

**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 # S215F130165**

**Grants.gov Tracking#: GRANT11378903**

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: <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): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/11/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="264557999"/>	* c. Organizational DUNS: <input type="text" value="8415539070000"/>
---	---

**d. Address:**

\* Street1:   
Street2:   
\* City:   
County/Parish:   
\* State:   
Province:   
\* Country:   
\* Zip / Postal Code:

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

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

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="661.942.3357"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**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:**

Focus Fitness - Physical Education Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Armando Martinez	* TITLE  Principal
* APPLICANT ORGANIZATION  Diego Hills Charter School aka Diego Hills Public Charter Sc	* 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="N/A"/>	<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:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215F130165

## 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.**

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **STATEMENT OF EQUITABLE ACCESS**

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

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

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Diego Hills Charter School aka Diego Hills Public Charter Sc

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

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

**ABSTRACT**

**Focus Fitness** is a three-year initiative that will create fully sustainable, systemic change at Diego Hills and Diego Valley Charter Schools, positively impacting more than 700 high-need, high-risk young people annually, who face disproportionate challenges to attaining a healthy lifestyle. Diego Hills/Diego Valley Charter is a “safety net school,” recruiting and serving young people that can no longer succeed in a traditional high school setting. Burdened with full-time, minimum wage jobs, full-time family responsibilities, and other adult-world commitments, these children come to DH/DV determined to prepare themselves for a future of success. The Diego Hills campus is located in San Diego, California, and Diego Valley is located in El Cajon, California, effectively drawing more than 700 students from more than a 100 mile radius to participate in the unique independent learning opportunities. Requesting \$211,023 in Year One, **Focus Fitness** addresses Competitive Preference Priority #2.

**Focus Fitness** will lay the foundation for DH/DV to create long-term, fully sustainable strategies designed to address the desperate need for PE and Nutrition instruction reform for all high-risk, high-poverty students struggling to meet graduation requirements while balancing adult responsibilities. The following key program benefits, supported by district-level policy change and sustainable beyond the funding period, will have dramatic impact:

- *Fit Track* will create a student-centered online learning community focused on wellness topics, dramatically enhancing both Physical Education and Health instruction
- The new Personal Trainer will complete ongoing trainings in best practices in Physical Education instruction, reducing teacher isolation and ensuring programming is using research-based strategies to promote full student attainment of all wellness-related California standards.

- New fitness space at each campus will be fully equipped with appropriate supplies and equipment, designed to continue providing a variety of fitness opportunities well into future years
- Quarterly nutrition workshops delivered by partners, and weekly on-campus nutrition lessons delivered by the Personal Trainer and aligned to California standards, will be implemented in all targeted schools – and School Wellness Policies will be modified to ensure ongoing implementation and monitoring of this program
- All needed fitness equipment and monitoring tools will be purchased, facilitating implementation with fidelity long beyond the initial three years of programming.

Project objectives include:

- 1:** Increase by at least 8% annually, the percentage of Diego students who engage in 60 minutes of daily physical activity, for a three-year increase of 24% over baseline data (**GPRA #1**)
- 2:** Increase by at least 6% annually, the percentage of Diego students who meet the standard of a healthy fitness zone, for a three-year increase of 18% over baseline data (**GPRA #2**)
- 3:** Increase by at least 8% annually, the percentage of Diego students who consume fruit two or more times per day and vegetables three or more times per day, for a three-year increase of 24% over baseline data (**GPRA #3**)
- 4.** Increase by at least 10% annually student usage of the *Fit Track* online fitness community, for a three-year increase of 30% over baseline data
- 5.** Increase by at least 5% annually the percentage of Diego students who indicate satisfaction with school-based fitness activities, for a three-year increase of 15% over baseline data

## 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

View Optional Project Narrative File

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

**(A) Specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

**Focus Fitness** is a three-year initiative that will create fully sustainable, systemic change at Diego Hills and Diego Valley Charter Schools, positively impacting more than 700 high-need, high-risk young people annually, who suffer disproportionately from childhood obesity, a lack of fitness opportunities, and a lack of healthy food options - challenges to attaining a healthy lifestyle that are preparing these young people for a lifetime of health-related challenges. Diego Hills/Diego Valley Charter is an alternative high school program, providing at-risk students with one-on-one independent study programs in all core subjects needed for graduation. Young learners receive personalized instruction geared towards their unique learning styles and focused largely on home-based independent learning. On average, students spend between one and three hours learning on campus each week. This unique format accommodates the scheduling needs of targeted students at high-risk for high school drop-out. The majority of Diego Hills/Diego Valley (DH/DV) students are shouldering adult responsibilities – working full-time jobs to help their families, raising their siblings, or parenting their own children. Although the DH/DV independent study format provides new and crucial opportunities for these high-risk young people to set and achieve the goal of high school graduation, there is a great need for a Physical Education and Nutrition Instruction curriculum to be created and implemented that aligns with the unique independent learning format utilized at DH/DV. Requesting \$211,023 in Year One, **Focus Fitness** addresses Competitive Preference Priority #2.

Diego Hills/Diego Valley Charter is a “safety net school,” recruiting and serving young people that can no longer succeed in a traditional high school setting. Burdened with full-time, minimum wage jobs, full-time family responsibilities, and other adult-world commitments, these

children come to DH/DV determined to prepare themselves for a future of success. The Diego Hills campus is located in San Diego, California, and Diego Valley is located in El Cajon, California, effectively drawing students from more than a 100 mile radius to participate in the unique independent learning opportunities. More than 76% of students are economically disadvantaged, 63% are Hispanic, 16% are African American, and 14% are White.

Currently, DH/DV students must complete 20 credits of Physical Education – a commitment that is designed to be equivalent to two full years of PE class. To meet this requirement, students maintain activity logs on paper, and turn them in to their academic teacher with a parent signature verifying their validity. Students are expected to record at least 120 minutes of physical activity five days each week throughout their PE course. Although they are provided a Physical Education text book to read, they receive no “instruction” in Physical Education – there is no Physical Education teacher. They participate in no school-supervised athletics, fitness, or aerobic activities. They do not take part in competitive or cooperative sports alongside their school peers. On-campus Physical Education is limited to the time students spend turning in their activity log to their academic teacher. **The current system is inadequate to meet student needs.**

To address this challenge, DH/DV assembled the **Diego Action Committee** in November 2011, and has conducted quarterly meetings since that time. Members include representatives from all stakeholder groups:

**Diego Action Committee**

DH/DV Administrators, DH/DV Teachers, Parents, Students, La Mesa Rotary representatives, San Diego Food Bank representatives, County of San Diego Health and Human Services Agency representatives, and government representatives from District 9 and El Cajon

The State of California measures student fitness levels based on the FITNESSGRAM test across six different dimensions (standards): aerobic capacity; body composition; abdominal

strength; trunk extension strength; upper body strength and flexibility. This assessment is conducted in Grades 5, 7 and 9. While DH/DV serves students Grades 9-12, the unique independent study program draws young people without the option, for whatever reason, to continue the traditional high school experience. As a result, the large majority of DV/DH students are upper classmen. In 2011-2012, only twelve Grade 9 students were given the FITNESSGRAM test – a sample of DH/DV students that is far too small to be considered representative of the student body. Results for this small Grade 9 population showed that less than one-third were able to meet 6 of 6 measured fitness standards. Without a Physical Education teacher, DH/DV does not currently monitor or record fitness data for any other populations of students. All students are required to maintain Activity Logs during their four semesters of PE, but at this time few checks and balances take place to ensure parental signatures are legitimate (and students over age 18 are able to sign for themselves). The current PE program does not provide direct instruction or guidance to students working to meet ANY of California’s PE standards. Although specific fitness and BMI data is not recorded for targeted students, the following related data sets are available in the 2010-2011 School Accountability Report Card, and have been compiled by the **Diego Action Committee** (including representatives from all relevant stakeholder groups) to attempt to assess need levels:

	<b>Diego Hills Public Charter</b>	<b>California Average</b>
Student Poverty Level	76%	54%
Hispanic Students	63%	39%
African American Students	16%	6%
At-Risk of Drop-Out	100%	18%

The percentages of Hispanic students, African American Students, and economically disadvantaged students at DH/DV are significantly higher than California’s statewide averages – a relevant consideration as the CDC reports that “compared with whites, Blacks have 51% higher

and Hispanics have 21% higher obesity rates.”<sup>1</sup> Higher poverty levels provide tangible evidence of what the **Diego Action Committee** already knows – targeted students, struggling to succeed in an adult world with insufficient skill sets, do not have the time OR discretionary funds to pursue fee-based structured fitness opportunities (league sports, fitness gyms, weight rooms, etc.).

