youth Fitness Program assessment)</p>	<p>Three times in year one and twice per year in years 2 and 3</p>
<p><b>Outcome 5.1:</b> In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).</p>	<p>Student BMI data using CDC BMI calculation tool</p>	<p>Once per year</p>
<p><b>Outcome 6.1 (GPRA 3):</b> In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)</p>	<p>Eating behaviors (YRBS in high school; nutrition logs and annual survey for other students)</p>	<p>Three times in year one and twice per year in years 2 and 3</p>

**Data analysis:** The evaluator will analyze the data in a manner that accurately presents the degree to which project goals, objectives and outcomes were met. After analysis, data will be disaggregated by gender, grade, ethnicity, and free and/or reduced lunch to the greatest extent possible. No individually-identifiable information will be included (all student data will be coded). **Availability of data and reports:** The evaluator will prepare written mid- and year-end programmatic and financial reports each year of the project, in addition to informal reports and

communication as necessary. Reports will be presented to the Advisory Council and the superintendent and aggregate outcomes data will be posted on the district website at least once per year for community and stakeholder review. Students, parents, teachers, administrators and community partners will be asked to complete an online survey (e.g., Survey Monkey, etc.) that will include statements and a 1-5 agreement scale with room for comments at the end. Survey results will be summarized and reported to the district. At the end of the three-year project, a comprehensive summative evaluation report will provide a rich, contextualized understanding of the project's results and how/why these results were achieved (e.g., what worked well, what didn't work well and what could be improved upon). This (final) summative report will be available to other districts interested in replicating the P-Fitness approach.

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

## Other Attachment File(s)

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PROGRAM SPECIFIC ASSURANCE

Agency Name: Perry Local Schools

DUNS 0976153890000

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

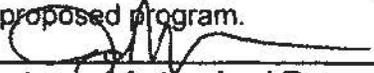
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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

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

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

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

  
Signature of Authorized Representative

SUPERINTENDENT  
Title

PERRY LOCAL SCHOOLS  
Applicant Organization

4/8/13  
Date Submitted



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- [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%
<b>Module 1 - School Health and Safety Policies and Environment</b>					X
<b>Module 2 - Health Education</b>	X				
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>				X	
<b>Module 4 - Nutrition Services</b>					X
<b>Module 5 - Health Services</b>					
<b>Module 6 - Counseling, Psychological, and Social Services</b>					
<b>Module 7 - Health Promotion for Staff</b>					
<b>Module 8 - Family and Community Involvement</b>					

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

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- [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%
<b>Module 1 - School Health and Safety Policies and Environment</b>					X
<b>Module 2 - Health Education</b>		X			
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>				X	
<b>Module 4 - Nutrition Services</b>					X
<b>Module 5 - Health Services</b>					
<b>Module 6 - Counseling, Psychological, and Social Services</b>					
<b>Module 7 - Health Promotion for Staff</b>					
<b>Module 8 - Family and Community Involvement</b>					

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

- [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%
<b>Module 1 - School Health and Safety Policies and Environment</b>					X
<b>Module 2 - Health Education</b>					X
<b>Module 3 - Physical Education and Other Physical Activity Programs</b>					X
<b>Module 4 - Nutrition Services</b>					X
<b>Module 5 - Health Services</b>					
<b>Module 6 - Counseling, Psychological, and Social Services</b>					
<b>Module 7 - Health Promotion for Staff</b>					
<b>Module 8 - Family and Community Involvement</b>					

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# AMY S. HARKER



## EDUCATION:

2013-current	Ashland University	Doctorate Program
2007-2009	Ashland University	Superintendent's Licensure
2001-2003	Ashland University	Administrative Licensure
1989-1991	Baldwin-Wallace College	Master's Degree in Education
1982-1986	Mount Union College	Bachelor of Arts in Education
	(Double Major - Elementary Education and Computer Science)	

<b>CERTIFICATION/LICENSURE:</b>	Superintendent's Licensure	- District-wide
	Administrative Licensure	- Principal - Pre-K - 6 and 4-9
	Permanent Teacher Certificate	- Grades 1 - 8
		- Computer Science K-12
		- Gifted Education K-12

## TEACHING/ADMINISTRATIVE EXPERIENCES:

### 2010-current Director of Student Services, Perry Schools

- Administrator for Special Education Program
- Administrator for Gifted Education Program
- Administrator for ESL Program
- Wellness Coordinator
- Professional Development Facilitator
- Residency Truancy Official
- Homeless Liaison
- Positive Behavior Intervention Support Administrator

### 2007-2010 Administrator, Willoughby-Eastlake Schools

- District Gifted Coordinator
- Assistant Principal, Washington Elementary and Edison Elementary (K-5)
- Value-Added Trainer
- Differentiated Instruction Advisor/Instructor
- Initiated Professional Learning Communities

### 2004-2007 Director, Office for Exceptional Children Chardon Local Schools

- Administrator for Special Education (Pre-school through grade 12)
- Administrator for Gifted Education (Grade 3 through grade 8)
- Administrator for ESL program (Pre-school through grade 12)
- Administrative Leader for math and science curriculum teams
- Designed science curriculum pacing guide

### 1992-2003 Teacher - Grade 6 Dale R. Rice Elementary – Mentor Schools

- Utilized inquiry-based learning in all disciplines
- Received Presidential Award for Excellence in Mathematics and Science Teaching
- Served as Principal in Absentia and as 6<sup>th</sup> grade representative on faculty council
- Served Math Curriculum Liaison for district curriculum team
- Designed and implemented a differentiated learning station instructional approach
- Generated teaching tools and materials using technology
- Created, coordinated Outdoor Learning Center as well as maintained web site
- Initiated community service projects for students
- Obtained grant monies to fund projects
- Maintained communication with parents, staff and community

# Todd Porcello

(b)(6)

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## PRINCIPAL AND INSTRUCTIONAL LEADER

Dedicated, resourceful education professional with the ability to create and monitor policies and practices that promote a safe learning environment and a successful athletic program. Enthusiastic about developing an environment that encourages open communication with colleagues, students, booster clubs, and the community. Highly skilled with integrating technology into all subject areas. Trustworthy professional with skills to develop long and lasting relationships with all members of the school community and places great value in being an instructional leader.

### Core Competencies Include:

- Program Development
- Extracurricular Involvement
- Team Building
- Student Motivation
- Classroom Evaluations
- PLC Involvement
- Instructional Programming
- Training and Development
- Student Motivation
- Backwards Design
- Curriculum Development
- Budget Development

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## EDUCATION & LICENSURE

**Bachelor of Arts, Major: History**  
John Carroll University  
7 – 12 Integrated Social Studies

**Masters in Administrative Leadership**  
Grand Canyon University  
Secondary Administrative License

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## ADMINISTRATIVE EXPERIENCE

**Perry High School**  
**Assistant Principal**

Perry, OH  
2011 - Current

Served as Assistant Principal grades 9-12 at Perry High School. Responsible for participating in and leading PLC's, chairing a behavior support team, creating and carrying out a technology vision, and leading a community technology team. Also, handled day-to-day behavior issues and a positive reinforcement program.

### Highlight and Contributions:

- Implemented a positive reinforcement program that rewarded students on a weekly basis with prizes that were obtained by working with community partners.
- Assisted teachers in developing Learning Design Templates and analyzing data to improve delivery of instruction and OGT results.
- Chaired a Technology Vision team to create a cutting edge vision to enable students to use personally owned devices for educational purposes (BYOD).
- Chaired a Community Technology Team to research and advise superintendent in areas such as, wireless infrastructure, transition and implementation of a new website, and social media issues.
- Performed teaching evaluations to improve the effectiveness of the delivery of instruction.
- Played an active role in participating in district wide Professional Development and presented on several occasions.
- Participated in building level leadership meetings with teacher leaders to monitor progress towards district and building goals.

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 Administrative Experience Cont'd...

**Cardinal Middle School**  
**Assistant Principal/Activities Director**

 Middlefield, OH  
 2009-2011

Served as Athletic and Activities Director grades 7-12 and Assistant Principal grades 4-8. Coordinated all activities and athletic events for the middle and high school. Also responsible for managing behavior issues, test preparation programs, teacher evaluations, and day-to-day management of the middle school and intermediate schools.

