# Table of Contents

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Application for Federal Assistance SF-424</td>
<td>e3</td>
</tr>
<tr>
<td>2. Assurances Non-Construction Programs (SF 424B)</td>
<td>e6</td>
</tr>
<tr>
<td>3. Disclosure Of Lobbying Activities (SF-LLL)</td>
<td>e8</td>
</tr>
<tr>
<td>4. ED GEPA427 Form</td>
<td>e9</td>
</tr>
<tr>
<td>5. Grants.gov Lobbying Form</td>
<td>e10</td>
</tr>
<tr>
<td>6. ED Abstract Narrative Form</td>
<td>e11</td>
</tr>
<tr>
<td>Attachment - 1 (1234-LPS_PEP Abstract_FINAL)</td>
<td>e12</td>
</tr>
<tr>
<td>7. Project Narrative Form</td>
<td>e14</td>
</tr>
<tr>
<td>Attachment - 1 (1243-Livonia PEP Narrative FINAL_2013)</td>
<td>e15</td>
</tr>
<tr>
<td>8. Other Narrative Form</td>
<td>e43</td>
</tr>
<tr>
<td>Attachment - 1 (1236-Individual Resumes for PD and Key Personnel)</td>
<td>e44</td>
</tr>
<tr>
<td>Attachment - 2 (1237-Program Assurance)</td>
<td>e94</td>
</tr>
<tr>
<td>Attachment - 3 (1238-Partnership Agreement)</td>
<td>e95</td>
</tr>
<tr>
<td>Attachment - 4 (1239-Support Letters)</td>
<td>e100</td>
</tr>
<tr>
<td>Attachment - 5 (1240-Indirect Cost Rate Agreement July 24 2012_Wayne State University)</td>
<td>e103</td>
</tr>
<tr>
<td>Attachment - 6 (1241-PECAT_SHI)</td>
<td>e106</td>
</tr>
<tr>
<td>Attachment - 7 (1242-Executive Order 12372)</td>
<td>e114</td>
</tr>
<tr>
<td>9. Budget Narrative Form</td>
<td>e115</td>
</tr>
<tr>
<td>Attachment - 1 (1235-LPS PEP Budget)</td>
<td>e116</td>
</tr>
<tr>
<td>10. Form ED_524_Budget_1_2-V1.2.pdf</td>
<td>e158</td>
</tr>
<tr>
<td>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</td>
<td>e160</td>
</tr>
</tbody>
</table>

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).
Application for Federal Assistance SF-424

1. Type of Submission:
   - Preapplication
   - Application
   - Changed/Corrected Application

2. Type of Application:
   - New
   - Continuation
   - Revision
   - Other (Specify):

3. Date Received: 04/12/2013

4. Applicant Identifier: FEP Cost Code 0440

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

   a. Legal Name: LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT
   b. Employer/Taxpayer Identification Number (EIN/TIN):
      38-6004173
   c. Organizational DUNS: 0742366620000

d. Address:

   - Street1: 15125 FARMINGTON ROAD
   - Street2:
   - City: LIVONIA
   - County/Parish:
   - State: MI: Michigan
   - Province:
   - Country: USA: UNITED STATES
   - Zip/Postal Code: 48154-5413

e. Organizational Unit:
   - Department Name:
   - Division Name:

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

   - Prefix: Ms.
   - First Name: SHERYL
   - Middle Name:
   - Last Name: ARCHIBALD
   - Suffix:
   - Title: HEALTH AND PHYSICAL EDUCATION COORDINATOR
   - Organizational Affiliation: LIVONIA PUBLIC SCHOOLS

   - Telephone Number: 734-744-2135
   - Fax Number: 734-744-2574
   - Email: SARCHIBA28@LIVONIAPUBLICSCHOOLS.ORG

PR/Award # S215F130198

Page e3
**Application for Federal Assistance SF-424**

9. **Type of Applicant 1: Select Applicant Type:**
   - IG: 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.):**

15. **Descriptive Title of Applicant's Project:**
    - Creating a Culture of Healthy Habits: A Secondary Physical Education Reform
Application for Federal Assistance SF-424

16. Congressional Districts Of:
   a. Applicant: MI-011
   b. Program/Project: MI-011

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

   Add Attachment Delete Attachment View Attachment

17. Proposed Project:
   a. Start Date: 10/01/2013
   b. End Date: 09/30/2016

18. Estimated Funding ($):
   a. Federal: 1,395,279.76
   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 04/11/2013.
   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

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: Ms.  * First Name: ALISON
Middle Name: 
* Last Name: SMITH
Suffix: 
* Title: DISTRICT ACCOUNTANT
* Telephone Number: 734-744-2508  Fax Number: 734-744-2572
* Email: ASmith34@LivoniaPublicSchools.ORG

* Signature of Authorized Representative: Alison Smith  * Date Signed: 04/12/2013
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. §§1681-1883, and 1685-1896), 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 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 assistance being made.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1506 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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).


14. Will comply with P.L. 93-349 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 1976 (P.L. 93-544, 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

Allison Smith

* TITLE

District Accountant

* APPLICANT ORGANIZATION

LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT

* DATE SUBMITTED

04/12/2013

Standard Form 424B (Rev. 7-97) Back
Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 0348-0046

1. * Type of Federal Action:
   - a. contract
   - b. grant
   - c. cooperative agreement
   - d. loan
   - e. loan guarantee
   - f. loan insurance

2. * Status of Federal Action:
   - a. bid/offering/application
   - b. initial award
   - c. post-award

3. * Report Type:
   - a. initial filing
   - b. material change

4. Name and Address of Reporting Entity:
   - **Prime**  
     - **Name**: LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT  
     - **Street 1**: 11125 FARMINGTON RD  
     - **City**: LIVONIA  
     - **State**: MI  
     - **Zip**: 48154

   **Subawardee**  

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

6. * Federal Department/Agency:
   - U.S. DEPARTMENT OF EDUCATION

7. * Federal Program Name/Description:
   - Fund for the Improvement of Education

8. Federal Action Number, if known:

9. Award Amount, if known:

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

11. **b. Individual Performing Services** (including address if different from No. 10a)  
    - Prefix
    - First Name
    - Middle Name
    - Last Name
    - 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**: Alison Smith  
**Name**: Mrs. ALIBON SMITH  
**Title**: DISTRICT ACCOUNTANT

**Telephone No.**: 734-934-2508  
**Date**: 04/12/2013

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Page e8

Tracking Number: GRANT11379040  
Funding Opportunity Number: ED-GRANTS-022613-001  
Received Date: 2013-04-12T08:29:15-04:00
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.

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 high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?
The following examples may help illustrate how an applicant may comply with Section 427:

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.
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

LEVYONIA PUBLIC SCHOOLS SCHOOL DISTRICT

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: ALISON

Middle Name: 

Last Name: SMITH

* Title: DISTRICT ACCOUNTANT

* SIGNATURE: Alison Smith * DATE: 04/12/2013
Abstract

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

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

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

Creating a Culture of Healthy Habits is a strategic, long-term partnership between Livonia Public Schools (LPS) and the Wayne State University (WSU) Center for School Health with the goal of increasing youth health according to Michigan’s Physical Education Standards and Benchmarks by initiating, expanding and improving physical education (PE), nutrition education (NE), and Comprehensive School Physical Activity Programs (CSPAP) throughout the school district. The project will reform the physical activity and healthy eating culture in all secondary schools (3 middle schools and 3 high schools). The initiative has four components: (1) through workshops, site-based mentoring, and establishment of teacher-led learning communities, the Center for School Health will provide comprehensive professional development and extensive resources to the physical education and health teachers, and physical activity leaders in all secondary schools, resulting in a comprehensive, standards-based, district-wide curriculum reaching more than 8,500 students in grades 7-12 per year; (2) A Coordinated School Health Advisory Committee called SHAC will be formed at the district level to assess, develop, implement, and monitor policy and decisions related to healthy eating and physical activity programming at each of the six schools; (3) building on their expertise in sport skill instruction, LPS teachers will begin to transform the physical activity and healthy eating culture of their middle and high schools by diversifying their curricular approaches before, during and after school with health club-oriented Culturally Relevant Lifetime Physical Activities and Michigan Model Nutrition for Health Curriculum; (4) technology will be implemented throughout the curriculum to engage youth in understanding personal health and fitness, help them identify how to live active and healthy lifestyles.
and monitor the progress they make toward reaching their personal wellness goals. To ensure success of the project and accomplish our ambitious project goals and objectives, LPS will partner with the WSU Center for School Health (CSH)-a national leader in school-based wellness programming and evaluation.

The proposed project is extremely comprehensive and meets nearly every PEP priority (Absolute Priority 1, Absolute Priority 2 including its many subsets), Competitive Preference Priority 2, and Invitational Priority 1. To meet both project goals related to youth health improvement and school-wide curricular and cultural reform, we established 19 key objectives that will guide all project activities and result in a sustainable program that will impact students in Livonia, MI for years to come.

The WSU Center for School Health has a history of collaborating with LPS, and other diverse school districts around PEP grants, to provide professional development and evaluation services to create and sustain physical activity and nutrition education reform. In the proposed project, WSU assist in planning, implementing and evaluating our project design in all LPS middle and high schools and to ensure that their programs directly target and meet the Michigan Physical Education Standards and Benchmarks. Both LPS and WSU have a long-standing history with successful large-scale curriculum reform in physical education. From 2007-2011, both organizations collaborated to completely reform physical activity and nutrition education programming in every one of LPS's elementary schools. We now poised to continue our partnership and expand our reform efforts to the remainder of the district so that students experience high quality opportunities across the K-12 spectrum.
Project Narrative File(s)

• Mandatory Project Narrative File Filename: Livonia PEP Narrative FINAL 2013.pdf

Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

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

PR/Award # S215F130198
Page e14

Tracking Number: GRANT11379040  Funding Opportunity Number: ED-GRANTS-023613-001  Received Date: 2013-04-12 08:29:15-04:00
# Table of Contents

Need for the Project ........................................................................................................ 1

Significance of the Project ............................................................................................. 5

Quality of the Project Design ......................................................................................... 8

Adequacy of Resources ................................................................................................... 16

Quality of the Management Plan ................................................................................. 18

Quality of Project Evaluation ......................................................................................... 23
Creating a Culture of Healthy Habits: A Secondary Physical Education Reform

Creating a Culture of Healthy Habits is a strategic, long-term partnership between Livonia Public Schools (LPS) and the Wayne State University (WSU) Center for School Health, with the goal of increasing the health of Livonia, Michigan youth according to Michigan's Physical Education Standards and Benchmarks by initiating, expanding and improving physical education (PE), nutrition education, and Comprehensive School Physical Activity Programs (CSPAP).

Need for the Project

This project targets six secondary schools (3 MS & 3 HS) in LPS serving over 8,500 students. LPS conducted a needs assessment based on the Michigan State Standards for Physical Education to determine gaps and weaknesses in our current programs that interfere with students successfully meeting state standards. The needs assessment combined three assessment tools: the Physical Education Curriculum Analysis Tool (PECAT), the Health Education Curriculum Analysis Tool (HECAT), and the School Health Index (SHI). In addition, student assessments were conducted using the Michigan Profile for Healthy Youth (MiPHY) survey (7th grade) and the YRBS survey (9th & 11th grades). Program assessments also included principal, teacher, and student interviews. Below are summaries of the programmatic assessments.

<table>
<thead>
<tr>
<th>PECAT: Overall Scorecard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Analysis Score for Each Grade Level</strong></td>
</tr>
<tr>
<td><strong>Grades 7-8</strong></td>
</tr>
<tr>
<td>Standard #1</td>
</tr>
<tr>
<td>Standard #2</td>
</tr>
<tr>
<td>Standard #3</td>
</tr>
<tr>
<td>Standard #4</td>
</tr>
<tr>
<td>Standard #5</td>
</tr>
<tr>
<td>Standard #6</td>
</tr>
</tbody>
</table>

The PECAT analysis revealed an overall weakness across standards in both content and assessment at the HS and MS levels, with Std #3 scoring the lowest in content at the MS level and Std #5 at the HS level. Within assessment, Std #3 was again the least represented at MS with Std #2 and #6 being under addressed at the HS level. The PECAT will be conducted on a yearly basis to track progress. The needs relative to standard are detailed below. (Scorecard & Curriculum Improvement Worksheet are attached)
The HECAT shows significant weaknesses in healthy eating curricula and instruction at both the MS and HS levels. This will be addressed by implementing PE curricula that incorporates healthy eating as well as comprehensive, evidence-based nutrition curricula in health education.

### School Health Index: Module 1-4 % Score

<table>
<thead>
<tr>
<th>MODULE SCORE</th>
<th>MS#1</th>
<th>MS#2</th>
<th>MS#3</th>
<th>HS#1</th>
<th>HS#2</th>
<th>HS#3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module #1</td>
<td>69%</td>
<td>67%</td>
<td>66.6%</td>
<td>71.5%</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>Module #2</td>
<td>76%</td>
<td>72.5%</td>
<td>74.5%</td>
<td>76%</td>
<td>80%</td>
<td>78%</td>
</tr>
<tr>
<td>Module #3</td>
<td>54%</td>
<td>54%</td>
<td>52%</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>Module #4</td>
<td>78%</td>
<td>80.5%</td>
<td>80.5%</td>
<td>80.5%</td>
<td>80%</td>
<td>81%</td>
</tr>
</tbody>
</table>

Overall, the SHI showed LPS lacks in all four Modules. It highlighted our PE and physical activity (PA) opportunities as needing the most improvement. All of our schools scored under 60% in Module #3, with time lacking to obtain 225 minutes of PA a week, not meeting 50% MVPA in PE classes, and offering few opportunities for students to be active outside of PE class. Module #1 also scored low in all schools with a lack of school health committee and an outdated local wellness policy. Module #2 and #4 showed that LPS teachers need professional development (PD) in all areas, and to better implement policies for healthy foods during the school day. The SHI was used to identify weaknesses; the project was then developed to specifically rectify them.

Interviews and surveys were also conducted with administrators, teachers, and students to further identify gaps and weaknesses in our PE, nutrition education, and comprehensive school PA programs. These interviews and surveys, combined with the PECAT, HECAT, and SHI results, helped to identify nine weaknesses, which then transitioned into a comprehensive plan for improvement.

### Needs related to the Michigan standards (Std)

**PE Std 1:** Demonstrates competency in motor skills and movement patterns...

The current LPS secondary programs fall short in three respects of developing competency in a *variety* of activities. First, every secondary program is dominated by team sports, not providing students with instruction in a *variety* of physical activities. Second, students lack opportunities to combine movements that lead to competency. Third, current assessments lack protocols for understanding student skill levels, which prevents LPS from planning and implementing activities to meet this standard.
Although the primary focus of both the current MS and HS PE curricula are team sports with an elite skill development and competition orientation, some variations of health-related fitness concepts, principles, strategies, and tactics are included. However, currently LPS does not assess the understanding of these concepts, especially at the HS level. In addition, current curricula are outdated and do not represent cutting edge, evidence-based instructional approaches.

Demonstrated in the SHI and PECAT, most LPS students fail to meet PE Std 3 by not regularly participating in PA. Over 45% of middle schoolers and 55% of high schoolers reported not attaining daily recommendations. Furthermore, institutional constraints do not allow students to participate in daily PE, further hindering students in reaching 225 minutes. Students also are not achieving 50% of MVPA during PE classes. Last, there are virtually no opportunities for ALL students to be physically active before or after school beyond competitive athletics.

Most LPS students do not meet PE Standard 4 because they do not achieve healthy fitness levels. Specifically, over 27% of middle school (MS) students and 26% of high school (HS) students are overweight/obese. FITNESSGRAM results find that less than 55% of students score in the healthy fitness zone for cardio-respiratory fitness.

Most HS students along with many MS students fail to meet PE Std 5. First, secondary curriculum does not target and assess personal and social behaviors. Second, 80% of students reported being victim to or participating in bullying in and out of PE. Third, teachers reported violence, taunting, social exclusion and ridicule during the current sport-based PE classes.

Based on the needs assessment, PE Std 6 is only partially taught in the secondary curriculum and never assessed. The lack of assessment related to the value of PA prevents us from knowing whether students value this standard.

LPS students are not eating the recommended amounts of fruits and vegetables with over 70% of MS students and 80% of HS students not meeting the guidelines (MiPHY & YRBS). Furthermore, HECAT assessments show that healthy eating curriculum and teacher PD is rare. Currently, only two class periods are devoted to healthy eating instruction, and no PD is offered.

Due to significant budget cuts, PE teachers' PD has been substantially reduced as seen in the SHI assessment, PECAT and HECAT improvement plans. Teachers rarely engage in subject specific PD to share ideas and benefit from local/state/national experts, which severely limits their professional growth and curricular reform efforts.
Lack of coordinated approach to school health

The SHI revealed an extreme need to improve coordinated school health (CSH). Although district wellness policies exist, we lack a CSH or school health advisory committees (SHAC) and the existing wellness policy has not been updated since 2006. Of the eight coordinated school health components, our district only integrates three, and there is no coordination between them: HE is not offered each year, PE is offered but not for 225 minutes at every grade, nutrition services exist in meals program but are not monitored by an advisory group. Our needs assessment results provide a long list of areas where there is a gap between the Michigan standards and our programs.

Significance of the Project

The information in the table below provides a listing of our program priorities.

<table>
<thead>
<tr>
<th>Carol M. White Physical Education Program (PEP) Absolute Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority #1</strong></td>
</tr>
<tr>
<td><strong>Priority #2</strong></td>
</tr>
<tr>
<td><strong>Priority #2a</strong></td>
</tr>
<tr>
<td><strong>Priority #2b</strong></td>
</tr>
<tr>
<td><strong>Priority #2c</strong></td>
</tr>
<tr>
<td><strong>Priority #2d</strong></td>
</tr>
<tr>
<td><strong>Priority #2e</strong></td>
</tr>
</tbody>
</table>

**Competitive Priorities**

- **Priority #2** Partnerships between applicants and supporting community entities

**Invitational Priorities**

- **Priority #1** Design Filters for PA Programs: (1) universal access; (2) range of age-appropriate activities; (3) reach recommended guidelines on dosage and duration; (4) engaging and fun for kids; (5) led by well-trained teachers; (6) Track progress, and (7) consistent motivation and incentives.

In our new program, we will address each of the above absolute priorities, competitive priorities, and invitations priorities. To do this, we will build on two of our existing strategies and integrate six new, innovative strategies using evidence-based approaches.

**Existing Strategies**

**Strategy 1:** Provide LPS PE and HE teachers (grades 7-12) with training, support, resources and equipment to implement effective PE instruction in team-sports. Existing sport instruction will be improved to include a standards-based curriculum (SPARK) and assessment, and additional Culturally Relevant Lifetime Physical Activities (CRLPA) will meet the needs of students who don't enjoy sports.
Strategy 2: We will build on the willingness and commitment of administrators and teachers to expand, enhance, and improve programs. In our needs assessment, principals and teachers reported that current programs fail to meet the needs and interests of many students, which results in students meeting PE standards. They welcome the opportunity to reform instruction and programming from sport dominated activities toward more student focused opportunities to be physically active. We also found students to be excited to have additional opportunities participate in a variety of CRLPA options, especially those who had previously been inactive. The WSU Center for School Health has successfully transformed other PE programs and strongly supports this initiative. Together, we will drive real sustainable change.