Childhood obesity, resulting from unhealthy eating habits, a lack of engaging physical education, and few opportunities for physical activity, has been rising at astronomical rates across California. Results from fitness tests conducted in public schools statewide estimate that 30 of every 100 Californian schoolchildren are not simply overweight, but obese. Obesity rates reach 36% among Pacific Islander and Latino youth, and boys and girls of all ages and all racial and ethnic backgrounds have experienced worsening trend lines over the past eight years. This epidemic has hit students statewide, and experts are insistent that based on student data, no region of the state has been spared. DH/DV created the **Diego Action Committee** to design a unique and comprehensive structure of supports to address this challenge, which is disproportionately impacting targeted students. The current Physical Education program at targeted Diego Hills and Diego Valley sites is inadequate to support high-risk, high-poverty students in developing the lifetime fitness and healthy eating habits they need to overcome the challenges they face.

In addition to gaps and weaknesses in the Physical Education curriculum, DH/DV students are also faced with challenges in meeting California State Standards related to nutrition. In the unique independent study program, school campuses do not serve student meals or snacks. There are no opportunities to present nutrition information through a cafeteria poster, or to

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<sup>1</sup> Center for Disease Control (2009): Differences in Prevalence of Obesity Among Black, White, and Hispanic Adults – United States, 2006-2008. July 17, 2009 / 58(27); 740-744.

encourage young people to select a new vegetable with their lunch. Nutrition instruction is limited to the “Health” course. Presently, students are required to complete five credits of “Health,” a one semester independent study course. Nutrition is embedded into approximately 10% of this curriculum. Although “Health” is listed as a one semester course, the average independent study student is able to complete all course requirements in five weeks. This means that the average DH/DV student completes **approximately three nutrition-related lessons prior to graduation**. This is not sufficient to promote full attainment of CA nutrition standards, and most certainly does not provide students the guidance, knowledge, and support they require to build healthy eating routines and skills that could last a lifetime.

Diego Hills and Diego Valley campuses are dedicated to reaching out to students that are facing overwhelming adult challenges, and guiding them on their journey to attaining a high school diploma – paving their way to a lifetime of success. Unfortunately, health and fitness skills are a necessary component of “whole child wellness,” and existing programming leaves much to be desired. DH/DV students are in desperate need of new opportunities to access physical fitness and nutrition guidance and programming. The **Diego Action Committee** design **Focus Fitness** based on a thorough community-wide needs assessment, identifying student needs through qualitative and quantitative measures. The **Committee** secured partner support from throughout the community, and has completed the initial design phase of **Focus Fitness**; however there is still much work to be done.

Led by school administrators, the **Diego Action Committee** completed the School Health Index to further analyze the strengths, gaps and weaknesses of DH/DV health and fitness systems and policies in promoting full attainment of California State Standards. Overall Score Card results (appended) indicate that much growth must take place:

Overall Score Card – School Health Index	
Module	Score
<b>School Health Policies and Environment</b>	<b>61%</b>
Details	
<input checked="" type="checkbox"/> DH/DV lacks physical activity facilities, professional development opportunities focused on fitness	
<b>Health Education</b>	<b>41%</b>
Details	
<input checked="" type="checkbox"/> Weaknesses are recorded in areas of professional development, opportunities for students to practice skills, a lack of Health teachers, and a lack of assignments that encourage interaction with family or community members	
<b>Physical Education and Other Physical Activity Programs</b>	<b>33%</b>
Details	
<input checked="" type="checkbox"/> Weaknesses include a lack of individualized physical activity and fitness plans, a lack of PE teachers, a lack of professional development, training requirements, availability of interscholastic sports, intermural programs, or physical activity facilities	
<b>Nutrition Services</b>	<b>0%</b>
Details	
<input checked="" type="checkbox"/> DH/DV does not provide any food services	

California *Education Code* requires that students in Grades 7-12 receive 400 minutes of physical education instruction every 10 school days. Diego Hills/Diego Valley requires students to complete only four semesters of Physical Education, meeting requirements through self-reported physical activity logs. Students are not provided equipment, and there is no Physical Education teacher to lead structured fitness programming. Although the “Guidelines and Suggestions” for the independent study course includes soccer, volleyball, baseball, basketball, field hockey and handball, students completing independent study do not have access to teammates, facilities, or supplies needed to participate in these activities. The following chart illustrates specific gaps and weaknesses students face while attempting to meet CA standards:

California State Physical Activity Standard	Gaps / Weaknesses
<b>Standard 1:</b> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	<ul style="list-style-type: none"> <li>✓ No Physical Education teacher to guide students in gaining these skills</li> <li>✓ No Physical Education teacher to assess student growth in these areas and promote individual improvement</li> </ul>
<b>Standard 2:</b> Students demonstrate knowledge of movement concepts, principles, and strategies that Apply to the learning and performance of physical activities.	<ul style="list-style-type: none"> <li>✓ No opportunity to participate in cooperative or competitive sports or fitness activities at school</li> <li>✓ High-risk students focus on academics and consistently refuse to participate in “elective” fitness offerings on campus</li> </ul>
<b>Standard 3:</b> Students assess and	<ul style="list-style-type: none"> <li>✓ <i>Healthy Fitness Zone</i> assessments take place in Grade 9</li> </ul>

<p>maintain a level of physical fitness to improve health and performance.</p>	<p>only – measuring approximately 15 students of the schools’ enrolled 700 annually.</p> <ul style="list-style-type: none"> <li>✓ No technology or tools in place to collect data for other students</li> <li>✓ No Physical Education teacher to collect data or help students monitor personal growth</li> </ul>
<p><b>Standard 4:</b> Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>	<ul style="list-style-type: none"> <li>✓ These skills are not promoted or measured.</li> <li>✓ Current PE requirements include turning in Activity Logs</li> </ul>
<p><b>Standard 5:</b> Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p>	

Targeted young people are floundering to stay afloat in an adult world with adult responsibilities, while working extra hours to attain their high school diploma. They experience higher levels of stress than their peers, and face nearly insurmountable challenges. A strong Physical Education program could significantly enhance youth outcomes. Exhaustive data links daily physical activity with improved academic outcomes, social and mental well-being. Sadly, California’s schools routinely sacrifice Physical Education for academic time, leaving DH/DV students largely unaware of the benefits exercise and healthy eating can have in all aspects of their hectic lives. As a result, every attempt to provide structured fitness programming at DH/DV campuses has fallen flat due to complete lack of student participation. Without the information to make healthier choices, students are content to falsify their activity logs and collect their PE credits needed for graduation.

**Focus Fitness** is a comprehensive and sustainable Physical Education and Nutrition program designed the stakeholder **Diego Action Committee** to be a unique solution to the specific challenges associated with promoting whole child wellness strategies in an independent study high school environment. To maximize the **Focus Fitness** impact, the **Committee** built

project strategies to reflect sustainable, systems-wide changes that will become embedded in the fabric of life at DH/DV sites through new policies and student requirements focused on improved fitness and wellness. In Years Two and Three, the **Committee** will work to expand **Focus Fitness** to positively impact the creation of a Local Wellness Policy. To ensure all project components and activities are directly aligned to the most pressing needs of targeted 700 high-risk young learners, the **Diego Action Committee** analyzed the following data sources to identify gaps and weaknesses, comparing results to California Standards, state, and national averages: US Census Bureau data, student report card data, student Activity Log data, student Health course assessment data, student enrollment data, student surveys, teacher surveys, School Health Index, California Health Statistics, and Annie E. Casey Kids Count Data. Data from all sources confirm that DH/DV students are overweight, obese, sedentary, and on-track for a lifetime of health and wellness challenges.