**Highlight and Contributions:**

- Contributed to the overall atmosphere throughout the district through consistent demonstration of professionalism and enthusiasm of the school community; upheld a commitment to excellence, and established an open line of communication with parents, teachers, administrators, coaches, athletes, and supporters.
- Assisted teachers in analyzing data to prepare students for standardized testing, and also worked with a committee to select tools to improve curriculum delivery.
- Developed a post card program to communicate with parents about positive occurrences throughout the school year and to raise the level of public relations with the community.
- Obtained a \$25,000 grant to purchase a new mobile lab for student use.

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## TEACHING EXPERIENCE

**Cardinal Local Schools**  
**Social Studies Teacher**

 Middlefield, OH  
 2005 – 2009

Taught 7<sup>th</sup> and 8<sup>th</sup> grade Social Studies using a wide variety of teaching aides and motivational strategies to engage students in active learning. Participated in three extracurricular activities and committees, which included implementing new technology programs and presenting new ideas to teachers, students, and parents. Implemented the use of technology tools, such as, smart boards, power point presentations, webquests, imovies, iweb, and united streaming video clips in a variety of units. Raised OAA test scores by 12% over previous year.

**Wickliffe City Schools**  
**Social Studies Teacher**

 Wickliffe, OH  
 2003 – 2005

Served as a building substitute at Wickliffe High School.



# VICKI J. PETERS

(b)(6)

## OBJECTIVE: MANAGEMENT OPPORTUNITY

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An enthusiastic management professional who demonstrates **Leadership** in achieving objectives. Seeking a position with an established organization where a diversity of talents can be effectively utilized. Offering flexibility, creativity and a commitment to excellence. Highly skilled in the following:

- \* **Planning and Organizing**
- \* **Staff Management**
- \* **Interpersonal Communications**
- \* **Team Building**
- \* **Budget Management/Expense Control**
- \* **Effective negotiation**

## PROFESSIONAL EXPERIENCE

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### **SODEXHO SCHOOL SERVICES: -SEPTEMBER 2002-PRESENT**

#### **GENERAL MANAGER OF FOOD SERVICE-PERRY PUBLIC SCHOOL**

Opened new account with central kitchen and 13 employees. Implemented marketing programs at High School, Middle School and Elementary School. Implemented Food Safety Program and Physical Safety Program with staff, and completed all State and Federal requirements for Free & Reduced Applications. Improved budget position by restructuring menu and improved utilization of Government commodities. Increased use of Food Service Department for catering by improved relations with staff and proper pricing for events as well as expanded menu options. Implemented POS system at all schools.

#### **GENERAL MANAGER OF FOOD SERVICE- KENSTON LOCAL SCHOOLS**

Supervised and managed 27 employees at 5 schools. Successfully improve budget issues through food cost management-utilizing Government Commodities as well as menu restructuring, improve labor cost through team building and overtime control and lowered non-food cost through careful evaluation of needs. Completed all Free and Reduced applications and completed verification process. Submit all monthly State Reports. Provided monthly Food Safety Inspections as well as Physical Safety Inspections. Provided monthly training and In-Services to all Food Service staff. Successfully built a team approach with all schools through coaching and daily support. Provided upscale catering for events as needed. Developed cooperative effort for Nutrition Education with Elementary Schools to utilize training as a Registered/Licensed Dietitian. Completed CRE/SMI review.

### **THE WOOD COMPANY: JUDSON PARK    OCTOBER 2000 TO SEPTEMBER 2002**

#### **GENERAL MANAGER OF DINING SERVICES**

Supervised and coordinated all activity related to Dining and Clinical Nutrition operations at Judson Park. Primary goal when hired was to administer and realign budget. Achieved lowering food cost while maintaining quality of food served. Implemented monthly food inventory to accurately assess food cost. Tracked food cost weekly to assess food cost per meal served. Focused on team building to improve work performance and productivity. Followed all Federal and State requirements in monitoring and assessing nutritional care of all residents. Met and exceeded all requirements for sanitation. Maintained the high quality expectation for catering.

**HEATHER HILL HOSPITAL HEALTH AND CARE CENTER 1986 TO  
SEPTEMBER 2000**

**DIRECTOR OF FOOD AND NUTRITION**

Supervised and coordinated all activity related to Clinical/Food Service operations. Responsible for efficiently administering a \$1.5 million budget and directing a staff of 60. Developed and implemented menus; coordinated production of 1500 meals per day. Oversaw Quality Assurance programs to ensure uniform compliance with Federal, State, and Local regulatory standards.

- Key member of various committees including: Administrative/Strategic Planning; Staff Retention; Infection Control; Environment of Care; Personnel Grievance; TQP; Employee Advisory.
- Reduced department expenses by 16% over one year through effective negotiation of contracts with vendors.
- Improved operational efficiency through streamlining and computerization. Initiated computerization of numerous food service functions; currently implementing total department computerization.
- Personally created and developed Departmental Policy and Procedure Manual and Orientation Program, in addition to Departmental Quality Assurance Program.
- Clinical Services responsibilities included facilitating nutritional care of 31 Subacute and 106 long-term care residents and 44 rehabilitation hospital patients requiring a strong emphasis on enteral nutrition.
- Developed and taught Weight Management Program for staff and community.
- Participated in the building project of The Liberty, an Assisted Living Community and assist in maintaining quality Dining Services.
- Implemented Quick-Chill Food Production System.

**EDUCATION**

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**CASE WESTERN RESERVE UNIVERSITY, Cleveland, Ohio**

**Bachelor of Science in Nutrition- 1986**

**GPA:3.74/4.0 Honors: Western Reserve Scholar, Sylvia Green Rosenberg Award**

**PROFESSIONAL DESIGNATIONS**

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**Registered Dietitian/ Licensed Dietitian.**

**Completed Certification in Training for Childhood & Adolescent Weight Management**

**PROFESSIONAL ORGANIZATIONS**

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American Dietetic Association

Ohio Dietetic Association

Cleveland Dietetic Association

**REFERENCES AVAILABLE UPON REQUEST**



## Shelley Pulling

### PROFESSIONAL SUMMARY

Twenty years of experience in the educational setting including teaching in a multiculturally diverse community of learners. Administrative experience and expertise in strategic planning, curriculum, assessment, instruction, data analysis, educational technology, professional development, program evaluation, teacher supervision and evaluation, mentoring, recruitment and retention of staff, budgeting, fundraising, and academic scheduling. Extensive leadership experience in a team-based environment.

### EDUCATION

<b>MA</b>	<b>Educational Administration</b> Cleveland State University, Cleveland, OH 1999
<b>BS</b>	<b>Elementary Education</b> Cleveland State University, Cleveland, OH 1991
<b>License</b>	Cleveland State University, Cleveland, OH <b>Superintendent License 2010</b> <b>Elementary Principal 1-8 License 1999</b>

### EXPERIENCE

#### 2009 – present Perry Local School District

##### *Principal, Grades 3-5*

- Assisted with the reconfiguration of schools to incorporate Perry Intermediate School and reduce administrative staff.
- Facilitated the district LPDC committee for 2 years and a member for 10 years.
- Used the AIMSweb, DIBELS, MAP and SRI system to track student progress and created RtI plans for each student in tier III.
- Created a new intervention schedule to consolidate resources and provide common intervention time for each grade level to increase instructional time.
- Created and administered Short-Cycle Assessments to monitor student progress toward the OAA Standards.
- Reviewed Value Added data with teachers as part of the TCAP project and worked with teachers on understanding achievement versus progress.
- Collaborated with teachers on the Learning Design Template to assist them in planning lessons that incorporated the backwards design process and align with the Common Core Standards in ELA and Math.
- Conducted walkthroughs to collect data on improving instruction and presented data to teachers to focus instruction on clear learning targets.
- Participated in professional development on rounds with a focus on differentiated instruction as an improvement goal.
- Standardized classroom technology to include Promethean Boards, document cameras, and projectors.

- Evaluated teachers using the Charlotte Danielson framework.
- Participated in the OPES pilot program and presented to principals.
- Monitored weekly PLC meetings with teachers and studied FIP modules collaboratively to improve instruction through a focus on formative assessment.
- Presented updated information on the Third Grade Guarantee to the board of education and staff to ensure compliance.

### **2003 – 2009 Perry Local School District**

*Principal, Perry Elementary School*

- Member of the District Leadership Team – met three times a week to assist with the planning and organizing of many district initiatives including, New Teacher Induction, and K-12 Language Arts Meetings.
- Facilitated the implementation of Olweus Anti-Bullying program and created a school-wide discipline focus using the Positive Behavior Support model.
- Participated in several community meetings including School Finance Task Force, Strategic Planning, Learning Matters and Technology Matters.
- Collaborated with teachers in PLC Meetings weekly and designed professional development opportunities to focus on Standards Based Reporting and Mastery Learning.
- Restructured IAT to an Rtl process to monitor student progress and created a pyramid of interventions for staff to incorporate.