Promising New Strategies

We will implement six new curricular interventions to: improve PE throughout secondary schools, increase student attainment of all six Michigan PE Standards, and meeting PEP absolute priorities (AP), competitive preference priorities (CP), and invitational priorities (IP).

Strategy 1: To supplement team sports units (the current focus of LPS PE), we will incorporate the SPARK MS and HS PE curriculum, which focuses on maximizing students’ moderate to vigorous physical activity (MVPA), providing a variety of activities, fitness achievement, sport skill development, social skills and character building, and enjoyment of PE. Additionally, SPARK streamlines teacher assessment, improves teacher instruction, provides resources for family and community involvement as well as coordinated approaches to PA and health. Because it focuses on non-competitive lifetime fitness activities and knowledge which students reported that they wanted offered at school, SPARK will increase students’ PA participation (PE Std 3; PEP AP 2a), improve fitness levels (PE Std 4; AP 2a), and improve PA attitudes (PE Std 6). What’s more, SPARK has an exclusive social skills development program designed to identify, reinforce, and assess character education concepts in PE and PA settings (PE Std 5 and PEP AP 2d). We selected SPARK because it is an evidenced-based PE curriculum and is considered to be an exemplary curriculum by the U.S. Department of Education.

Strategy 2: The second promising new strategy is to incorporate CRLPA to supplement teachers’ implementation of SPARK. Teachers will be trained in 10 new CRLPA, (fitness center, BOSU, Fitball, Pilates, Yoga, Kickboxing/Taebo, Crossfit, Zumba, adventure initiatives, and strength training). Incorporating these CRLPA into PE curricula is likely to help students develop competency in a variety of movement forms (PE Std 1; PEP AP 2a & 2b), and fitness knowledge (PE Std 2; PEP AP 2a & 2c). The CRLPA’s were chosen because they were identified by students as interesting and accessible (e.g., cultural connection, cost, space requirements, location, number of participants needed, ‘cool’ in popular culture, etc.). Adding these activities to the curriculum will increase students’ overall PA and fitness levels (PE Stds 3 & 4; PEP AP 2a), and improve their attitudes toward PA PE Std 6; PEP AP 2a). Last, the PE experience will have a more cooperative atmosphere compared to the competitive team sport environment. Students will assist one another; focus on personal learning and development, which will lead to better personal and social responsibility (PE Std 5; PEP AP 2d). These CRLPA’s will be used help teachers’ diversify the PE programing and offer a variety of PA opportunities.
**Strategy 3:** Teachers will benefit from a variety of PD activities related to healthy eating and PA integration. Experts in the areas of PE and healthy eating will introduce HE and PE teachers to the Michigan Model for Health curriculum module on PE and Nutrition (MMHC). The goals, objectives, and lessons in this curriculum provide students with a variety of skills related to healthy food selection, energy balance, and the knowledge to understand why and how to make healthy food choices within their busy lives. Our needs assessment revealed that although PE teachers are charged with offering nutrition education according to the district curriculum, only one teacher had the resources, training, and equipment to teach it, even though all teachers advocated for its importance in addressing the high rate of obesity for Wayne County youth. In addition to MMHC, a nutrition expert from the WSU Center for School Health will complement the curriculum by providing teachers with instructional resources and training for teachers to address gaps in the current programs. This curricular intervention aligns with and builds upon the successful implementation of the Nutrition Module at the LPS elementary schools. We intend to use the Nutrition Module to increase student’s fitness and healthy living knowledge (PE Std 2), personal responsibility for health (PE Std 5), and nutrition knowledge, behaviors and attitudes (PEP AP 1).

Teachers will also be provided PD through site-based leadership teams where each group will meet together twice a month (MS and HS teachers separately) to collaborate with colleagues and create a sustainable community for PD experiences. This strategy is designed to provide an ongoing source of support for teachers and keep them involved in thinking about how to effectively cover “healthy eating” with their students.

**Strategy 4:** Teachers will learn to use pedometers, heart rate monitors, and web-based technologies (e.g. FITNESSGRAM app, Polar app, SPARK app, PE Central, etc.) to supplement their fitness, PA and nutrition instruction. First, teachers will teach fitness concepts and principles (e.g., heart rate zone; MVPA time; MET rate) using pedometers and heart rate monitors (PE Standard 2 and PEP AP 2c). In addition, heart rate monitors will be used to motivate and challenge students to do their best, which will increase their attainment of PA (PE Standard 3; PEP AP 2a), fitness (PE Standard 4; PEP AP 2a), and positive attitudes toward both (PE Standard 6) (McCaughtry, Oliver, Dillon & Martin, 2008). Second, teachers will learn to use pedometer software, heart rate monitor software, SPARK curriculum software, fitness assessment software such as TriFit and FITNESSGRAM, local PA databases, PE central, PE4Life, MAHPERD, etc. These web-based resources will help teachers stay current with the field, plan units of instruction, engage students in the learning process, incorporate homework assignments, track student learning, identify program funding sources, and find local activity outlets for students. Web-based resources will enhance teachers’ ability to plan, assess, and execute lessons that are standards based, effective and interesting to students and that will lead to improvements in their movement competencies, fitness knowledge, PA, fitness, personal/social development, and attitudes toward PA (PE Stds 1-6; PEP AP 2a-2c).

**Strategy 5:** We believe that our district needs to promote a healthy environment for their students by creating a Coordinated School Health Board (CSHB) or a School Health
Advisory Committee (SHAC). Therefore, we have identified members throughout the community who are willing to serve on a district SHAC (CP #2). The SHAC will have representatives from all eight modules of the Coordinated School Health Model and will also include the PEP project director, teachers, parents, students, and other community partners. The SHAC will meet monthly throughout and after the grant period to develop and implement policies related to the healthy school environment. This will lead to sustainability and a change in the health culture of the district.

Strategy 6: In order to supplement our conventional PE programs, we will align with Lets Move! Active Schools, a nationally recognized CSPAP to provide students with additional opportunities to be physically active before, during, and after school and to meet the national recommendation of 225 minutes of PA per week. A student-centered approach that extends the content taught in our PE programs will give students additional time to acquire new motor skill competencies, especially in CRLPA (PE Std 1; PEP AP 2a & 2b; PEP IP #1). Additionally, these opportunities will create a culture of PA within LPS by encouraging family and community engagement and staff involvement in PA opportunities (PEP IP #1). Specifically, during additional opportunities to be physically active, Physical Activity Leaders (PAL) and Directors of Physical Activity (DPA) will emphasize the fitness concepts related to the specific activities they complete (PE Std 2; PEP AP 2c). Over 225 minutes of PA opportunities will be offered on a weekly basis providing meaningful CRLPA for students (PE Std 3; PEP AP 2a; PEP IP #1), that in turn promotes maintenance of health-related fitness (PE Std 4, PEP AP 2a), while doing so in emotionally, socially safe and positive environments. This program will also increase the likelihood that students will develop affinity for PA and extend it into adulthood (PE Std 6). In addition, a summer CSPAP program will offer over 225 minutes of PA for eight weeks, building on the existing sport-focused curriculum by affording students additional practice opportunities outside of PE, which will transfer into more skillful, confident participation during PE lessons. Based on our needs assessment, CSPAP would be a welcomed intervention because of students’ enthusiasm and willingness to learn new content and participate in CRLPA.

All six new curricular interventions address teacher PD, partnerships, and commitment. This is critical because it is the teachers’ passion for change and meeting new challenges that will ultimately determine whether the six core interventions “take hold.”

Quality of Project Design
(1) 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.

Based on the needs assessment, the following goals and objectives were designed to secure sustainable results.

<p>| Project Goal #1: Improve the Health of Middle and High School Students in the Livonia Public School District Through Attainment of Michigan Physical Education Standards and Benchmarks |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective #1 (GPRA) | 75% of students will participate in at least 60 minutes of PA daily before, during, and after school. (PE Std 3,4; PEP AP 2a,2b,2c,2d; IP 1) |</p>
<table>
<thead>
<tr>
<th>Objective #2 (GRPA)</th>
<th>80% of the students’ will meet the Healthy Fitness Zone in five of six Presidential Youth Fitness Program fitness components. (PE Standards 3,4; PEP AP 2a,2b,2c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective #3 (GRPA)</td>
<td>Increase the percentage of middle and HS students who consume fruit two or more times per day and vegetables three or more times per day. (PE Standard 2; PEP AP 1)</td>
</tr>
<tr>
<td>Objective #4</td>
<td>Students will spend 50% of PE classes in moderate-to-vigorous physical activity (MVPA). (PE Standards 3,4; PEP AP 2a,2b,2c)</td>
</tr>
<tr>
<td>Objective #5</td>
<td>Students will have opportunities before, during, and after school to participate in at least 225 minutes of PA per week. (PE Standards 3,4; PEP AP 2a,2b,2c,2d; IP 1)</td>
</tr>
<tr>
<td>Objective #6</td>
<td>75% of students will demonstrate competency skills in each of the ten new Culturally-Relevant Lifetime Physical Activities. (PE Standards 1,3,4; PEP IP 1)</td>
</tr>
<tr>
<td>Objective #7</td>
<td>85% of students will improve their attitudes and values toward PA. (PE Standard 6; PEP AP 2b,2d)</td>
</tr>
<tr>
<td>Objective #8</td>
<td>Students will implement the eight of 10 Character Matters behaviors from the SPARK curriculum. (PE Standard 5; PEP AP 2d)</td>
</tr>
<tr>
<td>Objective #9</td>
<td>Students will improve their knowledge of healthy eating in the Michigan Model for Health Nutrition Module to 90%. (PEP AP 1)</td>
</tr>
</tbody>
</table>

**Project Goal #2: Improve the quality of secondary physical education, nutrition education, and physical activity according to Michigan Physical Education Standards and Benchmarks**

| Objective #1        | Teachers will implement 75% of the SPARK lessons and objectives during their PE classes. (PE Standards 1,2,3,4,5,6; PEP AP 2a,2b,2c,2d) |
| Objective #2        | Teachers will implement ten pedometer/heart rate fitness lessons. (PE Standards 2,6; PEP AP 2a,2b) |
| Objective #3        | Teachers will integrate three web-based resources into instruction. (e.g. SPARK curriculum app, FITNESSGRAM assessment app, Polar technologies; PE Standards 2,6) |
| Objective #4        | Teachers will implement ten new Culturally-Relevant Lifetime Physical Activities in their PE classes. (PE Standards 1,2,3,4,5,6) |
| Objective #5        | Physical Activity Leaders and Directors of Physical Activity will organize and coordinate a Comprehensive School Physical Activity Program that will offer opportunities to obtain 225 minutes a week of PA. (PE Standards 1,2,3,4,5,6; PEP IP 1) |
| Objective #6        | Summer Physical Activity Clubs (PAC) will be offered a minimum of sixteen-times. (PE Standards 2,6; PEP IP 1) |
| Objective #7        | 90% of teachers and Physical Activity Leaders will participate in at least eight PD workshops per year. (PE Standards 1,2,3,4,5,6; PEP AP 2a,2b,2c,2d,2e) |
| Objective #8        | Teachers will meet twice a month in site-based leadership teams to strategize and implement curricular reform. (PE Standards 1,2,3,4,5,6; PEP AP 2a,2b,2c,2d,2e) |
| Objective #9        | Teachers will implement 75% of the Michigan Model for Health Nutrition Module lessons during their PE or health classes. (PE Standards 2 PEP AP 1) |
| Objective #11       | Increase compliance with the existing Local Wellness Policy by forming a District School Health Advisory Board (SHAC) to develop and monitor PA and healthy eating policies. (PE Standards 1,2,3,4,5,6 PEP AP 1,2a,2b,2c,2d, CP2, IP 1) |

Six factors have been built into the project to continue the activities and progress made beyond the period of Federal financial assistance. They include School Health Advisory
Committee (SHAC), relationships with local experts, increased knowledge and skills, resources including equipment, new district curriculum, and district mentors.

_School Health Advisory Committee._ Establishing a SHAC within the school district will ensure that a system is in place where policy review and implementation will create a cycle of continuous improvement in the “health” of the school environment continuing beyond the scope of this project. With community, school (administrators and students) and district representation; the SHAC will help develop policies (or implementation of existing ones), plans and action steps for building and maintaining coordinated school health programming throughout the district.

_Relationships with local experts._ The involvement of many local health professionals throughout this project will result in teachers and students building relationships that can continue beyond the grant period. For example, collaboration with WSU’s PE Teacher Education program will enable schools to have future contact with the Technology and Cultural Competence experts, as well as college students who could serve as instructors, and/or coordinators in the CSPAP components and receive college credit for doing so. Additionally, the partnership formed during this project with faculty of the WSU Center for School Health could be continued by involving the Center for School Health in future PD and evaluation activities. The PE program and healthy eating changes in the school environment could be topics for graduate student projects or thesis that could provide a stream of new evaluation and assessment data that could be used to create a cycle of continuous improvement. Partnerships with local YMCA and other fitness club instructors will provide continued support in effective implementation of the CRLPA. The database of local PA opportunities, clubs, organizations, facilities, etc. will enable the teachers to connect their instruction with local outlets for student participation.
Increased knowledge and skill levels. Project PE and HE teachers will be trained in the SPARK PE curriculum, the Michigan Model for Health Nutrition Module, PE and computer technologies, implementation of CSPAP, and in appropriate use of a variety of CRLPA. Teachers will continue to implement these curricular interventions and use the recommended methods based on best practice evidence long after the project is completed, which will have a lasting impact on physical and health education in LPS. This component cannot be understated as a mechanism for continued change. The secondary programs in LPS will undergo enormous changes that will lead to an entirely new and improved PE program as well as institutionalized opportunities for students to be active beyond PE classes—before, during, and after school. Youth in this school district will benefit from these revitalized programs for years to come.

Teachers will benefit from having high-quality PE equipment and a variety of PD opportunities. Administrators will benefit from having schools that are healthy places for children to learn and by applying the concept, “Healthy students are better learners.”

Resources including equipment. Participating PE and HE teachers will receive numerous resources so that they can successfully implement the new curriculum and support activities for each curricular intervention. The equipment and materials provided are unique to each intervention. The SPARK curriculum contains numerous curriculum binders, instructional posters, CDs, and an equipment package that includes everything necessary to teach and assess the curriculum effectively. The Michigan Model for Health Nutrition Module includes a detailed unit outline, lesson plans, posters, student handouts, workbooks and other teaching aids. Teachers will not only be provided with the Michigan Model nutrition module, they will also receive other supporting resources. All schools will receive sets of pedometers and heart rate monitors, and will be introduced to multiple web-based resources to support their teaching.
during the project and beyond. Teachers will also receive the equipment needed to teach CRLPA. For example, teachers who attend the BOSU Clinic will get BOSU’s, posters, and instructional DVDs. The value of these resources and equipment cannot be minimized since the amount and quality of resources and equipment will change from inadequate in number and quality, to having fully stocked equipment closets and fitness centers. Not only will the teachers finally be able to execute a credible, evidence-based program and teach the full range of state standards, but students will understand that their district values children’s health (McCaughtry, Hodges Kulinna, Martin & Cothran, 2006a).

New district curriculum. Toward the end of this project, the PE and HE teachers will collectively re-write the official LPS secondary PE and HE curriculum. They will include a uniform mandatory 9th grade PE curriculum that will blend the SPARK PE curriculum, the Michigan Model for Health Nutrition Module, the CRLPA, CSPAP participation, and PE technologies. In addition, the teachers will create district-wide electives in Team Sports and all 10 of the CRLPA. HS and MS curriculums will be dramatically changed since currently it is centered on team sport courses, with an absence of fitness instruction, technology, nutrition instruction, and additional PA opportunities. This new curriculum will serve as a pathway for all future LPS secondary teachers to follow.

District mentors. During the project, we will identify teachers from each intervention to be trained as District Mentors. For example, during the SPARK intervention, we will identify the most passionate, dedicated, and successful teachers of that curriculum and train them in mentoring strategies that they can use to assist newer teachers or teachers unfamiliar with the curriculum. We will follow the same model for each intervention: instructional technology, Michigan Model Nutrition Module, and CRLPA. In the future, when new secondary teachers are
hired, they can be assigned to partner with an instructional mentor who can help them develop expertise in the district curricula.

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

The design of the proposed project is focused around effective, research-based practices, which will lead to significant improvements in the secondary PE programs within LPS. Up-to-date knowledge, research, and best practices in PE will be integrated throughout.

Quality. Using a comprehensive approach to facilitate change within the school environment we developed an all-encompassing plan for training and PD that was based on extensive research and previous experience. First, SPARK is a research-based, theoretically sound, and nationally renowned curriculum that is based on the National PE standards. This curricular intervention was chosen because of the numerous research studies that have demonstrated success at the secondary level, specifically in previous PEP winners (Larson, 2005; Kenyon, 2009; San Jose Unified School District, 2011). Second, implementing a CSPAP to provide additional opportunities to be physically active will contribute providing students with the recommended amount of daily PA (Carson, 2012). Furthermore, providing PD to PE teachers that is designed around CSPAP will help teachers implement more opportunities for students to be physically active (Centeio, Castelli, Carson, & Beighle, 2013). Additionally, previous research, using specific technologies that will be utilized throughout the intervention, provide us with strategies for implementing this type of training into secondary PE (Centeio & Castelli, 2011; Martin, McCaughtry, Kulinna, & Cothran, 2008; McCaughtry, et al. 2008). Finally, we have identified specific personnel with extensive expertise in curriculum reform, CSPAP integration, and equity to spearhead the culture of change within LPS.
**Intensity.** We take a comprehensive approach to all project intervention, since we know that only a comprehensive approach will lead to sustained learning and behavioral change. All of the project PD will be intense and comprehensive, leading to improvements in secondary PE and CSPAP programming. Curricular interventions (SPARK, Michigan Model for Health Nutrition Module, Technology Workshops, CRLPA Clinics, and CSPAP workshops) will consist of multiple workshops and constant at-school mentoring, and follow-up support. At all times during this project, the teachers, DPA, PAL, and students will be teaching and/or learning something new with direct assistance from project staff and content experts. It is important to note, however, that we evenly spread our interventions across three-years because we know from research literature that when teachers feel overwhelmed with too much change at any one time, they will reject it wholesale (Cothran, McCaughtry, Hodges Kulinna, & Martin, 2006). It is only through gradual, yet sustained intervention that real change occurs.

**Duration.** A strength of our project is that the three-year design enhances our ability to enact long-term change. For example, research has found that the typical “one-shot approach” is ineffective for implementing new curricula (McCaughtry, et al., 2006a,2006b; Centeio & Castelli, 2013). Our project strives to be all-encompassing in that we provide exposure to six diverse curricular interventions and supply follow-up support over a long period of time, which will greatly increase the fidelity of implementation and related evaluation. This long-term approach also allows us to identify and overcome roadblocks to project success. We will remain focused on each intervention for sufficient duration so as to let it ‘take hold’ before moving to subsequent interventions. A three-year time frame will cultivate trusting relationships among the schools, teachers, students, and project staff, which will also lay the foundation for future collaboration.