**SIGNIFICANCE (15 pts)**

**(A) The likelihood the proposed project will result in system change or improvement.**

DH/DV alternative education students are facing deep-rooted challenges that are currently preventing them from meeting California standards in Health and Physical Education – but more importantly, these challenges signify our community-wide failure to prepare young people, our future generations, to achieve and maintain a healthy and balanced lifestyle. “Band-aid” measures will not provide a solution to these crucial issues. **Focus Fitness** was designed by the **Diego Action Committee**, representative of all stakeholders, to create systemic change: overhauling both PE and Health curricula delivery methods and requirements, building capacity to offer health instruction and personal fitness programs, bringing much-needed equipment resources (fitness, instructional, and tracking), promoting a district-wide focus on the importance of good nutrition and daily physical activity, and enhancing connections between school day and

after school offerings within the community. Sustainable program activities have been closely aligned to needs uncovered through **Committee** efforts, and maximize existing community resources to best meet student needs.

To ensure **Focus Fitness** fully addresses the key elements of systemic change and improvement in school districts, the **Diego Action Committee** referred to the National School Board Association model of systemic change,<sup>1</sup> which includes the following:

Element	Focus Fitness Linkage
1) Create a vision of what you want the system to look like and accomplish	Ambitious measurable objectives have been identified, with a comprehensive Action Plan delineating all related activities and responsibilities to promote their full attainment.
2) Take stock of the current situation	The <b>Diego Action Committee</b> conducted an extensive needs assessment, including gathering qualitative and quantitative data sets from a wide variety of first hand sources. Data was analyzed and the most significant gaps and weaknesses are addressed through project design
3) Identify strengths and weaknesses of the system in light of the vision	All resources, within the school and the community, have been identified and incorporated into the project design.
4) Target several priority items for improvement	Priority challenges to be addressed have been identified, and are reflected in the project goals, objectives, and related action steps.
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	An ongoing evaluation will be crucial to the successful implementation of <b>Focus Fitness</b> . An External Evaluator will work with a Data Collection Specialist to continuously monitor all related data sets, both at the student and school level, to gauge movement towards objectives and inform any modifications to improve outcomes.

**Individual Fitness – A New School Day Focus:**Currently, on-campus Physical Education

requirements are restricted to the time students spend turning in their Activity Logs. Nutrition instruction is embedded in approximately 10% of the Health curriculum, the equivalent of three nutrition lessons at the high school level. The independent study format of DH/DV means that no campus serves meals or snacks – eliminating the opportunity to provide even informal nutrition instruction through food-focused posters in the cafeteria. Through **Focus Fitness**, both Diego campuses will incorporate a school-wide emphasis on whole child wellness, supported by

a new Physical Education requirement mandating that while enrolled in a semester of PE, all students must participate in at least two hours of physical activity on campus each week, supervised by a new staffing position, a Personal Trainer. Facility space will be dedicated to this new fitness focus, prepared to accommodate students pursuing a free weight set, aerobics classes, or exer-gaming fitness options (Microsoft Xbox Kinect). The Personal Trainer will supervise students, monitor their individual progress, and provide instruction in both fitness techniques and proper nutrition habits. To eliminate barriers to full participation, proper fitness attire will be provided for students unable to purchase their own workout gear. Bus tokens will be provided to students meeting with academic instructors at satellite sites, to ensure all young learners are able to meet new physical education attendance and participation requirements. Activity Logs will still be maintained by students, and overseen by the Personal Trainer. However, this program component will be dramatically enhanced through innovative use of cutting-edge technology.

**Nutrition Education – Building District-Wide Capacity:** DH/DV will leverage contributions from the San Diego Food Bank and the County of San Diego Health and Human Services Agency to supplement the enhanced nutrition instruction that will be delivered by the new Personal Trainer staff position. Both agencies will deliver quarterly workshops on good nutrition habits – and attendance during at least one workshop will be required for all students pursuing Health credits AND all students pursuing Physical Education credits. This will ensure that, in addition to the existing three lessons students receive on nutrition embedded in the Health curriculum, all students will also receive four semesters of informal health instruction from the Personal Trainer during their mandatory two-hour class each week, and four one-hour workshops delivered by experts in the field.

**Independent Study Innovation:** School-day strategies will dramatically impact student attainment of California standards. However, DH/DV students are non-traditional and are completing a non-traditional independent study program. The long-term solution for Physical Education and nutrition instruction weaknesses must be multi-faceted, and align to the unique needs of the targeted population. To adequately meet the needs of high-risk youth, the **Diego Action Committee** will contract with an outside technology expert to create a social media program designed to support both Physical Education and nutrition efforts. Accessible through any SMART device, at any WiFi hotspot, or through any equipment with internet access, *Fit Trackuse* will be required for all students enrolled in Physical Education. The social networking-style forum will allow students to privately track their personal activity levels, eating and nutrition habits, and fitness growth (privacy settings will restrict viewing this information to the student and Personal Trainer only). In addition, students will be able to communicate through a newsfeed about fitness and nutrition topics. Each day, the Personal Trainer will post a new Daily Fitness Challenge, a Nutrition Quick Fact, and a recipe using healthy food choices. Daily updates will allow the Personal Trainer (who will be meeting weekly with all students, and so will have an accurate gauge of their interests and needs) to personalize instruction to ensure relevancy. Examples will include: Posting healthy snack recipes that are kid-friendly and fitness activities suggested for parents and toddlers – meeting the needs of parenting students; posting healthy recipes that utilize WIC-approved foods – encouraging menu variety for low-income students; and posting five-minute workout ideas to meet the needs of students with full-time work schedules. Students meeting fitness goals or nutrition goals can be recognized for their efforts in the newsfeed. Young people can use *Fit Track* features to reach out to their peers to set up a pick-up game of basketball, or an informal soccer game in the local park. In addition to these

features, the Personal Trainer and Principal will post daily on-campus fitness schedules, to encourage full utilization of this new resource. *Fit Track* will create an online community, accessible by all Diego students, focused on incorporating fitness and good nutrition to improve health and wellness outcomes.

Each program component has been designed to create lasting, systems-level change to dramatically impact the quality of the physical education and nutrition offerings at DH/DV. To ensure attainment of project goals and objectives, the **Diego Action Committee** will meet quarterly, to review real-time project data analyses included in the **Quarterly Evaluation Report**. Creating an ongoing feedback loop, each **Quarterly Evaluation Report** will be authored by an External Evaluator with extensive experience monitoring federally-funded programs. Data from both qualitative and quantitative sets will measure benchmark achievement related to stated goals and objectives, including detailed analysis of NCLB sub-group performance to quickly identify any existing gaps or weaknesses that could hinder full attainment of the fully sustainable, district-wide systems overhaul envisioned by the **Focus Fitnessdesign Committee**.

The following chart illustrates these goals and measurable objectives:

<b>Overarching Goal</b>
Incorporate a focus on fitness into the foundational requirements of Diego Hills / Diego Valley Charter School, promoting a lifetime of wellness through fully sustainable, systems-based strategies that leverage valuable community resources.
<b>Objectives</b>
<b>1:</b> Increase by at least 8% annually, the percentage of Diego students who engage in 60 minutes of daily physical activity (measured by using pedometers for students, and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data), for a three-year increase of 24% over baseline data to be collected in October 2013. <b>(GPRA #1)</b>
<b>2:</b> Increase by at least 6% annually, the percentage of Diego students who meet the standard of a healthy fitness zone (as established by the assessment for the Presidential Youth Fitness Program in a least five of the six fitness areas of that assessment), for a three-year increase of 18% over baseline data to be collected in October 2013. <b>(GPRA #2)</b>
<b>3:</b> Increase by at least 8% annually, the percentage of Diego students who consume fruit two or more times per day and vegetables three or more times per day (as measured using the nutrition-related

questions from the Youth Risk Behavior Survey), for a three-year increase of 24% over baseline data to be collected in October 2013.(GPRA #3)

4. Increase by at least 10% annually student usage of the *Fit Track* online fitness community, measured through web site hits, newsfeed posts, comments, and communications, for a three-year increase of 30% over baseline data to be collected in the first two months of *Fit Track* launch.

5. Increase by at least 5% annually the percentage of Diego students who indicate satisfaction with school-based fitness activities, as measured through student surveys, for a three-year increase of 15% over baseline data to be collected in October 2013.