### **1999 – 2003 Perry Local School District**

*Assistant Principal, Perry Elementary*

- Reorganized the Elementary School schedule to include common planning time for all teachers.
- Implemented the SuccessMaker and Accelerated Reader Program to help students succeed in both Reading and Math.

### **1997 - 1999 Cleveland Metropolitan School District**

*Fourth and Fifth Grade Teacher*

- Evaluated proficiency results and provided intervention for students in need of assistance by collaborating with grade level teachers.
- Organized and facilitated the Intervention Team for grades K-5 to assist with identifying students that needed extra assistance.

### **1994 - 1997 Galveston Independent School District**

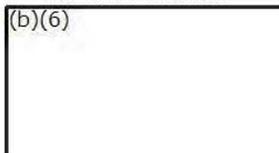
*Fourth Grade Teacher*

- Tutored students in danger of not passing standardized tests.
- Served as a Cooperating Teacher for a Student Teacher.

### **1992 – 1994 Cleveland Municipal School District**

*Daily Classroom Substitute K – 6 and Long Term Substitute First Grade*

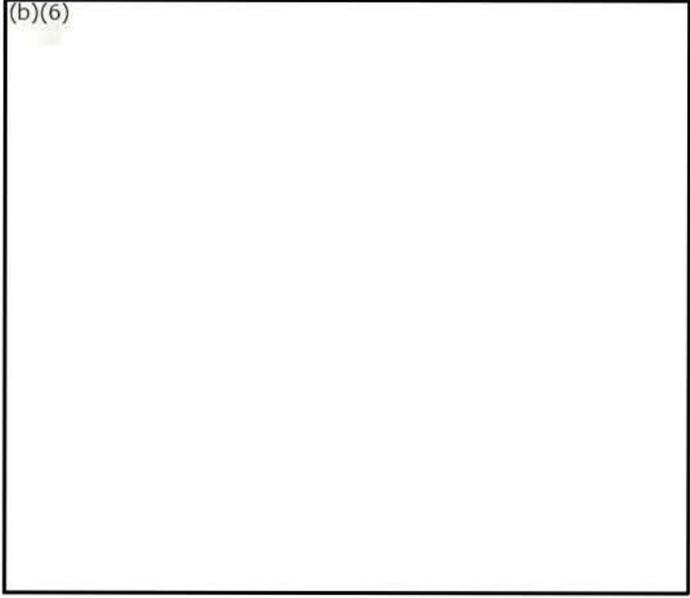
- Planned, organized and implemented developmentally appropriate lessons to meet the students' needs.



Experience	<i>July 2009 - Current</i>	<i>Perry Local Schools</i>	<i>Perry, OH</i>
	<b>Community Fitness Center Coordinator</b>		
	<ul style="list-style-type: none"> <li>▪ Supervise, manage and coordinate operations of the facility.</li> <li>▪ Monitor and analyzes memberships, programs and rental agreements.</li> <li>▪ Developed strategic goals and revenue targets to insure facility is being managed in a fiscally responsible manor.</li> <li>▪ 2010-2011 school year expect 15% increase in revenue while reducing operation cost.</li> </ul>		
	<i>December 2005 – July 2009</i>	<i>Akron Aeros</i>	<i>Akron, OH</i>
	<b>Director, Ticket Sales</b>		
	<ul style="list-style-type: none"> <li>▪ Top group sale revenue producer for the entire Akron Aeros organization.</li> <li>▪ Manage all sales, marketing, and accounting aspects of the ticket department.</li> <li>▪ Create and implement department group sales goals.</li> <li>▪ Manage sales and renewals of season ticket clients and partial plan holders.</li> <li>▪ Staff and manage full-time and part-time ticket department.</li> <li>▪ Account for and report all ticket revenue, manage daily, weekly and yearly sales reports.</li> <li>▪ Maintain positive customer service by actively correcting current issues and trouble shooting to eliminate potential problems.</li> <li>▪ Maintain ticket software (Ticket Return) and credit card system (PayPal).</li> </ul>		
	<i>October 2002 – December 2005</i>	<i>Akron Aeros</i>	<i>Akron, OH</i>
	<b>Assoc. Corporate Sales / Ticket Sales, Box Office Manager</b>		
	<ul style="list-style-type: none"> <li>▪ Develop and sell new corporate partnerships and ticket accounts.</li> <li>▪ Generate and organize creative marketing plans.</li> <li>▪ Manage box office staff and customer service ticket issues for the organization.</li> </ul>		
	<i>August 2001 – Current (10 seasons)</i>	<i>Cleveland Browns</i>	<i>Cleveland, OH</i>
	<b>Game Day Marketing Staff</b>		
	<ul style="list-style-type: none"> <li>▪ Executed in-game sponsored promotional activities. Including but not limited to gate give – a –ways, seat promotions, and in-game entertainment</li> <li>▪ Manage pre-game and half time entertainment at Cleveland Browns home games in a fast paced, highly visible environment. (ex. Bands, Singers, Alumni, youth football, etc.).</li> <li>▪ Coordination of special events outside normal game day activities (ex. Charity Golf Outing, Football 101, 1964 Championship Event)</li> <li>▪ Coordinated all game day activities for Cleveland Browns house band (G.E. Smith Band).</li> </ul>		
Other Activities	<ul style="list-style-type: none"> <li>▪ Perry High School Freshman Baseball Coach. Hold Pupil Activity Permit.</li> <li>▪ Event organizer for NBA Cares &amp; Cooks silent auction during NBA All Star weekend.</li> <li>▪ Taste of the NFL silent auction during Super Bowl weekend (Detroit, Miami, Arizona). Generated two hundred thousand dollars (\$200,000) for the national food bank.</li> <li>▪ Event coordinator for NFL Hall of Fame enshrinement hospitality receptions (Bruce Mathews, Thurman Thomas, Jerry Rice, John Randle and others)</li> <li>▪ Worked for Contemporary Services during Pittsburgh Steelers games.</li> <li>▪ Managed ticket operations for NCAA championship (Mount Union) football program.</li> <li>▪ Four-year member of Mount Union baseball team</li> </ul>		
Education	<ul style="list-style-type: none"> <li>▪ 1998 - 2002 Mount Union College, Alliance, OH</li> <li>▪ Bachelor of Arts in Sports Management with a minor in Business Administration.</li> <li>▪ Graduated May 2002 with 3.37 GPA.</li> </ul>		

## References

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Jack Thompson

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## EDUCATION

<i>Youngstown State University</i>	
<i>Doctor of Education</i>	<i>December 2005</i>
<i>Superintendent's Certificate</i>	<i>July 2001</i>
<i>Principal's Certificate High School (7-12)</i>	<i>July 1997</i>
<i>Masters of Science in Educational Administration</i>	<i>August 1996</i>
<i>Bachelor of Science in Education</i>	<i>June 1988</i>
<i>Business Education Comprehensive</i>	

*Presenter at professional conferences such as OSBA Capital Conference, Advanced Placement National Conference, and Distinguished Administrators Series*

## EMPLOYMENT HISTORY

***Superintendent: Perry Local Schools***  
***(August 2011-Present)***

***Assistant Superintendent: Kenston Local Schools***  
***(July 2007-August 2011)***

***Principal: Kirtland High School, Kirtland, Ohio***  
***(August 2002-August 2007)***

***Assistant Principal: Madison High School, Madison, Ohio***  
***(August 1998-August 2002)***

***Assistant Principal: Painesville Riverside Campus, Painesville, Ohio***  
***(August 1997-August 1998)***

***Teacher/Coach: Jefferson Area Local High School, Jefferson, Ohio***  
***(February 1989 to August 1997)***

***Manager/Driving Instructor: Mr. Zip's Driving School, Boardman, Ohio***  
***(January 1988 to September 1989)***

***Substitute Teacher: ITT Technical Institute & Youngstown City School District, Youngstown, Ohio (October 1988 to September 1989)***

## PROFESSIONAL ORGANIZATIONS

*OSBA, ASCD, OAGC, Sigma Phi Epsilon Fraternity Alumni Association*

## PERSONAL

*Born February 27, 1964, raised Andover, Ohio. Married to Shari in 1990, have three children: Kaitlyn 21, Abigail 16, and Aidan 11. Enjoy coaching youth sports, spending time with family, reading, yard work, and being an avid fan of Cleveland professional sports teams.*

## Chad Erron Frazier

20th year in education

Undergrad: Muskingum College (1989-1993)

Masters Degree: CSU (1999)

1993-1995 Cleveland Heights K-8

1995-2007 West Geauga k-12 PE

2008-Current Perry 5-12 PE

Head Varsity Boys Basketball Coach 1999-2012

### Professional Experience:

\*Implemented multiple curricula (developed for wide varieties of class sizes and abilities.)