(3) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.
The proposed project was comprehensively designed and represents an exceptional approach for meeting statutory purposes and requirements. In its extensiveness all of the absolute priorities, one competitive priority and one invitational priority are met. In addition, there are five specific factors that address individual requirements. First, aligning with both the state and national recommendations for physical activity (225 minutes) the project is designed to offer additional PA opportunities before, during, and after school (PEP 2). Second, the project includes a process for reviewing and implementing the current Local Wellness Policy (PEP 3). The local wellness policy has become an example of a very important document that could drive change in PE, PA opportunities, and healthy eating but instead it “sits on the shelf.” It is our goal to resurrect the Local Wellness Policy and its implementation through the SHAC. The SHAC will allow LPS to develop an action plan to inform staff and students about the policies, give them support to implement these policies, and identify a person(s) from our SHAC that will monitor implementation and be a contact person for staff regarding the policy. Finally, the SHAC will allow us a way to re-visit, re-align, and re-design new policies to add and implement within LPS. Third, our project is strongly linked with health initiatives at the local, state, and national level (PEP 4). A representative from the Intermediate School District will participate in our SHAC (see support letter) where their primary role will be to provide PD for teachers related to the nutrition component of the project and be a contact person for teachers related to the implementation of the nutrition curriculum. The nutrition curriculum being implemented was developed by the state (MDE) and is used by a majority of other districts throughout the state. The connection to the federal level is an important one—our PE standards and benchmarks are aligned closely with those at the national level. Furthermore, new initiatives at the national level such as Let’s Move! Active Schools calls for all schools to adopt and implement CSPAP (PEP
4). By adopting a CSPAP within our secondary schools, we are allowing students the option to meet the recommended amount of 225 minutes of PA a week, something that is impossible to do without this program. Fourth, a new curriculum (SPARK) will be implemented in EVERY middle and high school in the district (PEP 5). We understand that simply distributing new materials and equipment does result in successful implementation by teachers. To overcome this, we have designed PD that is extensive and continual throughout the three-year period. This long-term, consistent professional development will lead to sustainability beyond the scope of this grant. Finally, a new level of accountability will be created, expected and carefully monitored so that by the end of the three-year period the reporting procedures we introduced could be maintained and sustained with very little administrative time used (PEP 7). Given the comprehensive nature of the designed project, deep impact within LPS is anticipated. WSU Center for School Health and LPS have proven track records for physical education reform efforts and the broad scope of this project aligns with their success.

**Adequacy of Resources (Quality of Services)**

(1) 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 project design is consistent with our proposed budget and was carefully developed by our grant-writing team. Our first consideration was the high cost of PE equipment balanced with its importance related to sustaining this district-level reform. Second, PD was a priority even though there is a cost to bring the very best trainers to our district and allow teachers to participate in state and national PD opportunities. Without excellent PD, onsite mentoring and follow-up support this type of district-wide reform cannot happen effectively and be sustainable. Most importantly, we have chosen to involve six large schools in this project (3 MS & 3 HS), touching almost 8,500 students a year. This is extremely comprehensive in nature and although it would be easier, faster, and less expensive to plan, implement, and evaluate this type of initiative...
in just a few schools; the anticipated results and benefits would be compromised. Our comprehensive project will result in benefits at three levels; administrators, teachers and students. Although the focus is on creating change so that the student will have increased opportunities to be physically active in non-competitive lifetime activities and meet the state learning standards, the project will have benefits for administrators as well. Specifically, the district-wide SHAC offers a way to implement policies that will have a direct impact on the amount of PA offered to children. The benefit to teachers is also huge including: PD, onsite mentoring and support, high-quality PE equipment, an increased focus on the importance of PE and PA through implementation of the wellness policy, time to meet with and learn from peers, and a new standards-based curriculum that will result in common objectives and assessment. Students reap the most benefit from this project, as they will have more opportunities to be physically active and learn about the importance and benefits of regular activity. Students will: learn about healthy eating practices and be able to identify and practices ways to improve their own food choices; they will have an opportunity to be physically active before, during, and after school and also during the summer, in a safe, supportive and supervised setting; they will learn about their own fitness and activity levels through use of fitness centers, heart monitors, and pedometers; and they will acquire skills needed for them to be physically active throughout their life. Although the cost of this project is $153 per student, that is an unbelievable value considering we are changing the culture of six suburban schools that will extend into the foreseeable future and be sustainable for years to come. Given the past success of LPS in regards to curricular reform at the elementary level coupled with the partnership of WSU CSH and their proven track record around successful curriculum reform, the anticipated results and impact of this project are astounding, especially in the most challenging educational contexts.
Quality of Management Plan

(1) 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.

We will conduct seven interventions to achieve the goals and objectives of the project. First, we will provide workshops, curriculum, instructional resources, PE equipment, CSPAP equipment, and extensive at-school mentoring in the SPARK curriculum for all high schools and middle schools during Year 1, and follow-up services during the remainder of the project to ensure long-term integration into the secondary PE curriculum. Second, we will provide support, PD opportunities, leadership, resources, and PA equipment (fitness center equipment and CRLPA equipment) to form CSPAP opportunities that are offered three times a week for 90 minutes, meeting the national recommendation of opportunities for 225 minutes of weekly PA. Also as part of the CSPAP, a PAC will be formed during each summer (Year 1, 2, 3). The PAC’s will last a total of 8 weeks and each session will be two hours in length. The addition of a CSPAP will provide more opportunities for PA and extend PE instruction. Third, we will provide workshop training, curriculum resources, technology hardware, and at-school PD opportunities in pedometer and web-based resources and for all secondary schools in Year 1 and follow-up support services during the remainder of the project to ensure long-term integration into PE. In Year 2 and Year 3, we will include additional workshop training, curriculum resources, technology hardware, and at-school PD opportunities in PE web-based technologies, tablet and assessment integration, and heart rate technologies for all high schools and middle schools. Fourth, workshops will be provided as well as curriculum, instructional resources, and at-school mentoring to assist teachers to implement the MMHC during Year 2 and follow-up support service during the remainder of the project to ensure long-term integration into the PE programs. To support concepts taught in the MMHC, short lessons about topics of interest to students and
that are consistent with the USDA Dietary Guidelines will be included in this project. Linking Lessons were developed by the Michigan Fitness Foundation and are 15-minute lessons that engage students in the process of examining their current eating behaviors and modifying them to include more fruits, vegetables and whole grains. These lesson activities are visual (based on a large, high-quality poster) and include a tasting experience. Fifth, we will provide workshop training, curriculum, instructional resources, PE equipment, and at school mentoring in ten CRLPA clinics for all secondary schools during Years 2 & 3 and follow up support services throughout that time to ensure long term integration into the CSPAP and PE curriculum. Sixth, the district will establish a SHAC, which will be required to meet on a monthly basis to discuss policy in the district related to health indicators and PA of the students. This team will include community stakeholders, district personnel, students, parents, and PE teachers. Finally, the seventh component is creating teacher led, twice a month, PD opportunities for the teachers. These will take place on school property, but will be formal places for teachers to share ideas and strategies about implementing the grant and ask questions of their peers. In the tables below, we highlight (a) the project personnel and their responsibilities, (b) the project timeline, and (c) the project milestones.

<table>
<thead>
<tr>
<th>Project Personnel and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Director:</strong> Sheryl Archibald PE and HE Coordinator LPS</td>
</tr>
<tr>
<td><strong>PD Coordinator:</strong> Erin Centeio, Ph.D WSU CSH</td>
</tr>
</tbody>
</table>
**Director of PA (DPA)**

There will be three total DPA’s, one at each HS. This person will be responsible for overseeing and planning all activities at their school related to CSPAP. They will plan, coordinate, and oversee the construction of the CSPAP at their designated HS; hire the PAL for their school; communicate events and PA opportunities with administration and school personal; contribute to training and support workshops for PAL and complete a project activity log for their school.

**Physical Activity Leaders (PAL)**

Coordinate the CSPAP opportunities within their designated school; prepare for weekly PAL sessions with students by planning and organizing all activities; lead all CSPAP opportunities; complete and submit monthly reports to the DPA; attend PAL training and support workshops.

**PE Specialists: Wayne State University, Center for School Health**

The PE curriculum specialists will include a number of individuals who specialize in PE curriculum and implementation. (1) CRLPA expert: They will be responsible for cultural competence training experience; at-school mentoring, and giving on-going support for 10 CRLPA (e.g., Fitness Integration, BOSU, Pilates, Yoga, Kickboxing/Taeb, Adventure Initiatives, Fit Ball, Crossfit, and Strength Training). This person will serve as the Cultural Relevance Expert to ensure that all project activities (participant recruitment, documents, curriculum, resources, interactions, etc.) are culturally competent. (2) Disability Expert: This expert will ensure that students with disabilities are recruited to participate in all project activities; assist project teachers and PAL to modify activities to be inclusive of students with disabilities. (3) Gender Expert: This person will ensure gender equity in all project activities (curriculum, resources, equipment, workshops) and recruitment (staff, teachers, students) practices; decrease the likelihood that participation in certain activities will be hindered based on gender. (4) Socioeconomic Status Expert: This person will ensure recruitment of students from all schools to participate in program activities increasing the socioeconomic diversity of students involved in the project and will conduct community resource analysis and reporting.

**Michigan Model Curriculum Specialist(s) (Intermediate School)**

Professional trainers for the Michigan Model for Health including the local school health coordinator from our Intermediate School District developers of the Nutrition Module; workshop developers/specialists; at-school mentoring services, on-going support services.

**Instructional Technology Specialists (WSU Center for School Health)**

The Instructional Technology Specialist will help the project teachers integrate technology into their pedagogical practices; plan and conduct three workshops (one on pedometers, one on web-based instructional resources, and one on using computer tablets to assess student performance and integrate technology into the curriculum; order equipment (e.g., software, pedometers, etc.); provide intensive at-school mentoring for every teacher during years 1-3.
Evaluator:  
Nate McCaughty, Ph.D  
Anne Murphy, Ph.D  
WSU CSH

The Wayne State Center for School Health will be leading the evaluation portion of this project. It will be led by Nate McCaughtry and Anne Murphy, two well-established and successful evaluators in the field of PE and healthy eating. Their responsibilities will include: direct the ongoing product (pre/post quantitative testing) and process (qualitative methods) components of the project evaluation; organize, oversee and conduct the data collection and data entry, conduct interviews, observations, and document collection; analyze data; interpret results; provide the project director with monthly process evaluation progress reports and semi-annual product evaluation reports.

### Year 1 Timeline (2013-2014 School Year)

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2013</td>
<td>Plan and implement the project kickoff celebration; order pedometers. Plan data collection; develop evaluation protocol and train data collectors.</td>
</tr>
<tr>
<td>November 2013</td>
<td>Collect baseline evaluation data in all high and middle schools; SPARK workshop #1 for all PE and health teachers; Order and distribute PE equipment for SPARK curriculum; Evaluation progress report; Provide curriculum and resources; Establish a SHAC</td>
</tr>
<tr>
<td>December 2013</td>
<td>Organization of CSPAP; Hiring and training of the DPAs and PALs; Evaluation progress report; Host first SHAC meeting; Teacher-led, facilitated in-house PD</td>
</tr>
<tr>
<td>January 2014</td>
<td>SPARK Implementation; Order equipment for CSPAP opportunities</td>
</tr>
<tr>
<td>February 2014</td>
<td>SPARK workshop #2; Recruitment of students for CSPAP opportunities; Mid-year product evaluation summary; Host SHAC meeting</td>
</tr>
<tr>
<td>March 2014</td>
<td>CSPAP kickoff celebration; Nutrition education workshop for teachers (nutritional needs of adolescents); Evaluation progress report</td>
</tr>
<tr>
<td>March - May 2014</td>
<td>SPARK implementation; Site-based leadership team; CSPAP opportunities offered three times a week for 90 minutes (before, during, and after school)</td>
</tr>
<tr>
<td>April 2014</td>
<td>Technology workshop (web-based resources; pedometers); Host SHAC meeting; DPA &amp; PAL planning meeting for summer CSPAP opportunities</td>
</tr>
<tr>
<td>April - May 2014</td>
<td>Technology integration/implementation; DPA &amp; PAL planning meeting for summer CSPAP opportunities (Summer PAC)</td>
</tr>
<tr>
<td>May 2014</td>
<td>Year 1 culminating event; Capstone teacher workshop; Host SHAC meeting</td>
</tr>
<tr>
<td>June - July 2014</td>
<td>Year 1 post-intervention data collection; Data analysis; Annual evaluation report generation; Year 2 planning summit; DPA &amp; PAL planning meeting for summer CSPAP opportunities (Summer PAC)</td>
</tr>
<tr>
<td>July - August 2014</td>
<td>Implementation of CSPAP opportunity (Summer PAC)</td>
</tr>
</tbody>
</table>

### Year 2 Timeline (2014-2015 School Year)

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - September 2014</td>
<td>Year 2 kick off celebration; SPARK implementation, Instructional technology integration; Order Nutrition Module curriculum and instructional resources; Order heart rate monitors; Michigan Model for Health Education Nutrition Module (MMHC) teacher training workshop; Polar PD (integration of heart rate monitors into HS &amp; MS); Year 2 pre-intervention data collection; Reorganization/Recruitment for CSPAP opportunities; Host SHAC meeting</td>
</tr>
<tr>
<td>October – December 2014</td>
<td>SPARK Curriculum implementation, Instructional technology integration; MMHC implementation; Host SHAC meeting</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>January 2015</td>
<td>CRLPA Clinic #1 (Optimizing fitness center facilities); Mid-year product evaluation summary; Order and distribute all PA equipment for CRLPA in Year 2</td>
</tr>
<tr>
<td>January – June 2015</td>
<td>CRLPA implementation (Fitness Center, Pilates, Yoga, Kickboxing/Taebo)</td>
</tr>
<tr>
<td>February 2015</td>
<td>CRLPA Clinic #2 (Pilates); Site-based leadership team; Host SHAC meeting</td>
</tr>
<tr>
<td>March 2015</td>
<td>CRLPA Clinic #3 (Yoga); Nutrition education workshop (current nutrition topics)</td>
</tr>
<tr>
<td>April 2015</td>
<td>CRLPA Clinic #4 (Kickboxing/Tae-Bo); Site-based leadership team; Host SHAC meeting</td>
</tr>
<tr>
<td>May – June 2015</td>
<td>Post-intervention data collection; Year 2 CSPAP culminating event; Capstone teacher workshop; DPA &amp; PAL planning meeting for summer CSPAP opportunities (Summer PAC); Host SHAC meeting</td>
</tr>
<tr>
<td>June – July 2015</td>
<td>Data analysis; Annual evaluation report generate; Year 3 planning summit; DPA &amp; PAL planning meeting for summer CSPAP opportunities (Summer PAC)</td>
</tr>
<tr>
<td>July – August 2015</td>
<td>Implementation of CSPAP opportunity (Summer PAC)</td>
</tr>
</tbody>
</table>

### Year 3 Timeline (2015-2016 School Year)

| September 2015 | Year 3 kick-off celebration; Pre-intervention data collection; CRLPA Clinic #5 (Adventure Initiatives); Reorganization/Recruitment for CSPAP; Order and distribute all PA equipment for CRLPA in year 3; Order heart rate monitors; Polar PD for teachers; Host SHAC meeting |
| September 2015– June 2016 | SPARK Curriculum implementation, Instructional technology integration; Heart rate implementation at HS and MS; Michigan Model Nutrition Module implementation; CRLPA implementation (Adventure initiatives, Dance, Crossfit, Fitball, Strength Training, BOSU); Site-based leadership team |
| October 2015 | CRLPA Clinic #6 (Dance) |
| November 2015 | CRLPA #7 (Crossfit); Host SHAC meeting |
| January 2016 | Mid-Year product evaluation summary; Host SHAC meeting; Nutrition workshop #3 (interactive and fun healthy eating activities) |
| February 2016 | CRLPA Clinic #8 (Fitball); Teacher-led, facilitated in-house PD |
| March 2016 | CRLPA Clinic #9 (Strength Training); Host SHAC meeting |
| April 2016 | CRLPA Clinic #10 (BOSU) |
| May - June 2016 | Post-Intervention Data Collection; Year 3 CSPAP Culminating Event; Official district curriculum development; PE futures planning; DPA & PAL planning meeting for summer CSPAP opportunities (Summer PAC); Host SHAC meeting |
| June 2016 | Project capstone event; Data analysis; Final Evaluation Report Generation; DPA & PAL planning meeting for summer CSPAP opportunities (Summer PAC) |
| July –August 2016 | Implementation of CSPAP opportunity (Summer PAC) |
Project Milestones

<table>
<thead>
<tr>
<th>Project Milestone 1</th>
<th>Full successful SPARK implementation by April 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Milestone 2</td>
<td>75% of the student body participate in school year CSPAP opportunities by June of 2014, 2015, and 2016</td>
</tr>
<tr>
<td>Project Milestone 3</td>
<td>50% of the student body participate in summer CSPAP opportunities (PAC) by August of 2014, 2015, 2016</td>
</tr>
<tr>
<td>Project Milestone 4</td>
<td>Full successful Michigan Model Nutrition Module implementation by June 2015</td>
</tr>
<tr>
<td>Project Milestone 5</td>
<td>Full successful heart rate monitor integration in HS and MS PE classes and CSPAP opportunities by May 2016</td>
</tr>
<tr>
<td>Project Milestone 6</td>
<td>Successful implementation of 10 new Culturally Relevant Lifetime Fitness Activities in PE classes and CSPAP opportunities by May 2016</td>
</tr>
</tbody>
</table>

Quality of Project Evaluation

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

The project evaluation will be thorough, feasible, and appropriate to the project goals and objectives. Evaluation will be conducted by the Wayne State University (WSU), Center for School Health faculty who have collaboratively and competently evaluated over eight previous PEP grants, including four successive grants over a ten-year period reforming PE in the Detroit Public Schools—one of the most challenging and economically depressed urban areas in the nation (McCaughtry, Krause, McAuliffe, Miotke & Price, 2012). The evaluation plan has both product and process components.