**QUALITY OF THE PROJECT DESIGN (30 pts)**

**(A) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (10 pts.)**

Diego Hills/Diego Valley students deserve a school-based wellness focus that will prepare them to be healthy, active adults. As such, the **Diego Action Committee** designed **Focus Fitness** to be fully sustainable beyond the three-year federal funding period. The following project components have an embedded sustainability feature:

Focus Fitness Component	Sustainability Feature
<i>Fit Track</i> educational social media online forum	<i>Fit Track</i> will be designed by an external expert, a one-time fee included in the grant budget. All required ongoing maintenance will be provided by the Tech Specialist already employed by Diego Hills. Daily uploads will be completed by the Personal Trainer.
Fitness Equipment and Individual Fitness Tracking Equipment Purchases	All fitness equipment and fitness tracking equipment will be one-time purchases, unnecessary to repeat in future years immediately following the conclusion of federal funding. In addition, professional development will be provided for PE staff and after school staff to ensure full utilization of these resources, and full curricular integration
Policy Change: Students enrolled in PE must take two hours of on-campus PE each week.	Once approved, this requirement will be a fully sustainable feature at Diego Hills, making a dramatic impact on student physical activity levels. New equipment and dedicated on-campus fitness space will allow students a variety of weekly options to meet their mandated hour of participation. This feature will bring students into direct contact with the Personal Trainer, provide a new venue for informal nutrition instruction, and facilitate ongoing data collection allowing students to measure their personal fitness growth.
Policy Change: Students enrolled in PE and Health must participate in one nutrition workshop each semester.	Once approved, this requirement will be a fully sustainable feature at Diego Hills, significantly improving the quality and frequency of nutrition instruction.
Partnership: San Diego Food Bank	Formal partnerships with existing community resources will remain in place beyond the initial funding period. Both the Food Bank and the Health and Human Services Agency will continue to provide quarterly workshops focused on nutrition and healthy eating strategies for Diego Hills students on campus. In addition both agencies, as well as La Mesa Rotary and local government representatives, will continue to participate in quarterly
Partnership: San Diego Health and Human Services Agency	

	evaluation meetings of the <b>Diego Action Committee</b> to better outcomes for targeted high-risk young people.
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In addition, Diego Hills / Diego Valley is committed to continuing the position of

Personal Trainer beyond the initial three year funding period.

**(B) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice(10 pts.)**

**Focus Fitness** was designed by the **Diego Action Committee** to incorporate best practice strategies to promote whole child wellness in both physical education and nutrition instruction, aligned to California State Standards and the unique needs of the targeted high-risk, high-poverty high school population. The chart below illustrates specific research backing:

<b>Focus Fitness Strategy:</b> Create a new physical education curriculum, improving student monitoring and accountability
<b>Aligned Research:</b> A study comparing physical education requirements and physical activity among high school students in various states found that students with a binding physical education requirement report an average of 31 additional minutes per week spent physically active in physical education class, and that additional physical education time correlates with an increase in the number of days per week that high school girls report having exercised vigorously. <i>Education Next (2006). Not your father's PE: Obesity, exercise, and the role of schools. Cawley, Meyerhoeffer, and Newhouse.</i>
<b>Focus Fitness Strategy:</b> Social Media Physical Education Application will allow students pursuing independent study (all targeted students) to connect daily, share experiences, access daily fitness challenges and activities, and get motivated.
<b>Aligned Research:</b> Findings highlight the potential of social media as a means for generating positive behavior change. They also suggest that simple mobile devices can function as an inexpensive, accessible and powerful trigger towards this behavior change without necessitating the use of overly complex and expensive mobile applications or devices. The emerging field of persuasive technology has enormous potential for promoting physical activity and healthy behaviors. Foster, Derek and Linehan, Conor and Kirman, Ben and Lawson, Shaun and James, Gary (2010) <i>Motivating physical activity at work: using persuasive social media for competitive step counting.</i> In: 14th MindTrek Conference, 6th-8th October, Tampere, Finland. Fogg, B.J. And Eckles, Dean. (2007). <i>The Behavior Chain for Online Participation: How Successful Web Services Structure Persuasion.</i> Persuasive Technology Lab, Center for the Study of Language and Information, Stanford University.
<b>Focus Fitness Strategy:</b> Pedometers and heart rate monitors purchased and utilized to assist students in ongoing self-monitoring of fitness growth.
<b>Aligned Research:</b> Pedometers have been used successfully as a tool for goal-setting and self-monitoring to increase steps and physical activity, especially in students who are less active at baseline. <i>Lubans, D. Morgan, P. (2008). Evaluation of an extra-curricular school sport program promoting lifestyle and lifetime activity for adolescents. J Sports Sci, 26(5), 519-529.</i>
<b>Focus Fitness Strategy:</b> All relevant stakeholder groups were involved in the design of <b>Focus Fitness</b> , as members of the <b>Diego Action Committee</b>
<b>Aligned Research:</b> Administrative support can help sustain implementation of a program: a survey of schools that implemented SPARK for one year found that a high proportion of schools with sustained

implementation reported the support and endorsement of projects by their school principals.  
*Dowda, M., Sallis, J.F., McKenzie, T.L., Rosengard, P., Kohl, H.W. (2005). Evaluating the sustainability of SPARK physical education: A case study of translating research into practice. Res Q Exerc Sport, 76(1), 11-19.*

**Focus Fitness Strategy:** A Personal Trainer will be hired to deliver nutrition instruction and physical education instruction, to students enrolled in PE at both schools

**Aligned Research:** The National Association for Sport and Physical Education report that physical education is critical to educating the whole child, and that all students K-12 should receive PE daily.  
*California Department of Education (2005). A study of the relationship between physical fitness and academic achievement in California using 2004 test results. Sacramento, CA:Author.*  
*Harvard School of Public Health (2003). Obesity as a public health issue: A look at solutions. Boston.*  
*Le Masurier, G. & Corbin, C.B. (2006). Top 10 reasons for quality physical education. Journal of Physical Education, Recreation and Dance 77(6), 44-53.*

**Focus Fitness Strategy:** Physical Education curriculum will focus on personal fitness growth and lifetime fitness activities, including movement-responsive technology games, – not competitive sports

**Aligned Research:** Quality physical education programs focus on non-competitive activities, include students of all skill level, and—in addition to motor skills—also stress other life-long skills that support physical activity such as goalsetting, problem solving, and self-management.  
*Saunders, R.P., Ward, D., Felton, G.M., Dowda, M., Pate, R.R. (2006). Examining the link between program implementation and behavior outcomes in the lifestyle education for activity program (LEAP). EvalProg Plan, 29, 352-364.*

*Young, D.R., Phillips, J.A., Yu, T. Haythornthwaite, J.A. (2006). Effects of a life skills intervention for increasing physical activity in adolescent girls. Arch Pediatr Adolesc Med, 160(12), 1255-1261.*

**Focus Fitness Strategy:** “Exergames,” delivered through Xbox Kinect will be integrated into on-site Physical Education classes

Research shows exergame play increases caloric expenditure, heart rate, and coordination. Psychosocial and cognitive impacts of exergame play include increased self-esteem, social interaction, motivation, attention, and visual-spatial skills. Research also shows that Active Video Games facilitate moderate-intensity physical activity promotion.

*Staiano, AE, Calvert SL (2011). Exergames for Physical Education Courses: Physical, Social, and Cognitive Benefits. The Children’s Digital Media Center at Georgetown University, June;5(2)93-98.*  
*Peng, W, Lin, JH, Crouse, J. (2011). Is playing exergames really exercising? A meta-analysis of energy expenditure in active video games. CyberpsycholoBehavSocNetw, Nov 14(11): 681-688.*

**(C) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.(10 pts.)**

As illustrated in the chart below, **Focus Fitness** aligns to all statutory purposes and

requirements of the 2013 Carol M. White Physical Education Program initiative:

Statutory Purpose	Focus Fitness Strategy
Instruction in healthy eating habits and good nutrition	Nutrition instruction will be multi-faceted. All students will receive nutrition instruction during weekly PE class on campus. All PE and Health students will participate in a nutrition workshop each semester. All students will also receive nutrition instruction through <i>Fit Track</i> social media on a daily basis. All instruction will be aligned to California nutrition-related standards, with a focus on encouraging lifelong healthy eating habits.
Fitness education and assessment to	Weekly PE will become a new, on-campus requirement for all students. A Personal Trainer will deliver direct instruction in fitness strategies, and assist

help students understand, improve, or maintain their physical well-being.	students in assessing their own personal fitness levels, from collecting baseline data, to setting attainable goals, and tracking growth. <i>Fit Track</i> will allow students to use technology to maintain a record of their personal fitness journey.
Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.	Exer-gaming, aerobics classes, and weight lifting activities will be offered each week for all students. DH/DV will mandate that all students enrolled in PE participate in at least two hours of supervised fitness activities each week. In addition, students will be expected to complete another 60 minutes of fitness activities independently each day – a requirement that will be monitored through <i>Fit Track</i> (which will allow students to “check-in” at exercise locations, post details of their activities, and coordinate with peers to exercise together)
Instruction in cognitive concepts that support a lifelong healthy lifestyle	The Personal Trainer will deliver targeted instruction in lifetime fitness activities daily on the Diego campuses, aligned with California’s Physical Fitness standards and including cognitive concepts such as physiology, safety, and nutrition facts.
Opportunities to develop positive social and cooperative skills through physical activity participation.	The Personal Trainer will feature a variety of community-based exercise and fitness opportunities on the <i>Fit Track</i> newsfeed each week, encouraging students to meet together and take advantage of the resources their community provides. All students will be required to take part in at least one hour of on-campus physical education class each week – providing new opportunities to connect fitness with fun.
Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.	The Personal Trainer will participate in 20 hours of professional development each year, focused on best practices in Physical Education instruction.
<b>Requirements</b>	<b>Focus Fitness Strategy</b>
1: Align Project Goals to Needs Identified Using the SHI	Extensive needs assessment activities were undertaken by the <b>Committee</b> – including the School Health Index tool as described in Section A of Need for the Project (please cross-reference).
2: Nutrition and physical education-related policies	Policy changes will be extensive, including: <input checked="" type="checkbox"/> Mandating one hour each week of on-campus Physical Education activities <input checked="" type="checkbox"/> Mandating one nutrition workshop each semester for all students pursuing PE or Health credits
3: Linkage with local wellness policies	<b>Focus Fitness</b> has been designed by the <b>Diego Action Committee</b> to align to the school wellness policy, and will pursue the goals of that document (including increasing the accountability of students pursuing PE credits and enhancing connections with local agencies that can provide nutrition instruction to students).
4: Linkage with state, local and	<b>Diego Action Committee</b> members and the Personal Trainer will attend (Federal) Action for Healthy Kids meetings, and will work to incorporate Action initiatives

federal initiatives	into Diego Hills PCS, including <i>Fuel Up to Play 60</i> , <i>Game On!</i> , and the <i>Ultimate Wellness Challenge</i> in Years Two – Five. In addition, <b>Focus Fitness</b> has been coordinated with (State) California Obesity Prevention Program – including nutrition programming focused on decreasing consumption of energy-dense foods; increasing fruit and vegetable consumption; increasing physical activity; decreasing sedentary television viewing (screen time); and decreasing consumption of sugar-sweetened beverages. COPP and <b>Focus Fitness</b> will share a two-way communication pathway, mutually promoting initiatives, and sharing data according to privacy policies.
5: Updates to physical activity and nutrition curriculum	Both the PE and Nutrition instruction curriculum will be revised, with an emphasis placed on strategic alignment to California State Standards in all relevant areas. <i>Fit Track</i> will be embedded into both curricula.
6: Equipment purchases	Equipment will be purchased to stock the new fitness room at both Diego Hills campuses – resources that will sustain project activities beyond the funding period
7: Accountability and transparency (confidentiality and GPRA)	Diego Hills PCS will work with a Data Collection Specialist to ensure ongoing monitoring of all project-related data sets. The Personal Trainer will complete training to prepare to implement all new student monitoring tools, facilitating baseline data collection and twice yearly progress monitoring. The Data Collection Specialist will work with the principal to ensure that all identifying student information is removed from data streams, using only NCLB sub-group categories (when sub-group population is large enough to prevent identity matching). All GPRA measures will be monitored, analyzed, and included in <b>Quarterly Evaluation Reports</b> compiled by the External Evaluator – as evidenced by Objectives #1 – 3 (please cross-reference)

**ADEQUACY OF RESOURCES (10 pts)**

**(A) The extent to which the costs are reasonable in relation to the number of the persons to be served and to the anticipated results and benefits.**

The **Diego Action Committee**, led by Diego Hills / Diego Valley Charter School, created the attached budget to fully support the purchase of all needed equipment, tools, supplies, curricula, training, oversight and program monitoring – ensuring full program implementation with fidelity. After three years, **Focus Fitness** will be fully sustainable – DH/DV is committed to supporting ongoing maintenance and upgrade costs, as well as the Personal Trainer position. **Focus Fitness** represents systems-based solutions to identified needs and weaknesses associated with an independent study high school environment, mobilizing community resources and partnerships to better address student wellness needs.

**Focus Fitness** will lay the foundation for DH/DV to create long-term, fully sustainable strategies designed to address the desperate need for PE and Nutrition instruction reform for all

high-risk, high-poverty students struggling to meet graduation requirements while balancing adult responsibilities. The following key program benefits, supported by district-level policy change and sustainable beyond the funding period, will dramatically impact targeted high-risk young people:

- *Fit Track* will create a student-centered online learning community focused on wellness topics, dramatically enhancing both Physical Education and Health instruction
- The new Personal Trainer will complete ongoing trainings in best practices in Physical Education instruction, reducing teacher isolation and ensuring programming is using research-based strategies to promote full student attainment of all wellness-related California standards.
- New fitness space at each campus will be fully equipped with appropriate supplies and equipment, designed to continue providing a variety of fitness opportunities well into future years
- Quarterly nutrition workshops delivered by partners, and weekly on-campus nutrition lessons delivered by the Personal Trainer and aligned to California standards, will be implemented in all targeted schools – and School Wellness Policies will be modified to ensure ongoing implementation and monitoring of this program beyond the funding period.
- All needed fitness equipment and monitoring tools will be purchased, facilitating implementation with fidelity long beyond the initial three years of programming.

The federal funding request in Year One is \$211,023, which will positively impact all 700 high-need Diego Hills/Diego Valley students annually – a Year One expenditure of \$301 per student to dramatically improve the long-term health and wellness of young people in desperate

need of health-related supports. This ratio drops to a federal contribution of \$149 per student in Year Two, and only \$144 per student in Year Three, as the program prepares to be fully sustainable without federal monies.

**QUALITY OF THE MANAGEMENT PLAN (15 pts)**

**(A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

Objectives	Activities / Milestones	Who's Responsible	Budget Relations
<p><b>1:</b> Increase by at least 8% annually, the percentage of Diego students who engage in 60 minutes of daily physical activity (measured by using pedometers for students, and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data), for a three-year increase of 24% over baseline data to be collected in October 2013. (GPRA #1)</p>	<ul style="list-style-type: none"> <li>Personal Trainer will be recruited, interviewed, and hired by Month 1</li> <li>On-campus Fitness Space will be fully equipped by Month 1</li> <li>Policy mandating 1 hour of on-campus PE will be approved by Month 1</li> <li>Daily fitness activities will begin by Month 2</li> <li>At least two outreach and recruitment letters will be sent home to families annually</li> <li><i>Fit Track</i> online forum will be fully functional by Month 3</li> </ul>	<p>Full time Personal Trainer, and 0.25 FTE Project Director, overseen by the campus Principal (0.15 FTE) at each site</p> <p>Outside contractor will design <i>Fit Track</i></p>	<p>Funds have been allocated for a Project Director and Personal Trainer, as well as an outside contractor to create <i>Fit Track</i>.</p> <p>School Principal funds are provided as a match.</p> <p>Lifetime fitness equipment, to be determined after the full completion of the HECAT, are included</p>
<p><b>2:</b> Increase by at least 6% annually, the percentage of Diego students who meet the standard of a healthy fitness zone (as established by the assessment for the Presidential Youth Fitness Program in a least five of the six fitness areas of that assessment), for a three-year increase of 18% over baseline data to be collected in October 2013. (GPRA #2)</p>	<ul style="list-style-type: none"> <li>Student activity preference surveys will be distributed and collected by Month 3</li> <li>Personal Trainer will begin daily <i>Fit Track</i> posts by Month 3</li> <li>Personal Trainer will complete at least 5 hours of best practice training in the first semester annually</li> </ul>	<p>Full time Personal Trainer, and 0.25 FTE Project Director, overseen by the campus Principal (0.15 FTE) at each site</p> <p>Outside contractor will design <i>Fit Track</i></p>	<p>In addition to items listed above, extensive professional development has been included (both travel and in-house opportunities)</p> <p>Student tracking equipment also included</p>
<p><b>3:</b> Increase by at least 8% annually, the percentage of Diego students who consume fruit two or more times</p>	<ul style="list-style-type: none"> <li>Nutrition instruction will be embedded in weekly PE instruction beginning in Month 2</li> <li>Policy mandating</li> </ul>	<p>Full time Personal Trainer, and 0.25 FTE Project Director, overseen by the campus Principal</p>	<p>Funds have been included to support the Project Director, Personal Trainer, and <i>Fit Track</i> designer</p>