\*Written multiple curriculum

\*Spearheaded TPP

\*Created and Implemented both Formative and Summative Assessments

\*Served on multiple PE committees

\*Demonstrated and executed multiple individual, dual and Team activities while using spacial awareness, individual students needs, and concentrated on areas of balance, coordination, agility, fine-gross motor skill development through hopping, jumping, skipping and running.

\*Implemented dynamic warm ups for major muscle groups

\*Implemented team teaching strategies to meet individual student needs

\*Special Olympics coordinator for Lake County

\*Implemented the use of heart rate monitors for assessment purposes

\*Implemented after school intramural programs concentrating on sportsmanship and teamwork

\*Coordinated and implemented PLUS Program

\*Crystal Apple award winner

\*2 time Coach of the Year in the State of Ohio

\*coordinate and implement youth tournaments in a wide range of sporting activities

## RYAN DOLATOWSKI

### EDUCATION:

#### **John Carroll University 2000-2004**

- B.A. in Physical Education
- Overall GPA: 3.2 - Major GPA: 3.7

#### **Ball State University 2008-2010**

- B.A. in Physical Education
- 3.93 GPA

### TEACHING EXPERIENCE:

#### **Perry Elementary School & Perry Middle School**

- Physical Education Teacher grades K-4<sup>th</sup>, *2007-2009*
- Physical Education & Health teacher grades 5<sup>th</sup> - 8<sup>th</sup>, *2005-2007*
- Physical Education teacher grades 5<sup>th</sup> - 8<sup>th</sup>, *2009-Present*
- Plan, organize and execute lesson plans adapted to meet the individual learning styles of all students.
- Assisted in the development and writing of Physical Education & Health objectives, power objectives, learning tasks & curricula.
- Served on Perry Public Schools Wellness Committee.
- Infinite Campus coach

# Scott J. Hunt, EdD

## Summary

Twenty-two years of experience in the K-12 and post-secondary educational setting including teaching, counseling, and administration. Expertise in strategic planning, curriculum, assessment, instruction, data analysis, educational technology, professional development, public speaking, program evaluation, teacher supervision and evaluation, mentoring, recruitment and retention of staff, budgeting, fundraising, and academic scheduling. Extensive leadership experience in a team-based environment.

## EDUCATIONAL BACKGROUND

- Edd** NOVA Southeastern University, Ft. Lauderdale, FL, May 2010  
Specialization: Organizational Leadership  
Dissertation: *Evaluation of Professional-Learning Communities on Student Achievement*
- MA** University of South Florida, Tampa, FL, May 1993  
Major: Education  
Specialization: Guidance and Counseling
- BA** Bethany College, Bethany, WV, May 1989  
Major: Education

## PROFESSIONAL SUMMARY

### **Perry Local Schools**

#### **Perry, OH**

- |               |  |
|---------------|--|
| 2012- Current | Director of College and Career Readiness                           |
| 2007 -2012    | Principal, Perry Middle School                                     |
| 2002-2007     | Assistant Principal, Perry High School                             |
| 1998-2002     | Guidance Counselor/College Placement Specialist, Perry High School |

### **Lake Erie College**

#### **Painesville, OH**

- |              |   |
|--------------|---|
| 2010-present | Adjunct professor, Education Department and Adult Degree Completion Program, Professional Development Presenter |
|--------------|---|

## **Beachwood City Schools**

### **Beachwood, OH**

1997-1998 OWA Coordinator, Beachwood High School  
1994-1997 Teacher, Grade 8 Science, Beachwood Middle School  
Elementary Counselor, Bryden Elementary School

## **Cleveland Municipal Schools**

### **Cleveland, OH**

1993-1994 Teacher, Multi-Subjects Grades 6-8, A.B. Hart Middle School

## **Collier County Public Schools**

### **Naples, FL**

1989-1993 Teacher, Grade 5, Golden Terrace Elementary School

## **PROFESSIONAL ADMINISTRATIVE EXPERIENCE AND ACHIEVEMENTS**

### **DIRECTOR OF COLLEGE AND CAREER READINESS**

#### *Perry Local Schools, Perry, OH*

Responsibilities include: Supervise and partner in the exploration, creation, facilitation, articulation, initiation, implementation, and revision of a new teacher evaluation system in collaboration with the teachers association to be in place by the 2014-2015 school year; Coordinates with administrators, guidance, and teachers to ensure students acquire 21<sup>st</sup> century skills with special attention to the area of college and career readiness; In collaboration with building administrators, supervise and evaluate guidance staff, teaching staff, and other appropriate support personnel; Assist the high school and middle school principals in all aspects of student and building management; Responsible for all district testing and ensure accuracy in receipt and shipment of all testing items; Utilize data to analyze the impact of educational programming on current student needs and interests including but not limited to EXPLORE, PLAN, PSAT, ACT, AP, OCIS, and exit surveys; Create, facilitate, and account for budgetary responsibilities (i.e. OTES and testing) within areas of supervision; Facilitate District related programming for third party relationships with colleges, universities, technical schools, internship opportunities, and other appropriate agencies; Research and serve as a resource for knowledge related to local District policies as well as state and federal mandates related to college and career readiness; Solicit, participate, and provide professional development opportunities to enhance the knowledge and skills of District employees, other stakeholders, related topics of District need; Establish and maintain open lines of communication with any/all stakeholders; Provide regular updates to superintendent on areas related to the role and function.

### **PRINCIPAL**

#### *Perry Middle School, Perry, OH*

Responsibilities include: Oversight of the complete operation of the Middle School including staffing, scheduling, budget, supervision and evaluation of staff, with a focus on instructional leadership; hire and retain highly qualified teachers; oversee the allocation and staffing of certified and classified staff; development and oversight of the building budget; coordinate various building level committees including professional learning communities; monitor and evaluate the performance certified and classified staff; coordinate staffing and programming with the intermediate school and high school; collect and present student achievement and progress data to students, families, and community; develop and implement teacher/student schedules; approve

teacher/administrator licenses and determine building and district-wide professional development as a member of the Local Professional Development Committee (LPDC); serve as a strategic planning team member for a variety of district committees; monitor and update building website; serve as President of the Lake and Geauga Principals Association 2010 – 2012.

**School Initiatives (Achieved in collaboration with faculty and staff as Principal at Perry Middle School)**

- Achieved school goal in 2011-2012 to obtain an Excellent with Distinction rating.
- Designed and installed three new computer labs utilizing a Citrix environment 2010-2011.
- Standardized classroom technology to include Promethean Boards, document cameras, and projectors.
- Introduced and implemented the use of Data Notebooks for middle school teachers. This tool allows teachers to have specific student demographic and testing data for students at-risk of not achieving state standards.
- Collaborated with Fujitsu Computers to implement the use of mini-computers for grade level teachers. This opportunity provided on site professional development by Fujitsu. As a result I was named as a Laureate through the ComputerWorld Honors program 2009.
- Featured as “Best in Tech” by Scholastic Administrator magazine 2009.
- Collaborated with core content area teachers at each grade level to support Professional Learning Community SMART Goals.
- Completed application for the Ohio Schools to Watch program. This comprehensive evaluation of the middle school resulted in being named a Finalist in 2008-2009.
- Collaborated with middle school teaching staff to implement a standards based grading and reporting system utilizing an online data warehouse.
- Collaborated with core content area teachers to utilize Understanding by Design to develop enduring understandings, essential questions, I Can statements, and assessments that align to power objectives. As a result teachers developed 4 units of instruction throughout the year.
- Coordinated budget with all staff to meet board goals to reduce the overall district budget. Over three years this resulted in savings of over \$200, 000.00.
- Collaborated with K-12 science teachers to create a vertically aligned curriculum.
- Served as a Core Team member for District Strategic planning.
- Served as a Quality Assurance Team member and served as a Co-Chair for school districts, school buildings and educational service centers as they sought accreditation through AdvancED and the Ohio Department of Education.
- Served as a District Value-Added Specialist
- Evaluated new and non-tenured teachers as well as selected tenured teacher using the Danielson model for teacher evaluation

## **ASSISTANT PRINCIPAL**

*Perry High School, Perry, OH*

Responsibilities include: Oversight of student and teacher scheduling process, manage student discipline referrals, implement and train high school teachers to work in Professional Learning Communities, evaluate new and non-tenured teachers, oversee and coordinate district testing for the OAT and OGT, participate in district-wide classroom walkthroughs and provided professional development based on classroom walkthrough data.