Product Evaluation. The product component of the evaluation measures whether the goals and objectives (outcomes) of the project related to the Michigan PE Standards are achieved. In particular, the WSU Center for School Health will obtain measurable, scientifically rigorous, and quantitative measures to determine our effectiveness in reaching each project objective. All quantitative measures will follow an intervention design, including pre-intervention (beginning of each school year) and post intervention (end of each school year) data points with large, generalizable samples of all secondary students and teachers participating in PEP activities. Product evaluations will use valid, reliable, and pilot-tested or published instruments. Each year,
the project evaluators will provide LPS and the full project team with two statistical reports and narrative summaries regarding the outcomes of the product evaluation measurements. The pre-intervention report will enable project management to fully understand their starting point and develop targeted strategies across the school year. The post-intervention report will allow project management to evaluate the success of the product during the year and make strategic decisions regarding the following year’s implementation plan. The table that follows identifies each project objective, the type of data that will be collected to evaluate it, and the method (instrumentation) used to acquire the data.

| Project Goal #1: Improve the Health of Middle and High School Students Through Attainment of Michigan Physical Education Standards and Benchmarks |
|---------------------------------|-----------|
| Obj. #1 GPRA 75% of students will participate in at least 60 minutes of PA daily before, during, and after school. |
| Obj. #2 GRPA 80% of the students’ will meet the Healthy Fitness Zone in five of six Presidential Youth Fitness Program fitness components |
| Obj. #3 GPRA Increase the percentage of middle and HS students who consume fruit two or more times per day and vegetables three or more times per day. |
| Obj. #4 Students will spend 50% of PE classes in moderate-to-vigorous physical activity (MVPA). |
| Obj. #5 Students will have opportunities before, during, and after school to participate in at least 225 minutes of PA per week. |
| Obj. #6 75% of students will demonstrate competency skills in each of the ten new Culturally-Relevant Lifetime Physical Activities. |
| Obj. #7 85% of students will improve their attitudes and values toward PA |

Data Collected: Minutes of activity per day, three consecutive days, three-times a year
Method: 3 day recall survey and pedometers worn full school day

Data Collected: Health-related fitness test results
Method: FITNESSGRAM tests (all 6) with students in all PE classes

Data Collected: Number of times students consume fruit and vegetables per day
Method: YRBS will be completed at HS; MiPHY will be completed at MS

Data Collected: Number of minutes of MVPA in PE class
Method: Pedometers worn by all students during PE class

Data Collected: PA minutes offered over one five-day week
Method: Activity content coverage index in all PA venues

Data Collected: Student skill competency ratings at end of each unit
Method: Individual standardized assessment rubrics for all 10 CRPAs

Data Collected: Students’ attitudes toward PA
Method: Students complete the Physical Activity Attitudinal Inventory (PAAI)
| Obj. #8 | Students will implement the eight of 10 Character Matters behaviors from the SPARK curriculum.  
**Data Collected:** Student implementation of eight character matters behaviors  
**Method:** SPARK Character Matters Assessment Inventory |
| --- | --- |
| Obj. #9 | Students will implement the eight of 10 Character Matters behaviors from the SPARK curriculum.  
**Data Collected:** Student implementation of eight character matters behaviors  
**Method:** SPARK Character Matters Assessment Inventory |

**Project Goal #2: Improve the quality of secondary physical education, nutrition education and physical activity according to Michigan Physical Education Standards and Benchmarks**

| Obj. #1 | Teachers will implement 75% of the SPARK lessons and objectives during their PE classes.  
**Data Collected:** Number of SPARK lessons and objectives implemented  
**Method:** Teachers complete a SPARK Content Coverage Index |
| --- | --- |
| Obj. #2 | Teachers will implement ten pedometer/heart rate fitness lessons.  
**Data Collected:** Number of pedometer and heart rate fitness lessons implemented in PE  
**Method:** Teachers complete a Fitness Technologies Content Coverage Index |
| Obj. #3 | Teachers will integrate three web-based resources into instruction.  
**Data Collected:** Number of web-based resources used during PE planning and instruction  
**Method:** Teachers complete a Web-Based Instruction Content Coverage Index |
| Obj. #4 | Teachers will implement ten new Culturally-Relevant Lifetime Physical Activities in their PE classes.  
**Data Collected:** Number of lessons taught for each of the new Culturally-Relevant Lifetime Physical Activities implemented in PE  
**Method:** Teachers complete a Lifetime PA Content Coverage Index each unit |
| Obj. #5 | Physical Activity Leaders and Directors of Physical Activity will organize and coordinate a Comprehensive School Physical Activity Program that will offer opportunities to obtain 225 minutes a week of PA  
**Data Collected:** Number of minutes of PA offered before, during, and after school for 5 consecutive days.  
**Method:** Instructors complete a PA content coverage index in each PA venue |
| Obj. #6 | Summer Physical Activity Clubs (PAC) will be offered a minimum of sixteen-times.  
**Data Collected:** Number of club sessions offered each summer  
**Method:** Daily program logs and report summaries |
| Obj. #7 | 90% of teachers and Physical Activity Leaders will participate in at least eight PD workshops per year.  
**Data Collected:** Attendance at all PD workshops, events and conferences  
**Method:** PD attendance logs and expense reimbursements |
| Obj. #8 | Teachers will meet twice a month in site-based leadership teams to strategize and implement curricular reform.  
**Data Collected:** Attendance at site-based leadership meetings  
**Method:** Attendance logs and minutes reports |
Teachers will implement 75% of the Michigan Model for Health Nutrition Module lessons during their PE or health classes.

**Data Collected:** Number of Michigan Model nutrition lessons implemented

**Method:** Teachers complete a MM Nutrition Module Content Coverage Index

| Obj. #11 | Increase compliance with the existing Local Wellness Policy by forming a District School Health Advisory Board to develop and monitor PA and healthy eating policies.

**Data Collected:** Meeting attendance documents, revised policy documents, assessment reports

**Method:** Attendance logs, minutes reports, revised policy documents, implementation assessments

**Process Evaluation.** Whereas the product evaluation will measure attainment of project goals and objectives related to the Michigan PE Standards, process evaluation will assess the implementation of all project activities to ensure successful project fidelity. Each month, the external evaluators will implement three qualitative methods in the process evaluation. First, they will conduct regular interviews with students, teachers, and school project staff. Second, they will conduct field observations of project activities such as PE lessons, CSPAP opportunities, teacher workshops, and staff meetings. Third, they will collect project documents such as purchasing paperwork, payrolls, PE equipment lists, teacher lesson plans, CSPAP opportunity logs, workshop agendas, and curriculum materials. Together, these techniques will allow the evaluator to assess whether the project is preceding efficiently, on-schedule, and above all successfully according to the learning and instructional needs of the students and teachers being served by the grant. The evaluators will provide bi-monthly reports to the project management to aid in their evolving project implementation.
References


Centeio, E.E., Castelli, D.M., Carson, R., & Beighle, A. (2013). *Predictors of increasing physical activity opportunities for children in the school setting*. A poster accepted for presentation at the American College of Sport’s Medicine’s 60th Annual Meeting and 4th World Congress on Exercise is Medicine. Indianapolis, IN.


Other Attachment File(s)

* Mandatory Other Attachment Filename: Individual Resumes for PD and Key Personnel.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment
EDUCATION:
1993 Wayne State University, Masters of Education – Summa Cum Laude
1990 Eastern Michigan University, State of Michigan Endorsement
1988 Eastern Michigan University, B.S. Exercise Science – Magna Cum Laude

TEACHING CERTIFICATION:
Professional Education Certificate (CC-2C5110087646)
   Elementary Education K-8 (All Subjects)
   Health (6-12)
   Physical Education (K-12)

PROFESSIONAL EXPERIENCE:
Livonia Public Schools K-12 Health and Physical Education Curriculum, 2007- present
Livonia Public Schools Physical Education Teacher, 1990 – 2008
   Secondary Physical Education Teacher, 1992-2008
   Elementary Physical Education Teacher, 1990-1992
Churchill High School Physical Education Department Chairperson, 1993-2002
Churchill High School Honors Night Chairperson, 1993-1998
M.A.H.P.E.R.D. Grant Recipient, 1994
Member of State High School Focus Group for EPEC, 2001
Founder and Chairperson for Women’s Sports and Fitness Day – Livonia Public Schools

RECOGNITION:
1984-1988 Eastern Michigan University Women’s Gymnastics Team – Athletic Scholarship

OTHER CERTIFICATION:
Red Cross Lifeguarding
Red Cross Adult/Child CPR and AED
Yogafit Level 1 Certification 2003
ISCA Kickboxing Certification 2002
WAYNE STATE UNIVERSITY
Professional Record
Faculty

NAME: Erin Elizabeth Centeio
Prepared: 8/25/2012
Revised: 3/09/2013

DEPARTMENT/COLLEGE: Department of Kinesiology, Health, 
and Sport Studies
College of Education

PRESENT RANK & DATE OF RANK: Assistant Professor
January 7th, 2013

Year Appointed/Rank: 2013, Assistant Professor
2012, Instructor

CITIZEN OF: United States of America

EDUCATION:

Baccalaureate: B.S., University of Illinois, Champaign-Urbana, 2005

Graduate: M.S., University of Illinois, Champaign-Urbana, 2008

Ph.D., University of Texas, Austin, 2012

Certification: K-12 Physical Education, 6-8 Health Education

FACULTY APPOINTMENTS AT OTHER INSTITUTIONS (Years and Rank):
[Not administrative appointments; see below.]

signature: _______________________________ 04/10/13
PROFESSIONAL SOCIETY MEMBERSHIP(S):

1. American College of Sports Medicine
3. International Society of Behavioral Nutrition and Physical Activity
4. American Alliance for Physical Education, Recreation, and Dance
5. National Association for Kinesiology and Physical Education in Higher Education
6. National Association for Sport and Physical Education
7. Michigan Association for Health, Physical Education, Recreation, and Dance
8. Texas Association for Physical Education, Recreation, and Dance
9. Illinois Association Health, Physical Education, Recreation and Dance

HONORS/ AWARDS:

1. 2013, Nomination – University of Texas at Austin, Graduate Student Outstanding Dissertation Award (Research)
2. 2013, Finalist – American Alliance for Health, Physical Education, Recreation, and Dance Research Consortium Graduate Student Paper Award (Research)
3. 2012, Exemplary Paper/Larry Locke Graduate Student Travel Award – Presented by American Educational Research Association (AERA) Special Interest Group: Research on Teaching and Learning in Physical Education (Research)
4. 2012, University of Texas Clarke Foundation Scholarship (Research)
5. 2011, University of Texas PETE Alderson Teaching Excellence Scholarship (Teaching)
6. 2011, Exemplary Paper/Larry Locke Graduate Student Travel Award – Presented by American Educational Research Association (AERA) Special Interest Group: Research on Teaching and Learning in Physical Education (Research)
7. 2011, University of Texas Clarke Foundation Scholarship (Research)
8. 2010, Finalist -- Center for Teaching and Learning Graduate Student Instructor Award (Teaching)

9. 2010, University of Texas Clarke Foundation Scholarship (Research)

10. 2010, University of Texas PETE Alderson Teaching Excellence Scholarship (Teaching)

11. 2010, University of Texas Clarke Foundation Scholarship (Research)

12. 2010, NASPE Advocacy Ambassador _ Polar Electro Scholarship (Community Engagement)

13. 2008, Chicago Suburban High School Association Teacher Excellence Award (Teaching)

14. 2007, Midwest District AAHPERD Presidential Citation for tenure of service and leadership (Community Engagement)

15. 2006, IAHPERD Student Scholarship (Research)

16. 2006, NASPE Major of the Year Award (Scholarship)

II. RESEARCH

A. Research in Progress, Not Funded

B. Funded Research in Last Five Years

2. Centeio, E.E., Kulik, N., McCaughtry, M. (Principal Investigator)
Danielle Karmanos Work It Out: Establishing an Evidence Base
Source: Children’s Hospital of Michigan Foundation
Award: $30,000

1. Centeio, E.E. & Castelli, D.M. (Principal Investigator)
Director of Physical Activity Professional Development Outcomes
Source: American Alliance for Health, Physical Education, Recreation, and Dance, Research Consortium
Award: $3,000
April 1st, 2012 – April 1st, 2013

C. Fellowships/Grants/Special Awards in Last Five Years

1. Centeio, E.E. (Teaching Grant)
AAHPERD National Convention and Exposition
Source: Faculty Teaching and Travel Grant, Wayne State University
Award: $800
April, 2013

D. Grants Not Funded

2. Murphy, A., McCaughtry, N., & Centeio, E.E. (Co-Investigator)
   Physical Activity and Healthy Eating Before/After School and Summer
   Programming
   Source: Michigan Department of Community Health
   Award: $39,375 (2012)

1. Centeio, E.E. (Principal Investigator)
   Comprehensive School Physical Activity Programs
   Source: AAHPERD Research Consortium Dissertation Grant
   Award: $3,000 (2010)

III. PUBLICATION

A. Scholarly Books Published
   1. Authored
   2. Co-Authored

B. Chapters Published
   1. Authored
   2. Co-Authored

   Culture: Exploring its Implications for School Physical Education

C. Editorships of Books/Proceedings

D. Journal Articles Published
   1. Refereed Journals

   (8) Brothers, M., Castelli, D.M., Centeio, E.E., Hwang, J. (under review).
   Acute health indices and cognitive performance in school-aged children.
   Preventive Medicine.


E. Papers Published in Conference Proceedings

1. Refereed Papers
2. Nonrefereed Papers

F. Translations of Other Authors Published

1. Books
2. Articles or Creative Works

G. Abstracts Published in Academic Journals


I. Papers Presented

1. Invited and/or Refereed Internationally or Nationally

(27) Centeio, E.E., & Castelli, D.M. (accepted). Predictors of increasing physical activity opportunities for children in the school setting. A poster accepted for presentation at the American College of Sport’s Medicine’s 60th Annual Meeting and 4th World Congress on Exercise is Medicine. Indianapolis, IN.


American College of Sport Medicine: Physical Activity, Cognitive Function, and Academic Achievement Conference, Washington, DC.


2. Invited and/or Refereed Locally/Regionally


N. Other Scholarly Work


NAME: Anne Murphy  
DATE PREPARED: September 2010  
DATE REVISED: March 2013

DEPARTMENT/COLLEGE: College of Education  
PRESENT RANK & DATE OF RANK: Assistant Professor-Research

EDUCATION:  
Baccalaureate: University of Michigan, Ann Arbor, MI, 1974  
Graduate: M.S., Wayne State University, Detroit MI, 1983  
Ph.D., Michigan State University, E. Lansing, MI, 1987  
Postgraduate: N/A  
Licensure: Registered Dietitian, American Dietetic Association, 1985

RESEARCH

Funded Research in Last Five Years:

1. $200,000 to Wayne State University, Division of Kinesiology, Health and Sport Studies from the United States Department of Agriculture through the Michigan Nutrition Network of the Michigan Fitness Foundation. Detroit Healthy Youth Initiative: Interdisciplinary Nutrition Education in Detroit High Schools (2012-13).

2. $100,000 awarded to the WSU Center of School Health from the Blue Cross Blue Shield Foundation. Building Healthy Communities: An Evaluation of Outcomes and Impact (2012-2014).


4. $1,250,000 awarded to the Wayne State University Center for School Health to plan, implement and evaluate Building Healthy Communities Program (2011-14)

5. $200,000 awarded to Wayne State University Center of School Health from the United States Department of Agriculture through Michigan Nutrition Network; Detroit

signature: ____________________________ 04/11/13
Healthy Youth Initiative: Interdisciplinary Nutrition Education in High Schools (2011-12)

6. $137,164 from USDA, awarded to Wayne State University Division of Kinesiology, Health and Sport Studies from the Michigan Nutrition Network; Integrating Nutrition Education across the Curriculum in Low-Income Detroit High School [Detroit Healthy Youth Initiative, 2010-11]

7. $5,000,000 from W.K. Kellogg Foundation awarded to the Office of the Surgeon General within the Michigan Department of Community Health; Empowering Michigan Middle School Students in Underserved Communities to Drive Policy, Environmental and Youth Behavior Change in Schools (2007-2011)

Grant Proposals Written (Funded):


7. Empowering Michigan Middle School Students in Underserved Communities to Drive Policy, Environmental and Youth Behavior Change in Schools (2007-11). Written as a consultant to the Office of the Surgeon General within the Michigan Department of Community Health. Submitted to the W.K. Kellogg Foundation. Funded for $5,000,000.


Referred Journal Publications


NAME: Nate McCaughtry

DEPARTMENT/COLLEGE: Division of Kinesiology, Health, and Sport Studies
College of Education

PRESENT RANK & DATE OF RANK: Associate Professor 05-17-07

WSU APPOINTMENT HISTORY:
Year Appointed/Rank: 2001, Assistant Professor
2003, Kinesiology Pedagogy Program Coordinator
2007, Associate Professor
2011, Director; College of Education Center for School Health

Citizen of: United States

EDUCATION:
Baccalaureate: B.S., University of Wisconsin-La Crosse, 1997
Graduate: M.S., University of Wisconsin-La Crosse, 1998
Ph.D., University of Alabama, 2001

Signature: February 2, 2012
PROFESSIONAL SOCIETY MEMBERSHIPS:

1. American Public Health Association
3. American Alliance for Health, Physical Education, Recreation and Dance
4. Michigan Association for Health, Physical Education, Recreation, and Dance

HONORS/AWARDS:

1. 2012, Metzler-Freedman Exemplary Paper Award by the Journal of Teaching in Physical Education.
2. 2012, Exemplary Paper Award by the American Educational Research Association Special Interest Group: Research on Learning and Instruction in Physical Education (Research)
3. 2010, Kathleen Reilly Koory Endowed Faculty Development Award by Wayne State University. (Community Engagement)
4. 2010, Social Justice and Diversity Award by the American Alliance for Health, Physical Education, Recreation and Dance. (Community Engagement)
5. 2010, Exemplary Paper Award by the American Educational Research Association Special Interest Group: Research on Learning and Instruction in Physical Education. (Research)
6. 2009, Alumni Faculty Service Award by the Wayne State University Alumni Association. (Community Engagement)
7. 2009, Career Development Chair Award by Wayne State University. (Research)
8. 2009, Exemplary Graduate Student Paper Award by the American Educational Research Association (AERA) Special Interest Group: Research on Learning and Instruction in Physical Education. (Research)
9. 2008, Exemplary Paper Award by the American Educational Research Association Special Interest Group: Research on Learning and Instruction in Physical Education. (Research)

10. 2007, Faculty Mentor Award by Wayne State University (Research)

11. 2007, Junior Faculty Award by the Wayne State University Academy of Scholars. (Research)

12. 2006, Research Writing Award by the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance. (Research)

13. 2006, Metzler-Freedman Exemplary Paper Award by the Journal of Teaching in Physical Education. (Research)

14. 2006, Mabel Lee Award by the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance. (Research)

15. 2005, Research Fellowship in the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance. (Research)

16. 2004, Metzler-Freedman Exemplary Paper Award by the Journal of Teaching in Physical Education. (Research)

17. 2002, University Research Award by Wayne State University. (Research)
II. RESEARCH

B. Funded Research in Last Five Years

21. McCaughtry, N. (Principal Investigator) 
Detroit Healthy Youth Initiative  
Source: WSU Office of the Vice-President for Research  
Award: $32,000  
August 18, 2012 - August 18, 2013

20. Murphy, A. (Principal Investigator) & McCaughtry, N. (Co-Investigator)  
Nutrition Education Linking Lesson Evaluation: Michigan Nutrition Network (MNN) in Partnership with Detroit Healthy Youth Initiative  
Source: U.S. Dept. of Agriculture  
Award: $56,196  
October 1, 2011 - September 30, 2012

19. McCaughtry, N. (Principal Investigator)  
Building Healthy Communities: Engaging Elementary Schools  
Source: Blue Cross Blue Shield of Michigan  
Award: $1,250,000  
September 1, 2011 - August 31, 2014