<p>per day and vegetables three or more times per day (as measured using the nutrition-related questions from the Youth Risk Behavior Survey), for a three-year increase of 24% over baseline data to be collected in October 2013.(GPRA #3)</p>	<p>attendance at quarterly workshops focused on nutrition will be approved by Month 1</p> <ul style="list-style-type: none"> <li>• Quarterly workshops will begin by Month 3</li> <li>• Personal Trainer will begin daily nutrition-related <i>Fit Track</i> posts by Month 3</li> </ul>	<p>(0.15 FTE) at each site</p> <p>Outside contractor will design <i>Fit Track</i></p>	
<p>4. Increase by at least 10% annually student usage of the <i>Fit Track</i> online fitness community, measured through web site hits, newsfeed posts, comments, and communications, for a three-year increase of 30% over baseline data to be collected in the first two months of <i>Fit Track</i> launch.</p>	<ul style="list-style-type: none"> <li>• <i>Fit Track</i> will be fully functional by Month 3</li> <li>• Personal Trainer will offer <i>Fit Track</i> tutorial sessions at least once each month</li> <li>• Student recognition for fitness efforts will be included in newsfeed by Month 4</li> <li>• Newsfeed posts featuring community resource fitness programs will be posted beginning by Month 5</li> </ul>	<p>Full time Personal Trainer, and 0.25 FTE Project Director, overseen by the campus Principal (0.15 FTE) at each site</p> <p>Outside contractor will design <i>Fit Track</i></p>	<p>Funds have been included to support the Project Director, PE Teacher, and <i>Fit Track</i> designer</p>
<p>5. Increase by at least 5% annually the percentage of Diego students who indicate satisfaction with school-based fitness activities, as measured through student surveys, for a three-year increase of 15% over baseline data to be collected in October 2013.</p>	<ul style="list-style-type: none"> <li>• On-campus Fitness Space will be fully equipped by Month 1</li> <li>• Policy mandating 1 hour of on-campus PE will be approved by Month 1</li> <li>• Daily fitness activities will begin by Month 2</li> <li>• Student activity preference surveys will be distributed and collected by Month 3</li> <li>• At least four unique fitness programs will be offered each month</li> </ul>	<p>Full time Personal Trainer, and 0.25 FTE Project Director, overseen by the campus Principal (0.15 FTE) at each site</p> <p>An external evaluator and data collection specialist will assist with design of student surveys, collection, and analysis of all data sets</p>	<p>Funds have been included to support all project staff and lifetime fitness equipment, as well as an external evaluator and data collection specialist</p>

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

**(A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.**

To ensure ongoing program monitoring that provides real-time data to drive program modification, Diego Hills / Diego Valley Charter School will contract with a Data Collection

Specialist and an External Evaluator, following all procurement policies as required. The successful candidate for evaluation activities will be well-versed in planning and carrying out evaluations for Federally-funded programs serving high-risk youth populations. Evaluation activities will include the tracking of both **formative** and **summative** performance measures. The Evaluator will also monitor movement towards GPRA measures – including all stated measurable objectives and related milestone data. **Formative evaluation methods** will relate to the effectiveness of the project’s procedures, practices and activities in implementing the project and in meeting project milestones in conformance with the proposed timelines. A key purpose of the formative evaluation will be to collect, analyze and disseminate data over the course of the project to help administrators and staff to stay “on track” in implementing project activities and to promote ongoing project improvement. To this end, formative evaluation data will be shared with the **Diego Action Committee** on an ongoing basis throughout the project. The key formative evaluation questions will be:

Are project activities being carried out with fidelity to the proposed design and management plan—i.e. Has the project met its targets for implementing project activities related to each goal and objective? Has the project met its annual targets for staffing, training, coordinating delivery of physical education and nutrition education services and engaging in outreach and related services? Has project staff used information effectively throughout the project—including formative evaluation data—for self-assessment and program improvement?
Are the project’s procedures, policies and management effectively supporting the project in accomplishing its proposed activities and meeting its milestones?
Are project activities focused on achieving the objectives and conforming to timelines set forth in the project proposal?
Do the policies and feedback mechanisms support ongoing review and program improvement?

Formative evaluation methods include frequent and ongoing interviews of the Personal Trainer, teachers, administrators and other project stakeholders; structured observations of project activities including PE and Health instruction; frequent reviews of project training schedules and records, frequent reviews of documents and procedures used to advertise the project, recruit staff, reach out to parents / community and communicate with students, teachers,

staff, partners, parents and others; questionnaires and survey instruments administered several times during the course of each year, and reviews of interim and year-end reports. Formative evaluation results will be included in **Quarterly Evaluation Reports** for discussion at **Diego Action Committee** meetings. Formative evaluation results will also be shared with administrators and staff, in writing and/or verbally, on a frequent basis. Formative evaluation data will be included in evaluation and year-end reports to U.S. Department of Education. Baseline data will be collected in the first three months of program implementation. California does not require data collection on any physical education or health education indicators for students beyond Grade 9, so no baseline data exists from the 2012-2013 school year.

**Summative evaluation methods** will address project implementation and consequent changes in youth outcomes regarding physical activity and nutrition knowledge objectives. Key summative evaluation questions are:

- a) Is the project achieving its objectives and performance targets?
- b) What is the project's impact on student behavior, attitudes and personal fitness growth?

In addition to GPRA measures and stated objectives, summative evaluation will examine the impact of the project on:

- Academic achievement, including analysis of grades and performance on state and local assessments. Data will be collected, disaggregated (i.e. NCLB sub-groups, students who have engaged in PE and nutrition services and students who have not) and assessed.
- Behavioral factors, including analysis of attendance, disciplinary referrals and attrition. Data will be collected, disaggregated (i.e. NCLB sub-groups, students who have engaged in PE and nutrition services and students who have not) and assessed.

Summative evaluation reports will be submitted to the project partners, and summative evaluation data and results will be included in year-end reports to the U.S. DOE.

The following chart illustrates qualitative and quantitative data sets to be collected related to each stated objective:

Objective	Related Data Sets
<p><b>1:</b> Increase by at least 8% annually, the percentage of Diego students who engage in 60 minutes of daily physical activity (measured by using pedometers for students, and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data), for a three-year increase of 24% over baseline data to be collected in October 2013. <b>(GPRA #1)</b></p>	<ul style="list-style-type: none"> <li>❖ Pedometer Measures</li> <li>❖ Heart Rate Measures</li> <li>❖ BMI Data</li> <li>❖ Muscle Strength</li> <li>❖ Muscular Endurance</li> <li>❖ Flexibility</li> <li>❖ Body Composition</li> <li>❖ Aerobic Capacity</li> </ul>
<p><b>2:</b> Increase by at least 6% annually, the percentage of Diego students who meet the standard of a healthy fitness zone (as established by the assessment for the Presidential Youth Fitness Program in a least five of the six fitness areas of that assessment), for a three-year increase of 18% over baseline data to be collected in October 2013. <b>(GPRA #2)</b></p>	<ul style="list-style-type: none"> <li>❖ 3-Day Physical Activity Recall</li> <li>❖ Student Satisfaction Surveys</li> <li>❖ Parent Satisfaction Surveys</li> <li>❖ Teacher training attendance</li> <li>❖ Pre-post teacher training surveys</li> <li>❖ <i>Fit Track</i> activity</li> </ul>
<p><b>3:</b> Increase by at least 8% annually, the percentage of Diego students who consume fruit two or more times per day and vegetables three or more times per day (as measured using the nutrition-related questions from the Youth Risk Behavior Survey), for a three-year increase of 24% over baseline data to be collected in October 2013. <b>(GPRA #3)</b></p>	<ul style="list-style-type: none"> <li>❖ Youth Risk Behavior Survey Data</li> <li>❖ 3-Day Consumption Recall</li> <li>❖ <i>Fit Track</i> self-reporting feature monitoring student vegetable and fruit consumption</li> <li>❖ Nutrition workshop attendance</li> <li>❖ Nutrition workshop student satisfaction surveys</li> </ul>
<p><b>4.</b> Increase by at least 10% annually student usage of the <i>Fit Track</i> online fitness community, measured through web site hits, newsfeed posts, comments, and communications, for a three-year increase of 30% over baseline data to be collected in the first two months of <i>Fit Track</i> launch.</p>	<ul style="list-style-type: none"> <li>❖ Hit frequency</li> <li>❖ Comment frequency</li> <li>❖ Post frequency</li> <li>❖ Location check-in frequency</li> <li>❖ “Like” frequency</li> </ul>
<p><b>5.</b> Increase by at least 5% annually the percentage of Diego students who indicate satisfaction with school-based fitness activities, as measured through student surveys, for a three-year increase of 15% over baseline data to be collected in October 2013.</p>	<ul style="list-style-type: none"> <li>❖ Student survey return rates</li> <li>❖ On-campus PE attendance logs</li> <li>❖ On-campus PE activity schedules</li> </ul>