**School Initiatives (Achieved in collaboration with faculty and staff as Assistant Principal at Perry High School)**

## **PROFESSIONAL AND COMMUNITY MEMBERSHIPS**

OASSA

NASSP

ASCD

Phi Delta Kappa

High School-Higher Ed Committee Member

P-16 Committee Member

Porter STEM Design Team Member

Past President, Lake/Geauga County Principal Association

Advisory Board Member: The Center for Learning

AdvancED External Review Team Member and Trained Lead Evaluator

Business Advisory Council, Perry, OH

Ohio Teacher Evaluation System State Trainer

# Colleen A. Blaurock

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## EDUCATION

- Doctor of Philosophy in Education** 2011  
Kent State University  
*Teaching, Learning and Curriculum Studies*  
*Dissertation Title: Skype: A portal into the 21<sup>st</sup> century second language classroom*
- Master of Science in Education** 1994  
Cleveland State University  
*Curriculum and Instruction, Computer Uses*
- Bachelor of Science in Education** 1989  
Youngstown State University  
*Teaching Certificates: Spanish 7-12/ Psychology/Sociology 7/12*
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## PROFESSIONAL EXPERIENCE

**PERRY LOCAL SCHOOLS, Perry, Ohio** 2011 - Present

### Director of the 21<sup>st</sup> Century Grant

- Work with teachers, students, administration and school principals to design an afterschool program for academic enrichment, remediation, and exploration that meets the needs of students and families and the goals of the grant.
- Establish, maintain, and strengthen community partnerships.
- Track program participation levels, daily attendance, and evaluation measures.
- Recruit teachers and instructors for the programs and support them in creating high-quality learning experiences.
- Evaluate faculty.
- Hold staff meetings.
- Oversee the 21st CCLC grant budget and approve expenditures as appropriate and in accordance with the grant's guidelines.
- Maintain communications and meeting regularly with the Perry 21st CCLC Advisory Board.
- Conduct program evaluation and write annual reports as required.
- Participate in state and regional meetings, conferences, workshops, and other activities.
- Develop and implement an advocacy plan for promoting the program and its successes.

- Develop and implement a sustainability plan for the program and follow through on efforts, grants, and activities to secure funding.

**PERRY LOCAL SCHOOLS, Perry, Ohio**

1989-present

### **World Language Teacher**

- Taught all levels of middle and high school Spanish (Spanish 1 to Advanced Placement).
- Mentored new teachers.
- Mentored and evaluated student teachers.

### **World Language Chairperson**

- Oversee World Language budget.
- Led in the revision of the World Language curriculum.
- Instituted a proficiency based World Language Program.
- Train World Language teachers on the use of BlackBoard and Language Lab Software.
- Research and integrate new applications that enhance World Language learning (Skype, United Streaming, youtube, eyejot, LingQ, BBC, Vodburner, etc...).
- Collaborate with World Language teachers throughout Ohio to improve programming.

### **Co-Chair of the English Language Learning Committee**

- Researched strategies for classroom teachers of English Language Learners.
- Provided in-service on English Language Learning strategies to staff.
- Wrote the English Language Learner curriculum.
- Created a Google Doc site to share English Language Learning research.
- Collaborate with Painesville City Schools to create common summatives for English Language Learners.
- Helped to implement an evening for Hispanic families to share the vision of the school district and offer support.

### **District Technology Committee – Special Project**

- Researched various applications to house the school district's learning designs. The goal was to find a way to collaborate and share learning designs and ideas.
- Created Google Doc accounts for all Perry Professional Learning Communities.
- Trained staff on use of Google Docs.
- Maintained Google Doc site for all departments.

**CAFE BELLASANO, Concord, Ohio**

**2006-2011**

**Bellasano Coffee & Cuisine, Owner**

- Started a restaurant and catering company from concept to market.
- Hired, trained and evaluated staff.
- Assisted with marketing of new products.
- Created systems to control inventory, cleanliness, quality of products.
- Worked with vendors on pricing and new product development.
- Identified and created a niche catering company focusing on breakfast and lunches for doctors' offices.

**OHIO DEPARTMENT OF EDUCATION, Columbus, Ohio**

**2002-2005**

**Praxis III Assessor**

- Assessed entry year teachers (EYTs) for the State of Ohio
- Performed classroom observations.
- Interviewed EYTs as part of the assessment process.
- Wrote performance assessment reviews for EYTs

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**AWARDS**

<b>Technology Grant</b> Martha Holden Jennings/Skype: Connecting Communities	2009
<b>Ohio Teacher of the Year in Technology</b> Ohio Foreign Language Association	2006
<b>Education Grant</b> Kent State University/Teacher Cadets	2005

**PRESENTATIONS**

<b>2012 National TESOL Convention</b> Title: A Tandem Learning Experience for Second Language Learners Through Skype	2012
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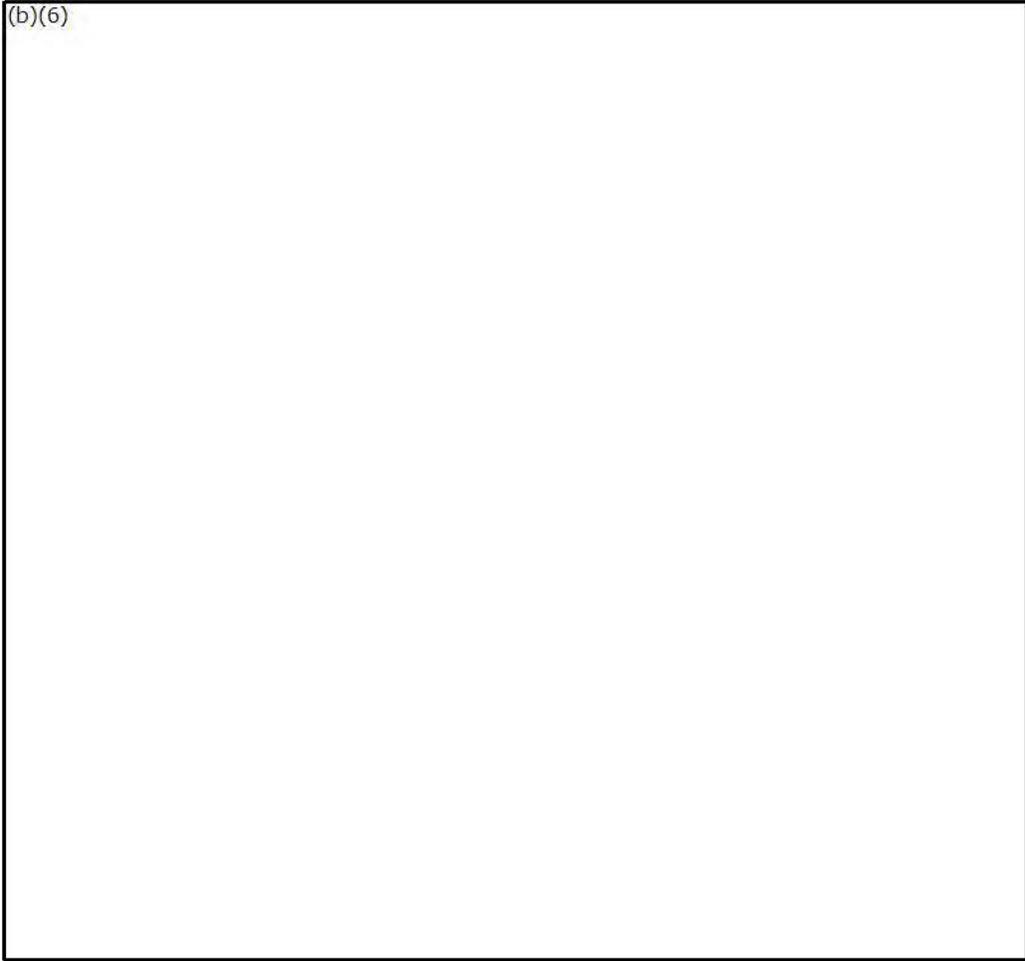
**PROFESSIONAL ORGANIZATIONS**

**TESOL** (Teachers of English to Speakers of Other Languages)  
**ACTFL** (American Council on the Teaching of Foreign Languages)  
**OFLA** (Ohio Foreign Language Association)

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## REFERENCES

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## Bio for David Ohler

### PE Teacher Grades K-4 at Perry Elementary School

My name is David Ohler, and I am the "Gym Guy" at Perry Elementary School. I am the gym teacher for all students in grades K-4. This is my 33<sup>rd</sup> year teaching elementary school, and I absolutely love my job!