18. McCaughtry, N. (Principal Investigator) & Simpkins, R. (Co-Investigator)  
Detroit Healthy Youth Initiative  
Source: Wayne County Michigan Children and Family Services  
Award: $2,770,095  
October 1, 2011 - September 30, 2016

17. Fahlman, M. (Principal Investigator), & McCaughtry, N. (Co-Investigator)  
Detroit Healthy Youth Initiative: Interdisciplinary Nutrition Education in High Schools  
Source: U.S. Dept. of Agriculture  
Award: $200,000  
October 1, 2011 - September 30, 2012

16. McCaughtry, N. (Principal Investigator)  
Detroit Healthy Youth Initiative  
Source: WSU Office of the Vice-President for Research  
Award: $32,000  
August 18, 2011 - August 18, 2012

15. Fahlman, M. (Principal Investigator), McCaughtry, N. (Co-Investigator)  
Integrating Nutrition Education Across the Curriculum in Low-Income Detroit High Schools; A Detroit Healthy Youth Initiative
   Detroit Healthy Youth Initiative
   Source: U.S. Dept. of Education
   Award: $1,103,603
   July 1, 2009 – June 30, 2012

13. McCaughtry, N. (Principal Investigator)
   Generation With Promise
   Source: Michigan Dept. of Community Health
   Award: $66,742
   October 1, 2009 – September 30, 2010

12. McCaughtry, N. (Principal Investigator)
   Generation With Promise
   Source: Wayne State University; Career Development Chair Award
   Award: $19,000
   May 1, 2009 – December 31, 2010

11. McCaughtry, N. (Principal Investigator)
   Generation With Promise
   Source: Michigan Dept. of Community Health
   Award: $74,491
   October 1, 2008 – September 30, 2009

10. McCaughtry, N. (Principal Investigator)
    Detroit Health Youth Initiative
    Source: WSU Office of the Vice-President for Research
    Award: $35,000
    September 1, 2008 – December 31, 2009

9. McCaughtry, N. (Principal Investigator)
   Generations with Promise
   Source: Michigan Dept. of Community Health
   Award: $38,304
   October 1, 2007 – September 30, 2008

8. McCaughtry, N. (Principal Investigator), Martin, J. (Co-Investigator)
   Detroit Healthy Youth Initiative
   Source: U.S. Department of Education
7. McCaughtry, N. (Principal Investigator), Martin, J. (Co-Investigator)  
Detroit Healthy Youth Initiative - Phase III, Year 2  
Source: U.S. Department of Education: Carol M. White Physical Education Program (PEP)  
Award: $214,051  
October 1, 2005 - September 30, 2006

6. McCaughtry, N. (Principal Investigator), Martin, J. (Co-Investigator)  
Detroit Healthy Youth Initiative - Phase III, Year 1 Supplemental  
Source: U.S. Department of Education: Carol M. White Physical Education Program (PEP)  
Award: $140,639  
June 1, 2005 - December 31, 2005

5. McCaughtry, N. (Principal Investigator), Martin, J. (Co-Investigator)  
Detroit Healthy Youth Initiative - Phase III, Year 1  
Source: U.S. Department of Education: Carol M. White Physical Education Program (PEP)  
Award: $76,154  
October 1, 2004 - September 30, 2005

4. McCaughtry, N. (Principal Investigator), Martin, J. (Co-Investigator)  
Detroit Healthy Youth Initiative - Phase II  
Source: U.S. Department of Education: Carol M. White Physical Education Program (PEP)  
Award: $250,856  
October 1, 2003 - September 30, 2004

3. McCaughtry, N. (Principal Investigator), Hodges-Kulinna, P. & Martin, J.  
(Co-Investigators)  
Detroit Healthy Youth Initiative - Phase I  
Source: U.S. Department of Education: Carol M. White Physical Education Program (PEP)  
Award: $300,961  
October 1, 2002 - September 30, 2003

2. McCaughtry, N. (Principal Investigator), Hodges-Kulinna, P. & Martin, J.  
(Co-Investigators)  
Why aren't teachers implementing health-related fitness curriculum?: An analysis of EPEC curriculum  
Source: American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD)
Award: $15,000
April 1, 2003 - March 31, 2003

1. McCaughtry, N. (Principal Investigator)
Learning to teach new curricular models: Challenges in learning to teach Sport Education
Source: Wayne State University
Award: $7,000
June 1, 2002 - August 31, 2002
III. PUBLICATIONS

B. Book Chapters

1. Authored


D. Journal Articles Published

1. Refereed Journals

64. Murphy, A., McCaughtry, N., Martin, J.J., Blum, B., & Wisdom, K. (in review). Helping schools be successful: Recommendations from coordinated school health teams in urban middle schools. *Health Promotion Practice*.


3. Non-Refereed Journals


G. Abstracts Published in Academic Journals


H. Book Reviews Published

1. Academic Journals


L. Papers Presented

1. Invited and/or Refereed Internationally or Nationally


99. McCaughtry, N. (October, 2012). Preparing teachers and meeting the needs of K-12 students and schools. [Invited Keynote] *Presentation at the National Association for Sport and Physical Education Physical Education Teacher Education conference, Las Vegas, NV.*


meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Tampa, FL.


presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX.


16. McCaughtry, N., (2005, August). *Interviewing as the centerpiece of qualitative research in physical education.* Presentation at New Mexico State University, Las Cruces, NM.


SAMPLE PROGRAM SPECIFIC ASSURANCE

Agency Name: Livonia Public Schools          DUNS # 074236662

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:
   _X_ Coordinated School Health Program
   ___ Team Nutrition Training Grant
   ___ Recovery Act Communities Putting Prevention to Work–Community Initiative (RACPCW)
   _X_ Others not listed here: Let’s Move! Active Schools; Coordinated School Physical Activity Program (CSPAP)
   ___ 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.

Superintendent

Title

April 11, 2013

Date Submitted
Sample LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Livonia Public Schools  DUNS #074236662

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

LEA Authorized Representative Name: Dr. Randy Liepa, Superintendent

Roles and Responsibilities:
• Support staff participation at professional development and to attend School Health Advisory Council meetings
• Be an active member of the School Health Advisory Council meetings
• Support implementation and monitoring of existing Local Wellness Policy; review recommendations for changing or adding policies proposed by the Health Advisory Council
• Provide leadership and oversight for the project
• Recognize the contribution of PE and Health teachers that participate in this project
• Provide a communication link to the school board
• Share information about the project in district-level publications and at meetings; share positive outcomes with parents and the community
• Participate in media events related to the project

Contribution to the Project:
Involvement in, and support of, this project by the superintendent is key to its success and to sustaining the progress made after the grant period ends. Before writing this proposal we outlined our vision for the project with him. He indicated his strong support and has been available to us during the proposal writing efforts. Dr. Liepa understands the connection between physical activity and academics and supports the premise that “healthy students are better leaners”.

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

Signature of LEA’s Authorized Representative:

Dated: 4/24/13
CBO Name: Wayne State University Center for School Health

Roles and Responsibilities:
- Provide evaluation services including data analysis and summaries of results and findings.
- Provide professional development services in the area of physical activity, CSPAP, nutritional needs and issues related to adolescents; and USDA nutrition recommendations.
- Maintain communication with project director.
- Attend School Health Advisory Council meetings as appropriate.
- Assist with development of annual reports.
- Provide updates to school board of education as indicated.
- Participate in media events when requested.
- Develop a detailed evaluation plan, develop appropriate assessments and protocol for administering them, implement the evaluation plan with fidelity, coordinate data collection, entry and analysis.

Contribution to the Project:
The Center for School Health at Wayne State University will play a key role in the proposed project in two areas, evaluation and professional development. Three faculty will participate in this project: Dr. Nate McCaughtry—Center Director and dean of the Kinesiology, Health and Sport Studies Division; Dr. Annie Murphy—Associate Director of the Center and assistant professor in the College of Education; and Dr. Erin Centelio who is an assistant professor in Kinesiology, Health and Sport Studies. This team has an incredible amount of experience and experience related to school health initiatives as well as being top researchers in the United States in the areas of school health reform.

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

Signature of CBO’s Authorized Representative:

Dated: 4/9/2013
Public Health Partner Name: Wayne RESA (Regional Educational Service Agency)  
(The local Intermediate School District where our health coordinators are based)

Roles and Responsibilities:
- Provide training and other professional development activities for PE and Health teachers on the newly-revised State health curriculum - *Michigan Model for Health®*
- Provide support to teachers for successful implementation of the *Michigan Model for Health®* Nutrition and Physical Activity Unit
- Participate on the School Health Advisory Council if available
- Inform teachers about health-related resources and technical support that are available to them at the local and state level

Contribution to the Project:

Our school district has a positive and ongoing relationship with the local Intermediate School District (Regional Educational Service Agency). We have worked with their health education staff to provide professional development to not only our PE and health teachers but have also hosted workshops where teachers in three counties in southeast Michigan are trained. RESA staff will contribute to the project in the area of resources and professional development. Continuing this relationship is also important to sustain our effort to provide quality and consistent nutrition education for our students after the grant period has ended.

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

Signature of Public Health Entity's Authorized Representative:  

Judy Bonne, Executive Director Instructional Services

Dated: 4-9-13
Food Service or Child Nutrition Director: Kristen Hennessey, Food Service Director

Roles and Responsibilities:

- Be an active member of the School Health Advisory Council and represent the food service program at these meetings and related to the school health assessments that are conducted (PECAT, HECAT, SHI)
- Support implementation of policies related to food and food service
- Participate in the Healthier US School Challenge
- Attend professional development workshops that relate to food or nutrition

Contribution to the Project:

Ms. Hennessey is an excellent food service director and our district values her leadership in the area of school meals and foods served in venues other than meals (a la carte, vending, concessions, etc.). The meals she plans for our large district meet federal regulations/guidance (USDA MyPlate, Dietary Guidelines for Americans and School Meal Regulations). Her attendance and/or involvement at food/nutrition related professional development is important so that she can inform teachers and administrators about how planning and purchasing decisions are made for the district and to maintain communication with teachers, especially health teachers about nutrition and how the food service department can support food-related school events. Kristin’s commitment to the District Wellness Policy is important since the policies that relate to food fall under her leadership. Our school meals program and our food service director are positive aspects of our school “health” environment.

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

Signature of LEA’s Food Service or Child Nutrition Director:

Dated: 4/9/13
Head of Local Government Name (or designee): Jack Kirksey, Mayor

Roles and Responsibilities:
- Inform the community about the value and projected outcomes of the PEP grant
- Attend School Health Advisory Council meetings when available to do so
- Participate in media events

Contribution to the Project:
The primary contribution of Mayor Kirksey is to be a link with the community about the project and understand and recognize the commitment that Livonia Public Schools is making to transform their physical education program by initiating, expanding and enhancing it to create more physical activity opportunities for children, improve consistency within PE programming, and through implementation of the Local Wellness Policy.

This agreement is in support of Livonia Public Schools EP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: [Signature]

Dated: 4/11/13
April 10, 2013

Mrs. Sheryl Archibald
Health and Physical Education Programs
Livonia Public Schools

Dear Mrs. Archibald,

I am pleased that you are taking leadership to develop and submit a PEP grant proposal for our district. The need is great and the time is overdue to improve our physical education program at the secondary level, as well as to enhance and expand it. The activities you have outlined will not only provide resources, professional development, and curriculum for our middle and high schools; it will create consistency across and within schools related to programming, instruction, and assessment.

This grant funding would allow us to revamp our PE program to provide our students with information and skills needed for a physically active lifestyle, as I realize that our current focus on team (competitive) sports is outdated. The assessments that have been completed, as a preface to writing the proposal, produced results that I would like to examine. Producing baseline data is important so that we can track and report our progress.

I would like to join the Health Advisory Council and will encourage principals at the targeted schools to also become involved. I understand that this group will review existing policies, inform staff about them, and support their implementation. Our Wellness Policy is due to be revisited as well. I can provide guidance on the district policies that are developed to support healthy choices by students.

Another contribution I can make to the project would be to offer support (release time) for physical education and health teachers to attend professional development. Additionally, you can count on me to be a communication link with the School Board of Education. If this grant is awarded, I will expect you to provide a summary of how it will involve and benefit the district.

Please inform your project team that I am 100% supportive of this project if you are awarded a PEP grant. I rely on you to keep me informed about ways I can help your efforts to reform our current program into one that meets state standards and helps our students to lead healthy lifestyles.

Sincerely,

Randy A. Liepa, Ph.D.
Superintendent
Mrs. Sheryl Archibald  
Health and Physical Education Programs  
Livonia Public Schools  
15125 Farmington Road  
Livonia, MI 48154

Dear Mrs. Archibald,

Thank you for sharing your good news regarding Livonia Public Schools' PEP grant application. What a wonderful opportunity to not only promote lifelong fitness for our young people, but to increase their knowledge of nutrition, physical activity, and healthy choices in order to lead a healthy lifestyle! This initiative supports the efforts of businesses and agencies in our community with whom we will partner to help Livonia families work positively toward good health and wellness.

In order to support your project, I outline the three possibilities below:

- First, I could recommend a city leader to join your Health Advisory Council to represent community businesses and recreation-related agencies.
- Second, I could alert people in the community who would be in the position to lend support to your project. My staff and I are involved in many local initiatives and programs and I am certain there are positive connections we could make with your team.
- Third, I could attend your media events to demonstrate the City of Livonia's support for school district efforts to positively impact the health and well-being of our youth.

I am confident that the program you planned is comprehensive, of the highest quality, and designed to enhance programs available to our young people. I hope the U.S. Department of Education gives your proposal a favorable review and look forward to more news from you about this important and beneficial project.

Sincerely,

Jack E. Kirksey  
Mayor, City of Livonia
April 8, 2013

Mrs. Sheryl Archibald
Health and Physical Education Programs
Livonia Public Schools

Dear Sheryl,

As the Director of the Wayne State University (WSU) Center for School Health, I have reviewed your grant proposal for the U.S. Department of Education PEP grant and am indicating my strong support for the excellent initiative you have outlined. Your proposal lays out a district-wide transformation where instruction and assessment will be improved and become more consistent across the six secondary schools. Livonia Public Schools can certainly benefit from the support of this grant and is positioned to be successful in meeting the goals and objectives you have identified. The combination of professional development, quality equipment and curricula, mentoring and teacher sharing and purposeful and realistic evaluation will result in change not only during the grant period but also in the years that follow it.

I understand that the role of the Center for School Health relates to planning and providing professional development for physical education and nutrition and conducting a process and product evaluation to provide the U.S. DoE with the information it needs and provide your district with information gathered over the three year grant period to track improvements at the student, school and district levels. We are qualified, available and interested to provide these professional development and evaluation services to help you improve, expand and enhance your physical education programming. As you know, the faculty at the Center for School Health have developed, implemented and evaluated PEP grants for several other Michigan school districts and look forward to the opportunity to be involved in your program reform. Our areas of expertise (evaluation planning and assessment tool development; implementing programs with fidelity, data collection and analysis; and summarizing results as is required for your funder, but also for your district administrators.

I look forward to hearing from you about the status of your proposal and am glad to join your experienced team of experts to move forward with district level change in your physical education program.

Nate McCaughtry, PhD
Director, Center for School Health
Assistant Dean, Division of Kinesiology, Health and Sport Studies

PR/Award # S215F130136
Page e102
COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1386028429A1
DATE: 07/24/2012

ORGANIZATION:
Wayne State University
Fiscal Operations
5700 Cass, Suite 4900 AAB
Detroit, MI 48202-

FILING REF.: The preceding agreement was dated 04/26/2011

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

<table>
<thead>
<tr>
<th>RATE TYPES:</th>
<th>FIXED</th>
<th>FINAL</th>
<th>PROV. (PROVISIONAL)</th>
<th>PRED. (PREDETERMINED)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EFFECTIVE PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>PRED.</td>
</tr>
<tr>
<td>PRED.</td>
</tr>
<tr>
<td>PRED.</td>
</tr>
<tr>
<td>PRED.</td>
</tr>
<tr>
<td>PROV.</td>
</tr>
</tbody>
</table>

*BASE*
Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first $25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of $25,000.
**SECTION I: FRINGE BENEFIT RATES**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>FROM</th>
<th>TO</th>
<th>RATE(%)</th>
<th>LOCATION</th>
<th>APPLICABLE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIXED</td>
<td>10/1/2011</td>
<td>9/30/2012</td>
<td>36.00</td>
<td>All</td>
<td>Clerical Staff</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2011</td>
<td>9/30/2012</td>
<td>25.20</td>
<td>All</td>
<td>Fac/Prof/Admin</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2011</td>
<td>9/30/2012</td>
<td>11.00</td>
<td>All</td>
<td>P/T Faculty</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2011</td>
<td>9/30/2012</td>
<td>13.50</td>
<td>All</td>
<td>Technicians</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2011</td>
<td>9/30/2012</td>
<td>2.30</td>
<td>All</td>
<td>P/T Hourly</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2012</td>
<td>9/30/2013</td>
<td>34.40</td>
<td>All</td>
<td>Clerical Staff</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2012</td>
<td>9/30/2013</td>
<td>23.60</td>
<td>All</td>
<td>Fac/Prof/Admin</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2012</td>
<td>9/30/2013</td>
<td>10.00</td>
<td>All</td>
<td>P/T Faculty</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2012</td>
<td>9/30/2013</td>
<td>10.40</td>
<td>All</td>
<td>Technicians</td>
</tr>
<tr>
<td>FIXED</td>
<td>10/1/2012</td>
<td>9/30/2013</td>
<td>2.00</td>
<td>All</td>
<td>P/T Hourly</td>
</tr>
</tbody>
</table>

**PROV.** | 10/1/2013  | Until amended | "Use same rates and conditions as cited for FYE 9/30/13."

**DESCRIPTION OF FRINGE BENEFITS RATE BASE:**
Salaries and wages.
SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate(s) are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition - Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

FRINGE BENEFITS:

FICA
Retirement
Disability Insurance
Worker's Compensation
Life Insurance
Unemployment Insurance
Health Insurance
Employee Tuition Remission
Dental Insurance
ORGANIZATION: Wayne State University Fiscal Operations

AGREEMENT DATE: 07/24/2012

SECTION III: GENERAL

A. LIMITATIONS:
The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pool as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles. (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) The types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:
This Agreement is based on the accounting system purposed by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowance.