The **Diego Action Committee** will meet quarterly to review formative evaluation results (and **Quarterly Evaluation Reports**) and implementation progress, recommending changes to the program as necessary based on these results. The **Committee** will assess each **QER**, paying

close attention to any performance gaps or differences between NCLB sub-group outcomes. When identified, the **Diego Action Committee** will brainstorm ideas to improve movement towards stated goals and objectives. In this manner, program modification will be driven by real-time data sets from multiple qualitative and quantitative sources. Although the **Committee** has the responsibility to suggest project modifications as necessary, the Superintendent will be responsible for approving all changes before they are implemented.

Any and all program modifications will be data-driven, based on **Quarterly Evaluation Reports** in order to ensure the project remains on schedule, within budget, and is making progress toward identified objectives and outcomes thereby ensuring a process of continuous improvement. A brief summary report will be created following each meeting, and will be available to the public in both hard copy and on the district website along with each **QER**. The Project Director will ensure that evaluative data is collected in a timely manner. Data will be collected by the Personal Trainer, assisted by the Data Collection Specialist and delivered monthly to the Project Director. The Project Director will serve as the lead contact for the External Evaluator, delivering all monthly data in a single event each month. The External Evaluator will deliver **Quarterly Evaluation Reports**, detailing student results desegregated by school and No Child Left Behind sub-groups (grade, ethnicity, poverty, gender, special needs) to highlight any gaps in performance that could be addressed to best meet the needs of all students. Evaluation topics to be discussed at quarterly **Diego Action Committee** meetings include:

**EXAMPLES OF HOW THE EVALUATION STRATEGY PROVIDES FOR REGULAR PERFORMANCE FEEDBACK AND ONGOING ASSESSMENT**

- Are project activities being implemented as proposed?
- Is the project being implemented within the specified budget?
- Is the project being implemented within the specified time frame?
- What kinds of activities are students engaging in? For how long? How many students?
- What is the program's impact on the students' PE class activities and minutes?
- How is the program impacting the Health curriculum?

- Are students enjoying the activities?
- What kind of progress are students making?
- What are the students saying about the program? Parents? Teachers? Partners?
- What changes can make to improve the program based on the feedback we have received?

Diego Hills/Diego Valley serves young people “on the edge” – at exceedingly high risk of slipping through the cracks and leaving the public education system unprepared to succeed in the adult world. The unique independent study format is adapted to the need for these high-risk young people to have access to a flexible schedule, however the price for this unique program CANNOT come at the expense of a quality Physical Education and Nutrition Instruction program. The current requirements of the maintenance of an easily falsified Activity Log and the completion of only three nutrition-themed assignments to meet graduation standards is a gross under-service to these high-risk students, who are not leaving DH/DV with the knowledge, skills, and habits needed to maintain a lifetime of wellness. **Focus Fitness** will address these glaring deficiencies, creating sustainable improvements to the existing program that will dramatically enhance the school-based support provided to targeted high-risk young people as they complete their high school requirements. Without this program, DH/DV students will remain unchecked on the pathway to a lifetime of unhealthy habits.

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

## Other Attachment File(s)

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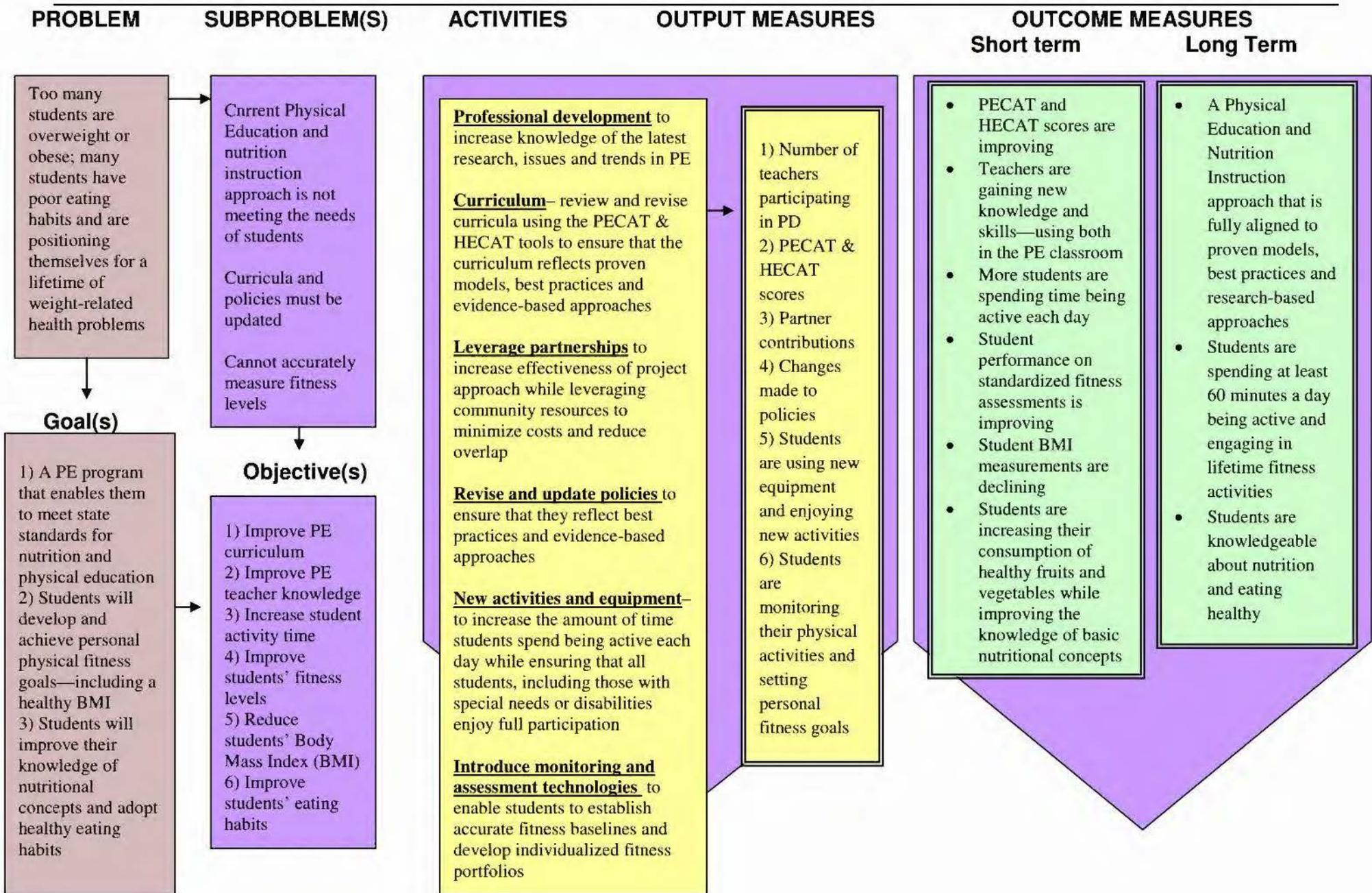
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# LOGIC MODEL



Armando M. Martinez

(b)(6)

#### EDUCATION

- M.A., Educational Administration, California State University Los Angeles, 1993
- M.B.A., Management, Nova Southeastern University, Fort Lauderdale, FL, 1988
- B.A., Music, California State University Los Angeles, 1980
- Clear Administrative Services Credential
- Clear Designated Subjects Adult Education Teaching Credential
- Clear Multiple Subject, Bilingual Emphasis (BCLAD) Teaching Credential