I graduated from Wintersville (Ohio) High School in 1976. I graduated from Malone College in Canton, Ohio in 1980, earning my BS degree in Elementary Education with a concentration area in Early Childhood Education. In 1984 I graduated with a Master's Degree in Elementary Education from Edinboro University of Pennsylvania. I also earned National Board Certification in 2002 as an Early Childhood Generalist. I have also completed post graduate work. I currently have a Permanent Teaching Certificate from the state of Ohio for teaching students in grades K-8.

I started my teaching career by working in the Conneaut (Ohio) Area City Schools for six years. I taught kindergarten for four years, I was a remedial math teacher for one year, and I was a full time substitute teacher for one year. This is my 27<sup>th</sup> year teaching in the Perry (Ohio) Local School District. I have taught kindergarten, second grade, art and now PE in our school district. I have also been involved teaching in the Perry Summer School program for the past several years.

After having some major health issues and heart problems just five years ago, I started a vigorous fitness and nutrition program. I met with a fitness trainer and nutritionist to help me make life changing choices in my life, and I started reading and studying much about fitness and nutrition. I attended numerous fitness classes at our district's fitness center, at a local YMCA, and at a newly established community CrossFit Center. I am very passionate about helping children become fit and helping children overcome childhood obesity. I volunteer my time to lead a Family Fitness Group, and I also volunteer to lead a Staff Fitness Group at school. Recently I have started to involve our community CrossFit Center by having them become involved with our school Field Day activities and by incorporating CrossFit type activities in our gym classes this year.

**1989-1992 Gifted Teacher - Shore, Ridge & Memorial Jr. Highs, - Mentor Schools**

- Taught and maintained gifted program for 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students in the gifted program (150 students)
- Coordinated schedules and informed regular classroom teachers of scheduling
- Designed and implemented hands-on units that fit the gifted course of study
- Maintained discipline
- Assisted district wide functions and competitions
- Conducted parent meetings

**1986-1988 Teacher grades 3 & 4, After-school gifted teacher, grades 3-6, Lorain City Schools**

- Taught, evaluated and maintained discipline in an inner-city school setting.
- After-school gifted program included creating and implementing hands-on, differentiated curriculum for grades 3 and 4 and grades 5 and 6

**1983-1986 Summer Gifted Program Computer Instructors, Mount Union College**

- Developed and taught computer programming class for gifted students ages 9-12

**1982-1984 Program Designer and Teacher for Computer Literacy Courses at Rodman Public Library**

- Designed community computer literacy courses for students ages 4 to 84

**PROFESSIONAL ACTIVITIES:**

**State Leadership Roles:**

- Participated in United States Congressional Hearing for Educators in Washington D.C. (Ohio Rep)
- Ohio Department of Education - Model Curriculum Team for Science and Math

**Professional Organizations:**

- Leadership Lake County Class of 2013
- Ohio Association for Pupil Services Administrators (OAPSA)
- Ohio Association for Elementary School Administrators (OAESA)
- Member of Greater Cleveland Coordinator of the Gifted (GCCG, OAGC, NAGC)
- Member Association for Supervision and Curriculum Development (ASCD)

**Instructor/Trainer:**

- Lake Erie College – Topic Differentiation
- Hiram College -Topic: Inquiry Science
- Baldrige Initiative Trainer for Mentor Schools
- Nonviolent Crisis Intervention
- District Value-Added Trainer – Chardon Schools
- Technology Trainer – Chardon and Mentor Schools
- Middle School Gifted Education Professional Development – Lake/Geauga County
- Mentoring teacher-Mentor Schools

**Focus Group Memberships:**

- Partnerships for Success in Geauga County
- Science and Technology Standards Focus Group member - Akron University

**COMMITTEES:**

**Committees: (Perry, Lake County)**

P-16 Lake County (Chair of College and Career Readiness Subcommittee, Member of Executive Board, Member of Board of Directors)

LCESC STEM Committee – (Development of STEM curriculum and process for county-wide Programming, Member of Initiative 1 and 2 Subcommittee)

**Committees(Willoughby-Eastlake, Lake County)**

Lake County Gifted Coordinators, Administrative Council,

Positive Behavior System Management Committee

**District/County Committees: (Chardon/Geauga)**

Administrative Council, Strategic Planning, Geauga County Special Education Coordinators, Math, Science, and Gifted Curriculum Committees, ESL committee, Ohio Intervention Systems Management (OISM), Governing Board for Special Education - Geauga County

**District Committees: (Mentor)**

Math, Science, Language Arts/Reading, Technology, Curriculum Council Committees

**Duties:**

- Created courses of study, state of the art documents, scope and sequences, and assessments
- Aligned curriculum to state standards
- Selected curricular materials by piloting and evaluating programs
- Conducted curriculum audits
- Researched best practices
- Reported findings to building staff
- Designed teacher handbooks and computer curriculum templates

**School Committees: (Mentor)**

Math (Facilitator), Outdoor Learning Center (Facilitator), Technology (Trainer), Science, NCA School Profile, NCA Action Planning, and NCA Steering Committee

**Duties:**

- Created continuous improvement plans
- Trained teachers
- Analyzed and interpret data
- Synthesized data into graphic displays
- Documented progress
- Utilized Baldrige Quality tools for decision-making and problem solving

**ROLES IN COMMUNITY:**

2008 - current - Varsity Soccer Parent Representative for Cardinal Parents Club  
2007- current - Coach for Mentor Schools Science Olympiad Team  
2000 - 2004 - Science Ambassador for Great Lakes Science Center  
2003 - 2004 - Coach of Mentor Recreational Basketball  
2001 - 2005 - Member of Delta Kappa Gamma  
2002 - current - Member of National Council for Teaching Mathematics  
2002 - current - Member of National Science Teachers Association  
1999 - 2000 - Coordinator for Children's Educational Program at church  
1995 - 2007 - Teacher and small group leader for adults and children at church

**HONORS/AWARDS:**

2003 - Lake County Environmental Improvement Award-(Teacher Division)  
2002&2003 - Lubrizol Science Teacher Award Honoree  
2002 - Disney American Teacher Award Nominee  
2001 - Presidential Award for Excellence in Math and Science Teaching  
1999-2000 - Jennings Scholar  
1997- Ashland Inc. Golden Apple Award  
1987 - Excellence in Teaching Award from Lorain City Schools

~ References available upon request.~

March 27, 2013

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

To whom it may concern:

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

240 Lessons – equivalent to three years of repeatable curriculum:

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

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

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

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

Sincerely,

(b)(6)

Tom Root  
CEO/Founder  
HOPSports, Inc.

## LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Perry Local Schools

DUNS #: 0976153890000

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

### Page 1 of 5 (LEA Partner)

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LEA Authorized Representative Name: Perry Local Schools

#### Roles and Responsibilities:

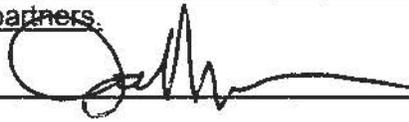
- Serve as lead agency and fiscal agent
- Ensure compliance with all local, state and federal regulations
- Implement program as outlined in the grant narrative in order to facilitate increased student achievement of state PE standards and establish healthy student behaviors that promote student wellness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

#### Contribution to the Project:

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

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

Signature of LEA's Authorized Representative:

A handwritten signature in black ink, consisting of a large, stylized initial 'O' followed by several sharp, vertical strokes and a long horizontal tail.