C. FIXED RATES:
If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the actual cost and actual costs.

D. ECONOMIC CHANGES:
The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21 Circular, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in a above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:
If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a method other than the approved rate(s) in this Agreement, the organization should: (1) credit such costs to the affected program, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Wayne State University Fiscal Operations

ON BEHALF OF THE FEDERAL GOVERNMENT:

Department of Health and Human Services

[Signature]

James D. Barbel, Controller
AVP - Fiscal Operations
Wayne State University

Darrin C. Treadwell
Assistant Director, Central States Field Office

DATE: 7/26/12

Arif Karim

[Signature]

Director, Central States Field Office

[Signature]

Nancy J. Mazzoni

[Signature]

Ernest Kinney

[Signature]

[Signature]

Telephone: (214) 767-3261

Page 4 of 4

PR/Award #: S215F130186

Page 6107
OVERALL PECAT SCORECARD

To complete the overall PECAT scorecard and examine strengths and weaknesses of a single curriculum, transfer each of the individual scores from the completed content and student assessment analyses scorecards to the corresponding location below.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
<th>STANDARD</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard #1</td>
<td>6</td>
<td>4</td>
<td></td>
<td></td>
<td>Standard #1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #2</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
<td>Standard #2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #3</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td>Standard #3</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #4</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td>Standard #4</td>
<td>6</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #5</td>
<td>6</td>
<td>0</td>
<td></td>
<td></td>
<td>Standard #5</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard #6</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td>Standard #6</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Standards:</td>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td>Additional Standards:</td>
<td>#1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>#4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>#4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Improvement Plan Worksheet

<table>
<thead>
<tr>
<th>Identified weaknesses within PECAT results</th>
<th>PECAT Committee recommendations</th>
<th>Necessary actions</th>
<th>Persons responsible and completion dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School &amp; High School Weaknesses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Participates regularly in physical activity</td>
<td>MS-THS:</td>
<td></td>
<td>Shuyi A: 3/25/13</td>
</tr>
<tr>
<td>2. Assessment of movement concepts, principles, strategies, tactics and assessment of motor skills, movement patterns.</td>
<td>1. Redesign curriculum so it is based on students' interest. Offer lifetime activities that are relevant and enjoyable. Also design a CSPAP so that students have more opportunities to participate.</td>
<td>2. Create a curriculum that matches the needs of students.</td>
<td>LPS District</td>
</tr>
<tr>
<td>3. Teaching and assessing students how to value and enjoy physical activity, movement</td>
<td>2. Adopt a curriculum that is not only appealing to students but that is standards based include assessment, teach teachers how to use it in the classroom.</td>
<td>3. Fundraise/start working toward implementing/having new curriculum/resources.</td>
<td>Shuyi A: 4/1/13</td>
</tr>
<tr>
<td>4. Helping our students achieve and maintain a health-enhancing level of fitness, assessing it.</td>
<td>3. Design curriculum so that students have a variety of things that they enjoy. Discover a curriculum that has something for everyone.</td>
<td>4. Take teachers through numerous PD opportunities so that they thoroughly understand activities assessments within the new curriculum.</td>
<td>Shuyi A: 5/15/13</td>
</tr>
<tr>
<td>5. Implement lifetime activities focused on fitness such as weight/fitness center, yoga, Zumba, etc. Use assessment tools such as FITNESSGRAM to assess address improving fitness levels.</td>
<td>4. Impart knowledge of different activities.</td>
<td>5. Begin to think outside the box. How can we get our students more active and give them opportunities to be active outside of PE?</td>
<td>Erin C, Nate M: 8/15/13</td>
</tr>
<tr>
<td>6. Create new opportunities for students to be active before, during, after school.</td>
<td>5. Create new opportunities for students to be active before, during, after school.</td>
<td>6. Create new opportunities for students to be active outside of PE.</td>
<td>Annie M: 11/10/13</td>
</tr>
</tbody>
</table>

Obviously these are all of the dates that we would love to meet!
School Health Index

**Overall Score Card**

Scores represent avg. scores for each of the three MS/HS programs combined. Detailed is listed in narrative document.

For each module (row), write an X in the one column where the Module Score falls*

<table>
<thead>
<tr>
<th></th>
<th>Low 0-20%</th>
<th>Medium 21%-40%</th>
<th>Medium 41%-60%</th>
<th>Medium 61%-80%</th>
<th>Medium 81%-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Health Policies and Environment – Module 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~68% MS</td>
</tr>
<tr>
<td>Health Education – Module 2</td>
<td></td>
<td></td>
<td>~74% MS</td>
<td>~71.5% HS</td>
<td></td>
</tr>
<tr>
<td>Physical Education and Other Physical Activity Programs – Module 3</td>
<td></td>
<td></td>
<td>~53% MS</td>
<td>~59% HS</td>
<td></td>
</tr>
<tr>
<td>Nutrition Services – Module 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~79% MS</td>
</tr>
<tr>
<td>School Health Services – Module 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>~80% HS</td>
</tr>
<tr>
<td>School Counseling, Psychological, and Social Services – Module 6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Health Promotion for Staff – Module 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family and Community Involvement – Module 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Some schools like to write the module scores in each box.
School Health Improvement Plan

**Instructions**
1. In the first column: list, in priority order, the actions that the School Health Index team has agreed to implement.
2. In the second column: list the specific steps that need to be taken to implement each action.
3. In the third column: list the people who will be responsible for each step and when the work will be completed.

<table>
<thead>
<tr>
<th>Actions</th>
<th>Steps</th>
<th>By Whom and When</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Find, Adopt, &amp; Implement a standards based physical education curriculum that is relevant to students</td>
<td>a. Contact experts locally &amp; nationally to determine best options</td>
<td>Sheryl A 2/25/13</td>
</tr>
<tr>
<td></td>
<td>b. Review suggested curriculums &amp; how it fits with cultural context</td>
<td>Sheryl A 3/7/13</td>
</tr>
<tr>
<td></td>
<td>c. Give options &amp; survey to teachers &amp; students</td>
<td>Teachers &amp; Students 3/15/13</td>
</tr>
<tr>
<td></td>
<td>d. Based on input from teachers &amp; students make an informed decision about which curricula</td>
<td>Sheryl A 4/1/13</td>
</tr>
<tr>
<td></td>
<td>e. Fundraise &amp; gain support from Admin to purchase curriculum resources</td>
<td>Sheryl A, Teachers 4/2/13</td>
</tr>
<tr>
<td></td>
<td>f. Train teachers with numerous PD experiences on how to implement new curriculum</td>
<td>Erin C, Sheryl A, Nate M 8/10/13</td>
</tr>
<tr>
<td></td>
<td>g. Assess teachers on implementation of new curriculum</td>
<td>Erin C, Sheryl A, Nate M 12/1/13</td>
</tr>
<tr>
<td></td>
<td>h. Give suggestions to teachers based on observations of how to successfully implement</td>
<td>Erin C, Sheryl A, Nate M 1/15/13</td>
</tr>
</tbody>
</table>
### SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

<table>
<thead>
<tr>
<th>Actions</th>
<th>Steps</th>
<th>By Whom and When</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Create and implement additional opportunities before, during, and after school to help students meet the recommended amount of weekly (225 min) ; daily (60 min) physical activity</td>
<td>a. Advocate for administration importance of implementing a CSPAP</td>
<td>Erin C. &amp; Sheryl A 4/15/15</td>
</tr>
<tr>
<td></td>
<td>b. Conduct an analysis to determine what programs would fit best in each school</td>
<td>Erinn &amp; Sheryl A 6/1/15</td>
</tr>
<tr>
<td></td>
<td>c. Explain suggested targeted point of implementation</td>
<td>Sheryl A &amp; Teachers 8/1/15</td>
</tr>
<tr>
<td></td>
<td>d. Have teachers take an assessment of what students want within CSPAP</td>
<td>Teachers 10/1/13</td>
</tr>
<tr>
<td></td>
<td>e. Determine points of intervention</td>
<td>Erin C, Sheryl A, Teachers 11/1/15</td>
</tr>
<tr>
<td></td>
<td>f. Begin implementation of CSPAP</td>
<td>Teachers &amp; Volunteers 1/30/15</td>
</tr>
<tr>
<td></td>
<td>g. Re-evaluate/Assess purpose / effectiveness of CSPAP</td>
<td>Erin C &amp; Nate M 4/1/15</td>
</tr>
<tr>
<td>3. Establish a Coordinated School Health Advisory Committee (SHAC) at the district level to review, develop, and change district policies regarding the physical activity &amp; healthy eating environments of the schools.</td>
<td>a. Determine what types of people should be on a SHAC</td>
<td>Erin C &amp; Sheryl A, Nate M, Anne M 4/1/15</td>
</tr>
<tr>
<td></td>
<td>b. Solicit &amp; promote SHAC</td>
<td>Sheryl A 5/1/15</td>
</tr>
<tr>
<td></td>
<td>c. Recruit participants for first SHAC meeting</td>
<td>Sheryl A 8/1/15</td>
</tr>
<tr>
<td></td>
<td>d. SHAC meets regularly</td>
<td>Committee members 8/30/15</td>
</tr>
<tr>
<td></td>
<td>e. SHAC targets existing policies</td>
<td>Throughout year</td>
</tr>
<tr>
<td></td>
<td>f. SHAC creates new policies</td>
<td>1 Year after implementation: 2016</td>
</tr>
<tr>
<td></td>
<td>g. Admin, teachers, parents, students, and community members begin to realize impact of SHAC on district policies</td>
<td></td>
</tr>
<tr>
<td>Actions</td>
<td>Steps</td>
<td>By Whom and When</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>4. Implement the Michigan Model Curriculum to enhance nutrition education within the district &amp; align with Michigan expectations &amp; benchmarks to Nutrition Education &amp; Health Education</td>
<td>a. Contact MDE to gain further knowledge of curriculum b. Review curriculum &amp; begin brainstorming about how it can be implemented c. Align with current curriculum model d. Introduce to teachers &amp; Administration e. Train teachers in implementation f. Evaluate implementation g. Make adjustments to fit needs of each school</td>
<td>Sheryl A, Anne M 6/1/13 Sheryl A, Anne M 7/1/13 Sheryl A, Anne M 9/1/13 Anne M 11/15/14 RESA 3/10/14 Nate M 6/11/14 Erin C, Anne M, Nate M 8/11/14</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLANNING FOR IMPROVEMENT - Page 8
Your Project Has Been Submitted to SEMCOG's Database

cjohnson@semcog.org <cjohnson@semcog.org> Thu, Apr 11, 2013 at 11:39 AM
To: asmith34@livoniapublicschools.org, cjohnson@semcog.org

Thank you for your submission. Your project number is 112589. SEMCOG will contact you if we have any questions about this submission. SEMCOG may edit the information for further clarification. You may view your project information using the following link:

http://www.semcog.org/data/apps/spoc/rr.check.cfm?fn=112589

If you have questions or comments, or to submit maps, pictures or schematics for this project, please contact Calvin Johnson at cjohnson@semcog.org or 313-961-4266.
Send pictures or schematics as attachments to the email.
Budget Narrative File(s)

* Mandatory Budget Narrative Filename: LPS PEP Budget.pdf

Add Mandatory Budget Narrative  Delete Mandatory Budget Narrative  View Mandatory Budget Narrative

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

Add Optional Budget Narrative  Delete Optional Budget Narrative  View Optional Budget Narrative
Section C — Budget Narrative

The following is a budget narrative for the proposed project. Livonia Public Schools and Wayne State University will be working together to implement the project. WSU will be working as a contractual entity, however all the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 were followed. Contractual items are listed in text with WSU and will be totaled separately at the end of each year.

<table>
<thead>
<tr>
<th>Governmental Category</th>
<th>Detailed Description</th>
<th>Total Federal Contribution</th>
<th>Total Non-Federal Contribution (Match)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel/Stipends</td>
<td>Sheryl Archibald is currently the Health and Physical Education coordinator for Livonia Public Schools. She oversees all of the curricular decisions in the district as well as all of the teachers. As the project director she will oversee all aspects of the project (e.g., personnel, intervention activities, purchasing, scheduling, promotion, evaluation, reporting); ensure that the planned project activities are executed successfully and state standards are achieved; work with the evaluator and professional development coordinator to facilitate data collection and constantly monitor the project; liaise with LPS administration, principals, and teachers; lead the coordination with community, state and federal entities; participants and coordinate the SHAC meetings. The project director will spend approximately 20 hours per week (half time status) on the PEP grant. This equates to $41,000. This person is essential to the project. Without the project director there will be no one at the district level to oversee all grant projects and make sure everything is running on schedule and all aspects of the grant are being implemented appropriately.</td>
<td>$41,000 (LPS)</td>
<td></td>
</tr>
<tr>
<td>Professional Development Coordinator: Erin E. Centeio, Ph.D</td>
<td>The professional development coordinator, Erin Centeio, Ph.D is an Assistant Professor at Wayne State University in the College of Education, Division of Kinesiology, Health, and Sport Studies. She has extensive experience teaching secondary physical education as well as participation in large-scale curriculum professional development and physical education reform. Erin has also had success helping teachers integrate physical activity into the school setting. The professional development coordinator oversees all aspects of professional development for the district (e.g. presenters, trainings, conferences); recruits and accesses speakers; aligns professional development opportunities with specific objectives of the project; ensures that the planned professional development activities are executed successfully.</td>
<td>$22,000 (WSU)</td>
<td></td>
</tr>
<tr>
<td>Personnel/Stipends</td>
<td>The professional development coordinator will spend .25 of her school year to oversee all aspects of professional development. This equates to $22,000. This person is essential to the success of the project because they are in charge of organizing, scheduling, administering, and following up with all aspects of professional development. This person will help the project director make sure that all teachers, DPA’s, PAL’s and other project personnel are currently trained to implement all aspects of the project.</td>
<td>$6,000 (LPS)</td>
<td></td>
</tr>
<tr>
<td>Director of Physical Activity</td>
<td>The three Directors of Physical Activity (DPA) will be responsible for overseeing and planning all activities at their high school related to CSPAP (because the middle schools have less staff, they will not have a DPA assigned). They will plan, coordinate, and oversee the construction of the CSPAP at their designated middle/high school; hire the PAL for their school; communicate events and PA opportunities with administration and school personal; contribute to training and support workshops for PAL and complete a project activity log for their school. This will be a stipend position for the entire school year. The stipend will be $2,000 a piece (similar to a coaching stipend in the district). Only the 3 High Schools will have DPA (middle school PE staff is not large enough to constitute both a PAL and DPA). 3 * $2,000 = $6,000 Grand Total = $6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The DPAs are essential to the success of the CSPAP component of this project. The DPAs will oversee all of the programming and scheduling of the CSPAP components. They will make sure that 225 minutes of moderate to vigorous physical activity are being offered every week and that all programming and aspects of CSPAP are being implemented appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel/Stipends</td>
<td>Coordinate the CSPAP opportunities within their designated school; prepare for weekly PAL sessions with students by planning and organizing all activities; lead all CSPAP opportunities; complete and submit monthly reports to the DPA; attend PAL training and support workshops. The PAL’s will consist of a number of teachers and other school personnel that will work at an hourly base rate. For the first year, the CSPAP opportunities will start second semester. Each building will have activities at least 3 times per week for at least 90 minutes a session. PAL will be paid @ $25.61/hour (contracted rate). Considering</td>
<td>$13,829.40 (LPS)</td>
<td></td>
</tr>
<tr>
<td>Personnel/Stipends</td>
<td>Physical Activity Leaders – Summer PAC</td>
<td>$4,917.12 (LPS)</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinate the CSPAP opportunities within their designated school for the summer PAC; prepare for weekly PAC sessions with students by planning and organizing all activities; complete and submit weekly reports to the DPA; attend PAL training and support workshops.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The PAL – Summer PAC will consist of a number of teachers and other school personnel that will work at an hourly base rate. Each building will host two PAC events for 8 weeks during the summer. This will total 16 opportunities per school, with each session lasting 2 hours (96 opportunities total across district). $(25.61/\text{hour} \times 2) \times 96 = 4,917.12 \text{ Grand Total = } 4,917.12$</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Without the summer PAL’s the summer CSPAP portion of the grant would not be able to function. These individuals will be running all of the summer opportunities that are offered at each school building. This is an additional 240 minutes of PA a week for eight weeks of the summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel/Stipends</td>
<td>Physical Education Specialists; Wayne State University Center for School Health</td>
<td>$6,000 (WSU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The physical education curriculum specialists will include a number of individuals who specialize in physical education curriculum and implementation. Several PE specialists will be consulted to provide professional development opportunities in the areas of curriculum, culturally relevant pedagogy, disability, gender equity, etc. These individuals will be responsible for making sure that all opportunities presented to students are fair and equitable across gender, socioeconomic status, race, disability, etc. These individuals are essential to the program, as they will provide teachers with targeted professional development and support that will help them provide equitable opportunities to their students. This will hopefully be sustained far beyond the 3 year implications of this grant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each specialist will work on a stipend position and the amount of stipend will depend on amount of contribution to the overall project. Each stipend will be approximately $1,500 for a year of consultation. 4 specialists @ $1,500 = $6,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Because this is part of professional development, this will be contracted through WSU.

**Personnel/Stipends**

| Instructional Technology Specialists | The Instructional Technology Specialist will help the project teachers integrate technology into their pedagogical practices; plan and conduct workshops (year one will be focusing on the integration of pedometers into the PE classroom) provide intensive at-school mentoring for every teacher during year 1; provide on-going support as needed during years 2 & 3. The instructional technology specialist is essential in helping teachers integrate technology into the physical education classroom. This person will be able to build a relationship with teachers over the three year period and will be able to support them not only in professional development training but also continually throughout the year. Without someone designated to help with technology, teachers may get frustrated and have resistance toward the integration within physical education.

For Year 1 this position will be a stipend position for the consultation and professional development on pedometers that will be provided. Stipend for Year 1 = $1,000.

Because this is part of professional development, this will be contracted through WSU. |
| -- | $1,000 (WSU) |

| Evaluators: Dr. Nate McCaughtry and Dr. Anne Murphy; Wayne State University Center for School Health | Dr. Nate McCaughtry and Dr. Anne Murphy are both successful and experienced evaluators in the field of physical education and healthy eating. They have a plethora of experience evaluating school and physical education reform. The responsibility of the evaluators will be to direct the ongoing product (pre/post quantitative testing) and process (qualitative methods) components of the project evaluation; organize, oversee and conduct the data collection and data entry, conduct interviews, observations, and document collection; analyze data; interpret results; provide the project director with monthly process evaluation progress reports and bi-annual product evaluation reports.

Given the extensive experience of knowledge and previous evaluation combined with the thorough proposed evaluation plan, a total consulting fee of $35,000 will be charged for the external evaluation (8% of total project costs). Evaluation is of utmost importance to the success of the grant. Without strategically planned and effective evaluation, LPS will not know whether the intervention is being successful in effecting the health and physical activity levels of the students in their district. Furthermore, extensive data collection is needed to |
| -- | $35,000 (WSU) |
Cost Share Employees
LPS Employees with responsibility for oversight of the grant.
Andrea Oquist
Steve Archibald
Alison Smith
Cindy Herbeck

<table>
<thead>
<tr>
<th>Total: Personnel/Stipends</th>
<th>$129,746.52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe</td>
<td></td>
</tr>
<tr>
<td>Project Director:</td>
<td></td>
</tr>
<tr>
<td>Sheryl Archibald</td>
<td></td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 11%. $22,000 * 11% = $2,420</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%. $6,000 * 32% = $1,920</td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%. $13,829.40 * 32% = $4,425.41</td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%. 4,917.12 * 32% = $1,573.48</td>
</tr>
<tr>
<td>Cost Share Employees Fringe</td>
<td>LPS Employees with responsibility for oversight of the grant. Andrea Oquist, Steve Archibald, Alison Smith, Cindy Herbeck</td>
</tr>
</tbody>
</table>
Fringe Total | $23,458.89
---|---

<table>
<thead>
<tr>
<th>Travel</th>
<th>$1,600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funds are requested for two people (project director and professional development coordinator) to attend the mandatory meeting in Washington, DC. (Airfare @ $400/per person; Per Diem @ $75 per person/day; Lodging @ $250/night (1 room @ 2 nights = $500)) Grand Total = $1,600</td>
<td></td>
</tr>
</tbody>
</table>

Because the professional development coordinator is from WSU, half of this amount will be designated to WSU and half will be designated for the project director from LPS.