#### PROFESSIONAL HISTORY

- 3/11-Present Principal, Diego Hills and Diego Valley Charter High Schools, Learn 4 Life Concept Charter Schools, 4585 College Avenue Suite 4-C, San Diego, CA 92115, (619) 286-0312
- 6/10-2/11 Instructor, Juvenile Court and Community Schools Division, Los Angeles County Office of Education, 9300 Imperial Hwy., Downey, CA 90242, (562) 803-8215
- 8/97-6/10 Site Administrator (Principal level position), Correctional Education, Hacienda La Puente USD; Pitchess Detention Center, 28340 The Old Road, Castaic, CA 91384, (661) 295-7827
- 8/91-7/97 Assistant Principal, Juvenile Court and Community Schools Division, Los Angeles County Office of Education, 9300 Imperial Hwy., Downey, CA 90242, (562) 803-8215
- 11/88-4/93 Instructor, Hacienda La Puente Unified School District, Correctional Education, (contracted by Los Angeles County Sheriff's Dept.), 14101 E. Nelson Ave., CA 91746, (626) 934-5700
- 1/81-3/07 Naval Officer, United States Navy Captain (O-6), Retired. Position: Commanding Officer, Naval Air Reserve Point Mugu, 355 NAR Road, Pt. Mugu, CA 93402, (805) 989-7272
- 9/79-1/81 Instructor, Hacienda La Puente Unified School District, Correctional Education, (contracted by Los Angeles County Sheriff's Dept.), 14101 E. Nelson Ave., CA 91746, (626) 934-5700

#### PROFESSIONAL AFFILIATIONS

- California Charter Schools Association (C.C.S.A.)
- A-Plus + Personalized Learning Network Association
- Naval Reserve Association (N.R.A.)
- Boy Scouts of America (Adult Leader)

#### SKILLS

High level written/oral fluency in Spanish

#### PERSONAL

Age 56, married, one child

PROGRAM SPECIFIC ASSURANCE

Agency Name: Diego Hills Charter School DUNS #R41553907

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  
X Others not listed here  
\_\_\_ We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.
5. Report project-level information to the public in the aggregate, on the key program indicators including both GPRA and program specific measures.
6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

(b)(6)

Signature of Authorized Representative

Diego Hills Charter School  
Applicant Organization

Principal  
Title

April 11, 2013  
Date Submitted

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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Category	Justification/Description	Quantity	Unit cost	Year one Federal request	Year one match	Year two Federal request	Year two match	Year three Federal request	Year three match	Total Federal request	Total match
<b>PERSONNEL</b>	Will assist in reaching all goals and objectives				(b)(4)		(b)(4)		(b)(4)		(b)(4)
School Principal	Oversight of all activities on each campus (two campuses) (\$32.50/hour)	0.15 FTE	\$ 65,000.00							\$ -	
Project Director	Project Director to oversee project implementation and ensure that all activities are carried out on time, as specified and within the outlined budget (\$25/hour)	0.25 FTE	\$ 40,000.00	\$ 10,000.00		\$ 10,000.00		\$ 10,000.00		\$ 30,000.00	
Personal Trainer	Will provide direct instruction for all students, oversee creation of individual fitness plans, and will complete online updates to new PE / Nutrition Forum (\$20/hour)	1.0 FTE	\$ 32,000.00	\$ 32,000.00		\$ 32,000.00		\$ 32,000.00		\$ 96,000.00	
Janitor / Maintenance	Will maintain new fitness room, ensuring safety and cleanliness daily on both campuses (\$15/hour)	0.2 FTE	\$ 30,000.00							\$ -	
<b>Total Personnel</b>				\$ 42,000.00		\$ 42,000.00		\$ 42,000.00		\$ 126,000.00	
<b>FRINGE</b>	Will assist in reaching all goals and objectives									\$ -	
Fringe benefits are calculated at 25% of base wages	25% computed at: (7.5% FICA, 7.5% unemployment; 10% medical)			\$ 10,500.00		\$ 10,500.00		\$ 10,500.00		\$ 31,500.00	
<b>Total Fringe</b>				\$ 10,500.00		\$ 10,500.00		\$ 10,500.00		\$ 31,500.00	
<b>TRAVEL</b>	Will assist in reaching all goals and objectives									\$ -	
Grantee Meeting	One person to attend new grantee meeting. Airfare (\$400), Hotel (3 nights @ \$150 per night = \$450), Per diem (\$100 per day x 3 days = \$300)			\$ 1,250.00						\$ 1,250.00	
OSDFS National Conference	Two people at the annual OSDFS National Conference. Airfare (2 @ \$500 = \$1,000), Hotel (4 nights @ \$150 per night x 2 persons = \$1,200), Per diem (4 days @ \$300 per day x 2 persons = \$800)			\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 9,000.00	
AAPHERD Conference	State AAPHERD conference for 2 persons (3 nights hotel @ \$200 per night x 3 = \$1,800), per diem @ \$100 per day x 3 days x 3 teachers = \$900; 500 miles @ .55 per mile x 3 = \$825)			\$ 3,525.00				\$ 3,525.00		\$ 7,050.00	
<b>Total Travel</b>				\$ 7,775.00		\$ 3,000.00		\$ 6,525.00		\$ 17,300.00	
<b>EQUIPMENT</b>										\$ -	
<b>Total Equipment</b>										\$ -	
<b>SUPPLIES</b>	Will assist in reaching all goals and objectives									\$ -	
Pedometers	\$19.95/pedometer, needed for monitoring student individual fitness levels	40	\$ 19.95	\$ 798.00		\$ 798.00		\$ -		\$ 1,596.00	
Heart Rate Monitors	\$65/monitor, needed for tracking individual fitness levels	30	\$ 65.00	\$ 1,950.00		\$ 1,950.00		\$ -		\$ 3,900.00	
Lifetime Fitness Athletic Equipment	After completing the PE/CAT assessment, the project team will identify a list of equipment to address gaps and/or weaknesses identified through the review process			\$ 50,000.00		\$ 30,000.00		\$ 16,000.00		\$ 86,000.00	
<b>Total Supplies</b>				\$ 52,748.00		\$ 22,748.00		\$ 16,000.00		\$ 93,496.00	
<b>CONTRACTUAL</b>	Will assist in meeting all goals and objectives									\$ -	
Web Designer	Creation of Online Student Tracking and Monitoring Forum			\$ 50,000.00		\$ 2,000.00		\$ 2,000.00		\$ 54,000.00	
External Evaluator	Highly qualified, skilled third party evaluator to ensure ongoing, accurate, objective of progress towards achieving our stated goals and objectives. Evaluator will provide approximately 230 service hours in year one; 110 service hours in years two and three			\$ 23,000.00		\$ 11,000.00		\$ 11,000.00		\$ 45,000.00	
Evaluator Travel	\$300 airfare, 5 nights hotel @ \$150 per night, 6 days per diem @ \$300 per day; 500 ground transport			\$ 2,000.00		\$ 2,000.00		\$ 2,000.00		\$ 6,000.00	
Professional Development	Professional development workshops offered ongoing for PE teacher and any other Crescent View staff interested in participating. Year One: 2 full day and one half day workshops; Year Two & Three: 2 half day workshops			\$ 5,000.00		\$ 2,000.00		\$ 2,000.00		\$ 9,000.00	



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

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

Name of Institution/Organization

Diego Hills Charter School aka Diego Hills Public Charter Sc

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	42,000.00	42,000.00	42,000.00			126,000.00
2. Fringe Benefits	10,500.00	10,500.00	10,500.00			31,500.00
3. Travel	7,775.00	3,000.00	6,525.00			17,300.00
4. Equipment						
5. Supplies	52,748.00	22,748.00	16,000.00			91,496.00
6. Contractual	98,000.00	26,000.00	26,000.00			150,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	211,023.00	104,248.00	101,025.00			416,296.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	211,023.00	104,248.00	101,025.00			416,296.00

**\*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 Diego Hills Charter School aka Diego Hills Public Charter Sc	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:
	Armando		Martinez	

Address:

Street1:	13828 Freeport Road
Street2:	
City:	San Diego
County:	
State:	CA: California
Zip Code:	92129
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
619.694.9972	

Email Address:

amartinez@dhcharter.org
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**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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