Dated:

4/8/13



**CASE WESTERN RESERVE  
UNIVERSITY**  
SCHOOL OF MEDICINE

Division of Public Health Department of  
Epidemiology and Biostatistics

10900 Euclid Avenue  
Cleveland, Ohio 44106-4945

Visitors and  
Deliveries WG - 74

Phone 216 368.3725  
Fax 216 368 3970

Scott J. Hunt, EdD  
Director of College and Career Readiness  
Perry Local Schools  
4201 13<sup>th</sup> Street SW  
Massilon, Ohio 44646

Dr. Hunt,

This letter is written in support of the Perry Local Schools application for the Carol M. White Physical Education Program (PEP). Continuing a relationship developed over the last two years, the Master of Public Health (MPH) Program is committed to supporting the development, implementation, and evaluation of programs and policies designed to support the health of the Perry School community. Specifically, integration of the "My Health, My Choice" curriculum among middle and high school students, will provide the opportunity to incorporate evidence-based health education strategies. Additional responsibilities associated with the integration of the PEP grant include:

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

With the support of the faculty, students, and staff, the MPH program will provide: information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports; feedback on project progress and input regarding resolving problems or areas of weakness within the project; feedback on existing or proposed physical activity and nutrition policies; information on opportunities related to physical activity and nutrition/healthy eating for families; and, promotion of the project to the greater community. This agreement is in support of Perry Local Schools PEP project and was developed after timely and meaningful consultation between the required partners.

Case Western Reserve University (CWRU) is a leader among independent research universities, offering world class academic programs in Cleveland's culturally vibrant University Circle. The university's history supports our experience-based approach to education and inquiry that combines arts and humanities with science and technology, yielding one of the nation's best universities for cutting-edge research and top-ranked academic programs. Situated with the university's School of Medicine (ranking 24<sup>th</sup> in Ohio and 1<sup>st</sup> in the state of Ohio), the Master of Public Health Program is committed to interdisciplinary and collaborative learning, focusing on the development of relationships overtime to improve and enhance the health of the northeastern Ohio. We are pleased to be a part of this initiative and look forward to engaging in this collaborative effort.

Cordially,

(b)(6)

Kristina N. Knight, MPH  
Director of Community Initiatives  
Assistant Program Director  
Master of Public Health Program  
Case Western Reserve University

**Page 3 of 5 (Public Health Entity Partner)**

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Public Health Partner Name: Lake County General Health District

Roles and Responsibilities:

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

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for
- Promotion of the project to the greater community

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

Signature of Public Health Entity's Authorized Representative:

(b)(6)

*RD, LP, MPAH*

Dated: *3/25/13*

*Row Carsham RD, LP, MPAH*

**Page 5 of 5 (Head of Local Government)**

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Head of Local Government Name (or designee): Perry Village

Roles and Responsibilities:

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

Contribution to the Project:

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

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

Signature of Head of Local Government or Designee: Vicky L. Stevens, Mayor

Dated: 3/27/2013

**Page 4 of 6 (LEA's Food Service or Child Nutrition Director)**

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**Food Service or Child Nutrition Director Name: Sodexo, Inc.**

**Roles and Responsibilities:**

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

**Contribution to the Project:**

- Input and feedback on and action toward resolving weaknesses identified by the SHI related to district food services
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community

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

**Signature of Public Health Entity's Authorized Representative:**

(b)(6)

**Dated:**

3/26/2013

<b>Opportunity Title:</b>	Office of Elementary and Secondary Education (OESE): Ca
<b>Offering Agency:</b>	U.S. Department of Education
<b>CFDA Number:</b>	84.215
<b>CFDA Description:</b>	Fund for the Improvement of Education
<b>Opportunity Number:</b>	ED-GRANTS-022613-001
<b>Competition ID:</b>	84-215F2013-1
<b>Opportunity Open Date:</b>	02/26/2013
<b>Opportunity Close Date:</b>	04/12/2013
<b>Agency Contact:</b>	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

\* Application Filing Name:

### Mandatory Documents

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION  
Other Attachments Form  
ED GEPA427 Form  
ED Abstract Form  
Project Narrative Attachment Form  
Budget Narrative Attachment Form

Move Form to Complete

### Mandatory Documents for Submission

Application for Federal Assistance (SF-424)  
Assurances for Non-Construction Programs (SF-424)  
Grants.gov Lobbying Form  
Disclosure of Lobbying Activities (SF-LLL)  
ED SF424 Supplement

Move Form to Delete

### Optional Documents

Move Form to Submission List

### Optional Documents for Submission

Move Form to Delete

## Instructions

- 1** Enter a name for the application in the Application Filing Name field.

  - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
  - You can save your application at any time by clicking the "Save" button at the top of your screen.
  - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

  - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
  - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
  - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <=> button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
  - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

  - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
  - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
  - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
  - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

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

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>				

Address:

Street1:	<input type="text"/>
Street2:	<input type="text"/>
City:	<input type="text"/>
County:	<input type="text"/>
State:	<input type="text"/>
Zip Code:	<input type="text"/>
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

**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.

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
* 3. Date Received: Completed by Grants.gov upon submission	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
<b>B. APPLICANT INFORMATION:</b>		
* a. Legal Name: Perry Local Schools		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 346002183	* c. Organizational DUNS: 0976153890000	
d. Address:		
* Street1: 4325 Manchester Ave.	_____	
Street2: _____	_____	
* City: Perry	_____	
County/Parish: Lake	_____	
* State: _____	OH: Ohio	
Province: _____	_____	
* Country: _____	USA: UNITED STATES	
* Zip / Postal Code: 440810000	_____	
e. Organizational Unit:		
Department Name: _____	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____	* First Name: Scott	
Middle Name: _____	_____	
* Last Name: Hunt	_____	
Suffix: _____	_____	
Title: Director of College and Career Readiness		
Organizational Affiliation: _____		
* Telephone Number: 440-259-9301	Fax Number: 440-259-3607	
* Email: hunts@perry-lake.org		

**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:**

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

**\* 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

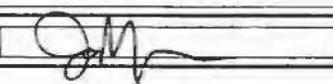
If "Yes", provide explanation and attach

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:

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

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

Prime     SubAwardee

\* Name:

\* Street 1:       Street 2:

\* City:       State:       Zip:

Congressional District, if known:

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

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

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

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

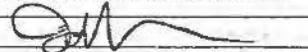
Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:  Street 2:

\* City:  State:  Zip:

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

\* Signature: 

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

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

## 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.

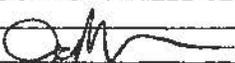
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**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>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Perry Local Schools</p>	<p>* DATE SUBMITTED</p> <p>4/8/13</p>

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

## 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.

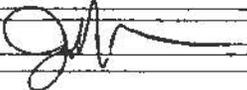
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this 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	
Perry Local Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Jack Middle Name:
* Last Name: Thompson	Suffix:
* Title: Superintendent	
* SIGNATURE: 	* DATE: 4/8/13

## References

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

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

<sup>iii</sup> David Barney, Lois Mauch. Alternatives to Traditional Cardio-Labs: The Interactive Fitness Experience. Strategies. Reston: Jul/Aug 2007. Vol. 20, Iss. 6; pg. 8, 3 pgs

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Applicant: Perry Local School District  
 Project Name: P-FITNESS  
 2013 PEP Grant Budget