Sending two people to Washington, DC is an essential component. Understanding all of the requirements, suggestions, etc. in the first meeting will be good for both the project director and the professional development coordinator.

| Funds are requested for all PE teachers to attend the annual MAHPERD conference. (25 instructors; registration fees $150*25 = $3,750; mileage reimbursement (2.57 miles r/t * 9 vehicles*.55/mile) = $1272.15; Per Diem @ $50/day (school per diem rate) * 2 days*25 teachers = $2500; Lodging ($100/night*13 rooms*2 nights) = $2600) Grand Total = $10,122.15 |

Based on the needs assessment, a huge area that needs improvement is teacher professional development. Traveling to the state PE and Health convention will allow teachers to not only network and build relationships with each other and others, making for a better teaching environment, but it will also provide them essential professional development that will lead to curricular and instructional changes within the physical education and CSPAP settings.

| Funds are requested for the project director and professional development coordinator to attend the National AAHPERD convention in St. Louis, MO. (2 people total; registration fees ($200*2 people) = $400; Flights ($400*2) = $800; Hotel Rooms ($150/night * 3 nights * 2 rooms = $900; Per Diem @ ($50/day*2 people * 4 days) $400) Grand Total = $2,500 |

Because the professional development...
The national conference is extremely important to the enhancing the professional development experience of the project director and professional development coordinator. The two grant leaders will be able to gather information for the teachers. Without being aware of the new and effective strategies that are happening in physical education it will be hard to create a program that is sustainable for the future.

<table>
<thead>
<tr>
<th>Total Travel</th>
<th>$14,222.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplies</td>
<td></td>
</tr>
<tr>
<td>• Print cartridges (2 @ $150 = $300)</td>
<td></td>
</tr>
<tr>
<td>• Flash drives for teachers (30 @ $25 = $750)</td>
<td>$3,000 (WSU)</td>
</tr>
<tr>
<td>• External hard drives (3 @ $150 = $450)</td>
<td></td>
</tr>
<tr>
<td>• Paper ($500)</td>
<td></td>
</tr>
<tr>
<td>• Laptop computer (1 @ $1000)</td>
<td></td>
</tr>
</tbody>
</table>

Supplies are items that are very important to help the grant run successfully. Without the proper supplies, professional development and other curricular needs may not run smoothly. The computer is needed to help support all of the documentation that is needed for the grant. Lot’s of handouts and supplemental materials will be given to district employees, teachers, DPA’s and PAL’s, students, and parents. It is important that we have print cartridges and paper to support inside communications with these individuals. Furthermore, we would also like teachers to be organized and be able to readily share information with each other. Therefore, we would like to budget for a flash drive for every teacher so that they can keep all of their documents and resources in one place.

<table>
<thead>
<tr>
<th>Total Supplies</th>
<th>$3,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractual</td>
<td></td>
</tr>
<tr>
<td>These items are listed throughout the budget narrative and categorized under the letters (WSU).</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>• Funds are requested for teacher substitutes for professional development opportunities.</td>
<td>$12,700 (LPS)</td>
</tr>
<tr>
<td>[SPARK PD]: (25 teachers * 2 days @ $127/day) = $6350; MAHPERD PD: (25 teachers * 2 days @ $127/day) = $6350)</td>
<td></td>
</tr>
<tr>
<td>Grand Total = $12,700</td>
<td></td>
</tr>
</tbody>
</table>

It is very important to understand the impact of
professional development on teacher change. Without the ability for teachers to participate in opportunities that will enhance their learning and apply to their students' situations, change is unlikely to occur. Having the money to fund substitutes for teachers to attend professional development is essential. Especially in the current hard economic times, schools cannot afford to pay for substitutes for teachers. In many cases teachers have to pay for their own substitutes if they want to participate in professional development opportunities. This is unrealistic and not feasible. This funding will provide opportunities to teachers that will have a lasting effect on the curricular and teaching changes that occur in the project.

- Teacher professional development learning communities will be utilized twice a month to provide teachers with an informal way to communicate with each other about successes and overcoming barriers related to grant implementation. Because it is outside of contracted hours, teacher must be compensated.

(25 teachers @ $25.61/hour + fringe; two 45 minute sessions a month * 9 months = 13.5 hours total * 25 teachers; 25.61 + Fringe (32%) = $33.81; $33.81 * 13.5 * 25 = $11,409.25)

Creating a culture of change in a school cannot happen from the top down. It is essential that teachers are a key part in making change happen. By meeting twice a month, teachers will really be able to communicate with each other, share ideas, learn, and figure out the best ways to sustain change in their school setting. This money is essential to making that happen because contractually we cannot make teachers stay and meet beyond the normal school day if we are not compensating them for their time.

- SPARK Curriculum Materials: Each middle school will receive two sets of SPARK and each high school three sets of SPARK Set 3 curriculum materials at the specified level (Set 3 includes: SPARK family.org + 3 yr. membership, Manual, Music CD, and SPARK folio). [$399 (1 set) * 15 sets = $5,985; (1 extra set will be ordered at both levels (High School and Middle School) for district curriculum purposes and to have extra sets $399*2) = $798] Grand Total = $6,783

Given the extensive curricular reform that is proposed, having adequate sets of curriculum for teachers to use and implement is key to
• **SPARK Professional Development**: 2 full days of SPARK professional development, led by certified SPARK trainers, for both the middle school and high school. \[\$4,699 \text{ per training} \times 2 \text{ trainings (middle school and high school)} = \$9,398\] Grand Total = $9,398

SPARK curriculum is an extensive curriculum for physical education. It is unrealistic to believe that teachers would be able to implement it without being properly trained. It is essential to have certified SPARK trainers provide the professional development because they understand the curriculum the best and will be able to fully prepare teachers to implement it into LPS.

This portion will be part of the contractual agreement with WSU as they are in charge of all professional development. Therefore they will be contracting all professional development activities.

• **FITNESSGRAM**: FITNESSGRAM evaluation software is needed in every school. The site license at a single school is $599 + $100 per school extra for technical support. In addition, extra testing kits are needed for each school @ $79 each. \[\left(\$599 \times 6\right) + \left(\$100 \times 6\right) + \left(12 \times \$79\right) = \$5,142\] Grand Total = $5,142

Given the requirement to collect FITNESSGRAM data on all participants in the grant, it is important to provide teachers with all of the tools necessary to perform FITNESSGRAM with the students. This will allow every school to have FITNESSGRAM software and materials where they will be able to measure and track their students' fitness progress.

• **SPARK PA Equipment**: Prices for SPARK PA equipment are based on a suggested PE equipment list from SPARK to enact both the middle school and high school curriculum. The total of the middle school set per school with shipping is $8993.60 (3 schools * $8993.60) = $26,980.80. The detailed equipment list is below. The total of the high school equipment list is $9,756.45 (3 schools * $9,756.45) = $29,269.35. The detailed Equipment list is below. Grand Total = $56,250.15

Grand Total = $56,250.15

---

PR/Award # S215F130198
Page e126
### Middle School Equipment List

<table>
<thead>
<tr>
<th>Item</th>
<th>Qty</th>
<th>Unit</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bag</td>
<td>2</td>
<td>Set/6</td>
<td>$115.98</td>
</tr>
<tr>
<td>Ball</td>
<td>2</td>
<td>Each</td>
<td>$309.98</td>
</tr>
<tr>
<td>Ball</td>
<td>6</td>
<td>Each</td>
<td>$209.94</td>
</tr>
<tr>
<td>Ball</td>
<td>6</td>
<td>Each</td>
<td>$46.24</td>
</tr>
<tr>
<td>Ball</td>
<td>36</td>
<td>Each</td>
<td>$186.84</td>
</tr>
<tr>
<td>Ball</td>
<td>36</td>
<td>Each</td>
<td>$251.64</td>
</tr>
<tr>
<td>Basketball</td>
<td>2</td>
<td>Each</td>
<td>$409.98</td>
</tr>
<tr>
<td>Basketball</td>
<td>36</td>
<td>Each</td>
<td>$489.24</td>
</tr>
<tr>
<td>Bocce Ball</td>
<td>2</td>
<td>Each</td>
<td>$42.87</td>
</tr>
<tr>
<td>Bocce Ball</td>
<td>12</td>
<td>Each</td>
<td>$33.87</td>
</tr>
<tr>
<td>Bean Bag</td>
<td>12</td>
<td>Each</td>
<td>$225.48</td>
</tr>
<tr>
<td>Bench Steps</td>
<td>1</td>
<td>Set/10</td>
<td>$229.95</td>
</tr>
<tr>
<td>Cone</td>
<td>6</td>
<td>Set/6</td>
<td>$233.34</td>
</tr>
<tr>
<td>Cone</td>
<td>18</td>
<td>Each</td>
<td>$152.25</td>
</tr>
<tr>
<td>Exercise Mat</td>
<td>6</td>
<td>Each</td>
<td>$111.54</td>
</tr>
<tr>
<td>Flying Disc</td>
<td>18</td>
<td>Each</td>
<td>$188.82</td>
</tr>
<tr>
<td>Football</td>
<td>18</td>
<td>Each</td>
<td>$238.82</td>
</tr>
<tr>
<td>Football Belt</td>
<td>3</td>
<td>Set/12</td>
<td>$107.97</td>
</tr>
<tr>
<td>Golf</td>
<td>18</td>
<td>Each</td>
<td>$334.62</td>
</tr>
<tr>
<td>Golf</td>
<td>2</td>
<td>Pk/36</td>
<td>$27.95</td>
</tr>
<tr>
<td>Hockey</td>
<td>3</td>
<td>Set/12</td>
<td>$62.67</td>
</tr>
<tr>
<td>Hockey</td>
<td>3</td>
<td>Set/12</td>
<td>$464.97</td>
</tr>
<tr>
<td>Hoop</td>
<td>3</td>
<td>Set/12</td>
<td>$194.97</td>
</tr>
<tr>
<td>Hurdle</td>
<td>2</td>
<td>Set/6</td>
<td>$139.98</td>
</tr>
<tr>
<td>Inflator</td>
<td>1</td>
<td>Each</td>
<td>$92.99</td>
</tr>
<tr>
<td>Inflator</td>
<td>1</td>
<td>Each</td>
<td>$219.99</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>18</td>
<td>Each</td>
<td>$59.22</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>18</td>
<td>Each</td>
<td>$62.82</td>
</tr>
<tr>
<td>Medicine Balls</td>
<td>6</td>
<td>Each</td>
<td>$125.94</td>
</tr>
<tr>
<td>Paddle</td>
<td>6</td>
<td>Set/6</td>
<td>$329.94</td>
</tr>
<tr>
<td>Parachute</td>
<td>4</td>
<td>Each</td>
<td>$99.96</td>
</tr>
<tr>
<td>Playing Cards</td>
<td>2</td>
<td>Each</td>
<td>$5.58</td>
</tr>
<tr>
<td>Resistance Band</td>
<td>1</td>
<td>Roll</td>
<td>$89.99</td>
</tr>
<tr>
<td>Scooter Board</td>
<td>1</td>
<td>Set/6</td>
<td>$189.99</td>
</tr>
<tr>
<td>Scrimmies</td>
<td>8</td>
<td>Each</td>
<td>$31.92</td>
</tr>
<tr>
<td>Scrimmies</td>
<td>8</td>
<td>Each</td>
<td>$31.92</td>
</tr>
<tr>
<td>Scrimmies</td>
<td>8</td>
<td>Each</td>
<td>$31.92</td>
</tr>
<tr>
<td>Scrimmies</td>
<td>8</td>
<td>Each</td>
<td>$31.92</td>
</tr>
<tr>
<td>Shoulder Folders</td>
<td>1</td>
<td>Set/6</td>
<td>$71.99</td>
</tr>
<tr>
<td>Soccer</td>
<td>6</td>
<td>Set/6</td>
<td>$383.94</td>
</tr>
<tr>
<td>Softball</td>
<td>3</td>
<td>Set/6</td>
<td>$224.97</td>
</tr>
<tr>
<td>Softball</td>
<td>18</td>
<td>Each</td>
<td>$89.82</td>
</tr>
<tr>
<td>Softball</td>
<td>36</td>
<td>Each</td>
<td>$64.44</td>
</tr>
<tr>
<td>Spot Marker</td>
<td>12</td>
<td>Set/6</td>
<td>$239.88</td>
</tr>
<tr>
<td>Storage Cart</td>
<td>1</td>
<td>Each</td>
<td>$139.99</td>
</tr>
<tr>
<td>Toy</td>
<td>1</td>
<td>Set/6</td>
<td>$54.99</td>
</tr>
<tr>
<td>Volleyball</td>
<td>18</td>
<td>Each</td>
<td>$156.42</td>
</tr>
</tbody>
</table>

### High School Equipment List

<table>
<thead>
<tr>
<th>Item</th>
<th>Qty</th>
<th>Unit</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bag</td>
<td>3</td>
<td>Set/6</td>
<td>$173.97</td>
</tr>
<tr>
<td>Ball</td>
<td>36</td>
<td>Each</td>
<td>$251.64</td>
</tr>
<tr>
<td>Ball</td>
<td>6</td>
<td>Each</td>
<td>$929.94</td>
</tr>
<tr>
<td>Baseball</td>
<td>12</td>
<td>Each</td>
<td>$59.88</td>
</tr>
<tr>
<td>Baseball</td>
<td>2</td>
<td>Set/6</td>
<td>$149.98</td>
</tr>
<tr>
<td>Basketball</td>
<td>18</td>
<td>Each</td>
<td>$257.22</td>
</tr>
<tr>
<td>Basketball</td>
<td>18</td>
<td>Each</td>
<td>$244.62</td>
</tr>
<tr>
<td>Bean Bag</td>
<td>6</td>
<td>Set/6</td>
<td>$112.74</td>
</tr>
<tr>
<td>Cards</td>
<td>2</td>
<td>Each</td>
<td>$5.58</td>
</tr>
<tr>
<td>Cones</td>
<td>6</td>
<td>Set/6</td>
<td>$167.94</td>
</tr>
<tr>
<td>Cones</td>
<td>12</td>
<td>Each</td>
<td>$101.88</td>
</tr>
<tr>
<td>Curl-Up Straps</td>
<td>18</td>
<td>Each</td>
<td>$71.82</td>
</tr>
<tr>
<td>Exercise Mat</td>
<td>36</td>
<td>Each</td>
<td>$611.64</td>
</tr>
<tr>
<td>Football</td>
<td>3</td>
<td>Set/6</td>
<td>$267.57</td>
</tr>
<tr>
<td>Football Belts</td>
<td>2</td>
<td>Set/12</td>
<td>$31.92</td>
</tr>
<tr>
<td>Flying Disc</td>
<td>18</td>
<td>Each</td>
<td>$188.82</td>
</tr>
<tr>
<td>Handball</td>
<td>12</td>
<td>Each</td>
<td>$346.68</td>
</tr>
<tr>
<td>Item</td>
<td>Quantity</td>
<td>Unit Cost</td>
<td>Total Cost</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Hoop 2 Set/12</td>
<td>1</td>
<td>$129.98</td>
<td>$129.98</td>
</tr>
<tr>
<td>Hockey 1 Set/24</td>
<td>1</td>
<td>$199.99</td>
<td>$199.99</td>
</tr>
<tr>
<td>Hockey 1 Set/12</td>
<td>1</td>
<td>$139.99</td>
<td>$139.99</td>
</tr>
<tr>
<td>Inflator 1 Each</td>
<td>1</td>
<td>$92.99</td>
<td>$92.99</td>
</tr>
<tr>
<td>Jump Rope 10 Each</td>
<td>10</td>
<td>$32.90</td>
<td>$329.00</td>
</tr>
<tr>
<td>Jump Rope 16 Each</td>
<td>16</td>
<td>$55.84</td>
<td>$941.44</td>
</tr>
<tr>
<td>Jump Rope 10 Each</td>
<td>10</td>
<td>$37.90</td>
<td>$379.00</td>
</tr>
<tr>
<td>Jump Rope 6 Set/2</td>
<td>6</td>
<td>$65.94</td>
<td>$395.64</td>
</tr>
<tr>
<td>Medicine Ball 20 Each</td>
<td>20</td>
<td>$419.95</td>
<td>$839.90</td>
</tr>
<tr>
<td>Mesh Vest 9 Each</td>
<td>9</td>
<td>$48.15</td>
<td>$337.35</td>
</tr>
<tr>
<td>Mesh Vest 9 Each</td>
<td>9</td>
<td>$48.15</td>
<td>$337.35</td>
</tr>
<tr>
<td>Mesh Vest 9 Each</td>
<td>9</td>
<td>$48.15</td>
<td>$337.35</td>
</tr>
<tr>
<td>Mesh Vest 9 Each</td>
<td>9</td>
<td>$48.15</td>
<td>$337.35</td>
</tr>
<tr>
<td>Racquet 36 Each</td>
<td>36</td>
<td>$622.44</td>
<td>$22,446.64</td>
</tr>
<tr>
<td>Resistance Bands 1 Roll</td>
<td>1</td>
<td>$89.99</td>
<td>$89.99</td>
</tr>
<tr>
<td>Shoulder Folder 1 Set/6</td>
<td>1</td>
<td>$71.99</td>
<td>$71.99</td>
</tr>
<tr>
<td>Shuttlecocks 3 Set/12</td>
<td>3</td>
<td>$16.78</td>
<td>$50.34</td>
</tr>
<tr>
<td>Sit and Reach 2 Each</td>
<td>2</td>
<td>$307.98</td>
<td>$615.96</td>
</tr>
<tr>
<td>Soccer 6 Set/6</td>
<td>6</td>
<td>$599.94</td>
<td>$3,599.64</td>
</tr>
<tr>
<td>Spot Marker 12 Set/6</td>
<td>12</td>
<td>$239.88</td>
<td>$2,878.56</td>
</tr>
<tr>
<td>Stability Ball 4 Each</td>
<td>4</td>
<td>$139.96</td>
<td>$559.84</td>
</tr>
<tr>
<td>Stopwatch 3 Set/6</td>
<td>3</td>
<td>$155.97</td>
<td>$467.91</td>
</tr>
<tr>
<td>Tennis Balls 3 Pack/12</td>
<td>3</td>
<td>$59.97</td>
<td>$179.91</td>
</tr>
<tr>
<td>Vertical Jump 1 Each</td>
<td>1</td>
<td>$299.99</td>
<td>$299.99</td>
</tr>
<tr>
<td>Volleyball 6 Set/6</td>
<td>6</td>
<td>$135.58</td>
<td>$813.48</td>
</tr>
<tr>
<td>Volleyball 36 Each</td>
<td>36</td>
<td>$312.84</td>
<td>$11,261.64</td>
</tr>
<tr>
<td>Wiffle Balls 6 Set/6</td>
<td>6</td>
<td>$47.94</td>
<td>$287.64</td>
</tr>
</tbody>
</table>

Curriculum cannot be taught without equipment. If teachers are not provided the proper equipment to teach standards-based programming, they will be unsuccessful at doing so. This basic package will support the entire SPARK curriculum at the middle school and high school levels. Having all of this equipment is a necessity to make and sustain changes throughout and beyond this project.