FEDERAL BUDGET CATEGORY & LINE ITEM	FEDERAL REQUEST									LOCAL MATCH	
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match	Year 2 Match
Personnel	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost		
Project Director to provide overall leadership and guidance; ensure that all project activities are carried out on-time, as-specified and within the outlined budget; ensure compliance with all grant program requirements			0			0					(b)(4)
Project Coordinator (K-12) to support Project Director in carrying project activities; coordinate professional development and trainings; collaborate with evaluator and ensure ongoing collection of valid, reliable and relevant performance feedback; perform other duties as necessary	0.5	60000	30,000	0.5	60000	30,000	0.5	60000	30,000		
Fitness Trainers (K-12)	4	5000	20,000	4	5000	20,000	4	5000	20,000		
Substitute Teachers (to allow PE teachers time to attend professional development) - calculated @ \$90 per day	100	90	9000	100	90	9000	100	90	9000		
Retired, certified PE teacher to provide supervision and support project implementation (10% effort)											
Long-term substitute to provide coverage for PE teachers while attending conferences, PE-related networking events and project-related meetings (10% effort)											
Maintenance Supervisor to ensure that all equipment is properly maintained and is in good working order for student use (10% effort)											
Food Service to provide input, feedback and guidance relating to nutrition-related aspects of the project (10% effort)											
Technology Director to oversee and manage technological aspects of project and provide ongoing technical support as necessary (10% effort)											
Chief Financial Officer to ensure fiscal accountability and transparency; review and approve budgets and financial reports (10% effort)											
Nurse to provide input, feedback and guidance regarding student health and safety; oversee collection of BMI data (10% effort)											
Nurse to provide input, feedback and guidance regarding student health and safety; oversee collection of BMI data (10% effort)											
PE Teacher will donate 10% effort (4 hours per week) towards supporting the project, supervising students outside of PE class (letter attached)											
PE Teacher 10% effort (4 hours per week) towards supporting the project, supervising students outside of PE class (letter attached)											
PE Teacher 10% effort (4 hours per week) towards supporting the project, supervising students outside of PE class (letter attached)											
<b>Personnel Total</b>			<b>59000</b>			<b>59000</b>			<b>59000</b>		
Fringe Benefits	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost		
<i>(FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance) calculated at % of the project salary.</i>											
Project Director	1	19080	19080	1	19080	19080	1	19080	19080		
Project Coordinator (K-12)	0.5	15000	7500	0.5	15000	7500	0.5	15000	7500		
Fitness Trainers (K-12)	4	1250	5000	4	1250	5000	4	1250	5000		
Retired PE teacher											
Long-term substitute											
Maintenance supervisor											
Food Service											
Technology Director											
Chief Financial Officer											
Nurse											
PE Teacher											

PE Teacher										0.1	22886.67	2288.667	0.1	22886.67	
PE Teacher										0.1	17008.27	1700.827	0.1	17008.27	
<b>Fringe Benefits Total</b>			<b>31580</b>			<b>31580</b>			<b>31580</b>			<b>27191.639</b>			
<b>Travel</b>	<b>Year 1 Request</b>	<b>Year 2 Request</b>			<b>Year 3 Request</b>			<b>Year 1 Match</b>	<b>Year 2 Match</b>						
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	(b)(4)					
<i>(Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)</i>															
Natl Conference, Wash,DC															
Food per diem	2	80	640												
Airfare	2	435	870												
Hotel 4 nights	8	275	2200												
Transportation	2	100	100												
Washington Grantee Meeting															
Food per diem	1	80	240												
Airfare	1	435	435												
Hotel 3 nights	1	275	625												
Transportation	1	100	100												
OHAHPERD Conference															
Registration	5	200	1000	4	200	800	4	200	800						
Hotel 3 nights	3	214	1926	2	229	458	2	234	468						
Food per diem	5	80	1200	4	80	320	4	80	320						
Transportation	2	140	280	2	150	300	2	160	320						
<b>Travel Total</b>			<b>9816</b>			<b>1878</b>			<b>1908</b>						
<b>Equipment</b>	<b>Year 1 Request</b>	<b>Year 2 Request</b>			<b>Year 3 Request</b>										
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost						
<i>(Please indicate which building or level will receive each item)</i>															
HOPSports Training Systems: electronically streamed fitness-focused PE lessons that engage students in a range of moderate to vigorous physical activities from calisthenics to Yoga to sports skills and virtual sports via a projection system and basic fitness supplies like Ballast stability balls and Sandbells	4	16950	67800						0						
10 x 24 climbing wall to increase coordination, strength and agility. Supports achievement of GPRA measures 1 and 2				2	6179	12358									
Outdoor functional fitness and bodyweight training system for elementary school to enable students to exercise outdoors to increase the amount of time they spend being physically active (e.g., during recess, etc.). Supports achievement of GPRA measures 1 and 2				1	13000	13000									
Life Trail 7 stations with roof for elementary school to enable students to exercise outdoors to increase the amount of time they spend being physically active (e.g., during recess, etc.). Supports achievement of GPRA measures 1 and 2				1	37850	37850									
<b>Equipment Total</b>			<b>67800</b>			<b>63208</b>			<b>0</b>						
<b>Supplies</b>	<b>Year 1 Request</b>	<b>Year 2 Request</b>			<b>Year 3 Request</b>										
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost						
<i>Lifetime Physical Activity and Fitness Equipment: to increase students' abilities to be moderately to vigorously active both in and outside of school to achieve the aim of 60+ minutes of daily activity (GPRA 1) and increase fitness (GPRA 2).</i>															
<b>Elementary school items below</b>															
low profile cones (to improve agility and coordination)	5	13	65												
low profile cone carrier (storage)	1	5	5												
game cones (to improve agility and coordination)	6	44	264												
cone cart (storage)	1	149	149												
drop in cone crossbars (to improve agility and coordination)	4	53	212												
standard hoops for fitness training	1	40	40												
foam hoop holders (storage)	1	35	35												
blue pyramid stand (for fitness training)	1	74	74												





<b>Grades 4-12</b>																						
Body composition analyzer		5	3395	16975																		
Exergaming bicycles		30	3750	112500																		
T-Bows k-12 with rings for strength training and balance		120	200	24000																		
Rowing machines		16	1200	19200																		
Stationary bicycles					24	750	18000															
Elliptical trainings for building endurance and strength					12	4500	54000															
Climbing machines for endurance					6	3695	22170															
<b>All grades</b>																						
Adaptive PE: ADA Easy 6 Step Aquatic		1	3325	3325																		
Adaptive PE: Portable Aquatic Lift		1	7054	7054																		
Adaptive PE: Phillips Aquatic Teck Pool Ramp		1	5992	5992																		
Nutrition curriculum (TBD after assessment of existing curriculum)		1	5000	5000															5000			
<b>Supplies Total</b>				<b>557455</b>	<b>155232</b>			<b>5000</b>			<b>0</b>		<b>0</b>									
<b>Contractual</b>										<b>Year 1 Request</b>			<b>Year 2 Request</b>			<b>Year 3 Request</b>			<b>Year 1 Match</b>		<b>Year 2 Match</b>	
		<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>									
Professional Development: Technology		1	4000	4000	1	3000	3000	1	2000	2000												
Professional Development: Curriculum		1	4000	4000	1	3000	3000	1	2000	2000												
Professional Development: Equipment		1	4000	4000	1	3000	3000	1	2000	2000												
Skilled, qualified and experienced third-party evaluator to collaborate with the Perry Local Schools toward the implementation of the Carol M. White Physical Education Program (PEP) grant.		1	25160	25160	1	25160	25160	1	25160	25160												
<b>Contractual Total</b>				<b>37160</b>	<b>34160</b>			<b>31160</b>														
<b>Other Expenses</b>										<b>Year 1 Request</b>			<b>Year 2 Request</b>			<b>Year 3 Request</b>						
		<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>									
				0																		
<b>Other Total</b>				<b>0</b>	<b>0</b>			<b>0</b>														
<b>Direct Cost Total</b>										<b>Year 1 Request</b>			<b>Year 2 Request</b>			<b>Year 3 Request</b>						
<i>Indirect Costs</i> are calculated at _____ and this approved rate is documented by an attached letter from _____																						
<b>Stipends</b>										<b>Year 1 Request</b>			<b>Year 2 Request</b>			<b>Year 3 Request</b>						
		<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>									
<b>Stipends Total</b>				<b>0</b>	<b>0</b>			<b>0</b>														
<b>YEARLY GRAND TOTALS</b>				<b>762811</b>	<b>345058</b>			<b>128648</b>														
<b>TOTAL FEDERAL REQUEST</b>				<b>1236517</b>																		
<b>TOTAL LOCAL MATCH</b>				<b>377524</b>																		

(b)(4)

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

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

Name of Institution/Organization

Perry Local 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	59,000.00	59,000.00	59,000.00			177,000.00
2. Fringe Benefits	31,580.00	31,580.00	31,580.00			94,740.00
3. Travel	9,816.00	1,878.00	1,908.00			13,602.00
4. Equipment	67,800.00	63,208.00				131,008.00
5. Supplies	557,455.00	155,232.00	5,000.00			717,687.00
6. Contractual	37,160.00	34,160.00	31,160.00			102,480.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	762,811.00	345,058.00	128,648.00			1,236,517.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	762,811.00	345,058.00	128,648.00			1,236,517.00

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Scott		Hunt	

Address:

Street1:	4325 Manchester Ave.
Street2:	
City:	Perry
County:	Lake
State:	OH: Ohio
Zip Code:	44081
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
440-259-9301	440-259-3607

Email Address:

hunts@perry-lake.org
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**2. Novice Applicant:**

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

- Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

- Yes  No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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