- **Fitness Center Cardio Equipment**: Each high school will receive 20 pieces of Precor cardio equipment (elliptical/bicycles/rowing) to put into their new fitness center. This will allow students to use this equipment during Fitness PE days as well as during CSPAP opportunities. Each piece of equipment is approximately $3,000. (20*$3,000 (+ 3 schools) Grand Total = $180,000

According to our needs assessment, students need a variety of culturally relevant lifetime physical activities. One of the activities that students wanted to experience was that of a fitness center. Having a fitness center at every high school that can support class sizes is very beneficial to the current and long-term goals of this program. Creating a culture of physical activity prepares students to be active beyond their high school years. By giving them the experience and knowledge to use a cardio/weight room is something that they will take with them and use throughout their lifetime. Furthermore, this space will allow for additional physical activities outside of physical education class and will
contribute to the overall health and fitness of the students. It is very essential to creating a healthy culture within the LPS district.

- **Fitness Center Cybex Equipment:**
  Each high school will receive one full set of Cybex weight equipment which will include the following pieces:
  - Chest Press $2,400
  - Overhead Press $2,400
  - Row $2,500
  - Pulldown $3,200
  - Dual Fly/Rear Delt $3,000
  - Abdominal $2,400
  - Back Extension $2,600
  - Arm Curl $2,200
  - Arm Extension $2,200
  - Seated leg curl $2,700
  - Leg Extension $2,500
  - Leg Press $3,900

  Total per school $32,000 * 3 schools = **Grand Total = $96,000**

According to our needs assessment students need a variety of culturally relevant lifetime physical activities. One of the activities that students wanted to experience was that of a fitness center. Having a fitness center at every high school that can support class sizes is very beneficial to the current and long-term goals of this program. Creating a culture of physical activity prepares students to be active beyond their high school years. By giving them the experience and knowledge to use a cardio/weight room is something that they will take with them and use throughout their lifetime. Furthermore, this space will allow for additional physical activities outside of physical education class and will contribute to the overall health and fitness of the students. It is very essential to creating a healthy culture within the LPS district.

- **Pedometers:** Pedometers that measure student MVPA will be ordered. Each school will receive 200 pedometers to use both in physical education and within their CSPAP opportunities. The FITstep Plus pedometer is approximately $2,399 for 100 pedometers. The project needs a total of 1200 pedometers, plus 200 replacements = 1400 pedometers. 1400/100 = 14*$2,399 = $33,586. **Grand Total = $33,586**

One of the requirements for this project is to collect MVPA/step count data for students to
better understand the amount of physical activity that is being participated in. It is important that we have enough pedometers to fulfill this evaluation requirement. Furthermore, it is important for teachers to have enough pedometers where they will be able to use them throughout their physical education classes and teach students how to apply the concept of pedometers throughout their everyday lives.

- Printing and Duplicating:
  Costs will be incurred for printing and duplicating of surveys, parent and student letters etc. The price per year is estimated at $4,000.

Both LPS and WSU will incur extensive costs for printing and duplicating. This will be to provide evaluation and assessments to students, but also will include handouts, flyers, etc. to send to parents and advertise programs and events. This is different than the supply cost previously listed, as that is for creating new documents and this is for disseminating copies of those documents to the schools.

- Postage:
  Estimated incurred costs for postage to mail flyers home to parents, and plan professional development events is around $1,000.

This is also essential to creating a culture of change in the entire LPS community. Without parental involvement and support from home, extensive, long term change is less likely to occur.
<table>
<thead>
<tr>
<th>Total Other</th>
<th>$416,268.40</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Year One Direct Costs</strong></td>
<td></td>
</tr>
<tr>
<td>LPS</td>
<td>$503,327.96</td>
</tr>
<tr>
<td>WSU</td>
<td>$83,368</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$586,695.96</strong></td>
</tr>
<tr>
<td><strong>Total Year One Including .08% Indirect on WSU portion</strong></td>
<td></td>
</tr>
<tr>
<td>WSU will be charging Indirect costs for their portion of the budget. WSU Indirect Costs @ .08 = $6,669.44</td>
<td><strong>$593,365.40</strong></td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Governmental Category</th>
<th>Detailed Description</th>
<th>Total Federal Contribution</th>
<th>Total Non-Federal Contribution (Match)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel/Stipends</strong></td>
<td>Project Director; oversees all aspects of the project (e.g., personnel, intervention activities, purchasing, scheduling, promotion, evaluation, reporting); ensures that the planned project activities are executed successfully and state standards are achieved; works with the evaluator and professional development coordinator to facilitate data collection and constantly monitor the project; liaison with LPS administration, principals, and teachers; leads the coordination with community, state and federal entities; participants and coordinates the SHAC meetings. The project director will spend approximately 20 hours per week (half time status) on the PEP grant. This equates to $41,000 <strong>Grand Total = $41,000</strong> The person is essential to the project. Without the project director there will be no one at the district level to oversee all grant projects and make sure everything is running on schedule and all aspects of the grant are being implemented appropriately.</td>
<td>$41,000 (LPS)</td>
<td></td>
</tr>
<tr>
<td><strong>Personnel/Stipends</strong></td>
<td>The professional development coordinator, Erin Centeio, Ph.D is an Assistant Professor at Wayne State University in the College of Education, Division of Physical Education, Health, and Sport Studies. She has extensive experience teaching secondary physical education as well as participation in large-scale curriculum professional development and physical education reform. Erin has also had success-helping teachers integrate physical activity into the school setting. The professional development coordinator oversees all aspects of professional development for the district (e.g. presenters, trainings, conferences); recruits and accesses speakers; aligns professional development opportunities with specific objectives.</td>
<td>$22,000 (WSU)</td>
<td></td>
</tr>
</tbody>
</table>
The professional development coordinator will spend .25 of her school year to oversee all aspects of professional development, $22,000.  
**Grand Total = $22,000**

This person is essential to the success of the project because they are in charge of organizing, scheduling, administering, and following up with all aspects of professional development. This person will help the project director make sure that all teachers, DPA's, PAL's and other project personnel are currently trained to implement all aspects of the project.

| Personnel/Stipends | The Three Directors of Physical Activity (DPA) will be responsible for overseeing and planning all activities at their high school related to CSPAP (because the middle schools have less staff, they will not have a DPA assigned). They will plan, coordinate, and oversee the construction of the CSPAP at their designated middle/high school; hire the PAL for their school; communicate events and PA opportunities with administration and school personal; contribute to training and support workshops for PAL and complete a project activity log for their school. This will be a stipend position for the entire school year. The stipend will be $2,000 a piece (similar to a coaching stipend in the district). Only the 3 High Schools will have DPA (middle school PE staff is not large enough to constitute both a PAL and DPA). 3*$2,000 = $6,000  
**Grand Total = $6,000**  
The DPAs are essential to the success of the CSPAP component of this project.  
The DPA will oversee all of the programming and scheduling of the CSPAP components. They will make sure that 225 minutes of moderate to vigorous physical activity are being offered every week and that all programming and aspects of CSPAP are being implemented appropriately.  
Coordinate the CSPAP opportunities within their designated school; prepare for weekly PAL sessions with students by planning and organizing all activities; lead all CSPAP opportunities; complete and submit monthly reports to the DPA; attend PAL training and support workshops.  
The PAL will consist of a number of teachers and other school personnel that will work at an hourly base rate. Each building will have activities at least 3 times per week for at least 90 minutes a session.  
$20,744.10  
(LPS) |
PAL will be paid @ $25.61/hour (contracted rate) = $38.415/session. Considering there will be 3 opportunities a week for 30 weeks, this is equivalent to 90 sessions a year at each school. (90 sessions * ($25.61/hour * 1.5 hours = $38.415/session) = $3,457.35; $3,457.35 * 6 schools = $20,744.10

**Grand Total = $20,744.10**

Without the PAL’s, the CSPAP portion of the grant would not be able to function. These individuals will be running all of the before, during, and afterschool opportunities that are offered at each school building.

<table>
<thead>
<tr>
<th>Personnel/Stipends</th>
<th>Coordinate the CSPAP opportunities within their designated school for the summer PAC; prepare for weekly PAC sessions with students by planning and organizing all activities; complete and submit weekly reports to the DPA; attend PAL training and support workshops.</th>
<th>$4,917.12 (LPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity Leaders – Summer PAC</td>
<td>The PAL – Summer PAC will consist of a number of teachers and other school personnel that will work at an hourly base rate. Each building will host two PAC events for 8 weeks during the summer. This will total 16 opportunities per school, with each session lasting 2 hours (96 opportunities total across district). [(25.61/hour * 2) * 96 = $4,917.12]</td>
<td></td>
</tr>
<tr>
<td>Grand Total = $4,917.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Without the summer PAL’s, the summer CSPAP portion of the grant would not be able to function. These individuals will be running all of the summer opportunities that are offered at each school building. This is an additional 240 minutes of PA a week for eight weeks of the summer.

| Personnel/Stipends  | The physical education curriculum specialists will include a number of individuals who specialize in physical education curriculum and implementation. Several PE specialists will be consulted to provide professional development opportunities in the areas of curriculum, culturally relevant pedagogy, disability, gender equity, etc. These individuals will be responsible for making sure that all opportunities presented to students are fair and equitable across gender, socioeconomic status, race, disability, etc. These individuals are essential to the program, as they will provide teachers with targeted professional development and support that will help them provide equitable opportunities to their students. This will hopefully be sustained far beyond the 3 year implications of this grant. Each specialist will work on a stipend position and the amount of stipend will depend on amount of contribution to the overall project. Each stipend will be approximately $1,500 for a year of consultation. 4 specialists @ $1,500 = $6,000 | $6,000 (WSU) |
| Physical Education Specialists; Wayne State University Center for School Health | | |

---

PR/Award # S215F130198
Page e133
<table>
<thead>
<tr>
<th>Personnel/Stipends</th>
<th>Because this is part of professional development, this will be contracted through WSU.</th>
<th>$1,500 (WSU)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan Model Curriculum Specialist</td>
<td>The Michigan Model Curriculum Specialist will train all high school and middle school physical education teachers on the Michigan Model Curriculum. They will be paid a stipend of $1,500. This position is important because it allows the professional development team to bring in an expert who is trained in Michigan Model Curriculum to give the teachers professional development and hands on support with the model that they will be implementing in the classroom. Having this expert support is essential to the project.</td>
<td></td>
</tr>
<tr>
<td>Instructional Technology Specialists</td>
<td>The Instructional Technology Specialist will help the project teachers integrate technology into their pedagogical practices; plan and conduct two professional development trainings in Year 2, one on web-based instructional resources (e.g. using tablets to assess and implement SPARK curriculum, FITNESSGRAM, and online resources such as LogIt, PECentral, etc.), and one on using computer tablets to assess student performance and integrate technology into the curriculum (excel grading, PE manager). They will also be responsible for ordering equipment (e.g., software, pedometers, etc.), providing intensive at-school mentoring, and providing on-going support as needed during years 2 &amp; 3. For Year 2 this position will be a stipend position for the consultation and professional development on tablet integration with FITNESSGRAM and SPARK. Stipend for Year 2 = $2,000. Integrating technology into the physical education setting can often be challenging for teachers. Having the expert support to not only give the professional development through the eyes of a physical educator, but be able to provide support and “real-life” examples to help make the teachers successful will be invaluable. Because this is part of professional development, this will be contracted through WSU.</td>
<td>$2,000 (WSU)</td>
</tr>
<tr>
<td>Evaluators: Dr. N. McCaughtry and Dr. A. Murphy; Wayne State University Center for School Health</td>
<td>Dr. N. McCaughtry and Dr. A. Murphy with direct the ongoing product (pre/post quantitative testing) and process (qualitative methods) components of the project evaluation; organize, oversee and conduct the data collection and data entry, conduct interviews, observations, and document collection; analyze data; interpret results; provide the project director with monthly process evaluation progress reports and bi-annual product</td>
<td>$35,000 (WSU)</td>
</tr>
</tbody>
</table>
Given the extensive experience of knowledge and previous evaluation combined with the thorough proposed evaluation plan, a total consulting fee of $35,000 will be charged for the external evaluation (8% of total project costs). Evaluation is of utmost importance to the success of the grant. Without strategically planned and effective evaluation, LPS will not know whether the intervention is being successful in effecting the health and physical activity levels of the students in their district. Furthermore, extensive data collection is needed to report required materials back to the funder, therefore an experienced evaluation team is a necessity.

<table>
<thead>
<tr>
<th>Cost Share Employees</th>
<th>(b)(4)</th>
<th>(b)(4)</th>
</tr>
</thead>
</table>

PR/Award # S215F130138
Page e135
<table>
<thead>
<tr>
<th>Total: Personnel/Stipends</th>
<th></th>
<th>$139,161.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%.</td>
<td>$13,120</td>
</tr>
<tr>
<td>Project Director: Sheryl Archibald</td>
<td>$41,000 * 32% = $13,120</td>
<td>(LPS)</td>
</tr>
<tr>
<td><strong>Grand Total = $13,120</strong></td>
<td><strong>Grand Total = $13,120</strong></td>
<td></td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 11%.</td>
<td>$2,420</td>
</tr>
<tr>
<td>Professional Development Coordinator: Erin E. Centeio, Ph.D</td>
<td>$22,000 * 11% = $2,420</td>
<td>(WSU)</td>
</tr>
<tr>
<td><strong>Grand Total = $2,420</strong></td>
<td><strong>Grand Total = $2,420</strong></td>
<td></td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%.</td>
<td>$1,920</td>
</tr>
<tr>
<td>Director of Physical Activity</td>
<td>$6,000 * 32% = $1,920</td>
<td>(LPS)</td>
</tr>
<tr>
<td><strong>Grand Total = $1,920</strong></td>
<td><strong>Grand Total = $1,920</strong></td>
<td></td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%.</td>
<td>$6,638.08</td>
</tr>
<tr>
<td>Physical Activity Leaders – During School Year</td>
<td>$20,744.10 * 32% = $6,638.08</td>
<td>(LPS)</td>
</tr>
<tr>
<td><strong>Grand Total = $6,638.08</strong></td>
<td><strong>Grand Total = $6,638.08</strong></td>
<td></td>
</tr>
<tr>
<td>Fringe</td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%.</td>
<td>$1,573.48</td>
</tr>
<tr>
<td>Physical Activity Leaders – Summer PAC</td>
<td>4,917.12 *32% = $1,573.48</td>
<td>(LPS)</td>
</tr>
<tr>
<td><strong>Grand Total = $1,573.48</strong></td>
<td><strong>Grand Total = $1,573.48</strong></td>
<td></td>
</tr>
<tr>
<td>Cost Share Employees Fringe</td>
<td>(d)(4)</td>
<td></td>
</tr>
</tbody>
</table>
enrolled in a family health insurance plan. Year 1 health insurance costs are based on the current year premiums plus 5%. The Year 2 and 3 health insurance costs are based on a 2.5% increase from the preceding year. 

**Grand Total = $3,116.81**

<table>
<thead>
<tr>
<th>Fringe Total</th>
<th>$25,671.56</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel</strong></td>
<td></td>
</tr>
<tr>
<td>• Funds are requested for all PE teachers to attend the annual MAHPERD conference. [25 instructors; <strong>registration fees</strong>: $150<em>25 = <strong>$3,750</strong>; <strong>mileage reimbursement</strong>: (257 miles/t * 9 vehicles</em>.55/mile) = <strong>$1,272.15</strong>; <strong>Per Diem</strong> @ $50/day (school per diem rate) * 2 days<em>25 teachers = <strong>$2,500</strong>; <strong>Lodging</strong> ($100/night</em>13 rooms*2 nights) = <strong>$2,600</strong>] <strong>Grand Total = $10,122.15</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the needs assessment a huge area that needs improvement is teacher professional development. Traveling to the state PE and Health convention will allow teachers to not only network and build relationships with each other and others, making for a better teaching environment, but it will also provide them essential professional development that will lead to curricular and instructional changes within the physical education and CSPAP settings.

• Funds are requested for the project director, professional development coordinator, and one teacher from each school to attend the National AAHPERD convention in [8 people total; **registration fees**: ($250*8 people) = **$2,000**; **Flights** ($500*8) = **$4,000**; **Hotel Rooms** ($150/night * 3 nights * 4 rooms (double occupancy)) = **$1,800**; **Per Diem** @ ($75/day*8 people) = **$2,400**] **Grand Total = $10,200** |

Sending a leader from each school, along with the project director and PD coordinator to the national conference is extremely important to enhancing the professional development experience of the teachers. These people will be able to gather information for the teachers and bring it back and help the teachers implement new teaching strategies, new culturally relevant lifetime physical activities, etc. Without being aware of the new and effective strategies that are happening in physical education it will be hard to create a program that is sustainable for the future.
| Total Travel | $20,322.15 |
| Supplies | |
| Print cartridges (4 @ $150 = $600) | |
| External hard drives (3 @ $150 = $450) | |
| Paper ($950) | |
| Laptop computer (1 @ $1000) | $3,000 (WSU) |
| Supplies are items that are very important to help the grant run successfully. Without the proper supplies, professional development and other curricular needs may not run smoothly. The computer is needed to help support all of the documentation that is needed for the grant. Lot's of handouts and supplemental materials will be given to district employees, teachers, DPA's and PAL's, students, and parents. It is important that we have print cartridges and paper to support inside communications with these individuals. External hard drives will help back up computers and data. |
| Total Supplies | $3,000 |
| Other | |
| Teacher substitutes: Funds are requested for professional development opportunities. [SPARK PD: (25 teachers * 2 days @ $127/day) = $6350; MAHPERD PD: (25 teachers * 2 days @ $127/day) = $6350; AAHPERD PD: (6 teachers * 3 days @ $127/day) = $2,286] Grand Total = $14,986 |
| $14,986 (LPS) |
| It is very important to understand the impact of professional development on teacher change. Without the ability for teachers to participate in opportunities that will enhance their learning and apply to their students’ situations, change is unlikely to occur. Have the money to fund substitutes for teachers to attend professional development is essential. Especially in the current hard economic times, schools cannot afford to pay for substitutes for teachers. In many cases teachers have to pay for their own substitutes if they want to participate in professional development opportunities. This is unrealistic and not feasible. This funding will provide opportunities to teachers that will have a lasting effect on the curricular and teaching changes that occur in the project. |
Teacher professional development learning communities: will be utilized twice a month to provide teachers with an informal way to communicate with each other about successes and overcoming barriers related to grant implementation. Because it is outside of contracted hours, teacher must be compensated. (25 teachers @ $25.61/hour + fringe; two 45 minute sessions a month * 9 months = 13.5 hours total* 25 teachers; 25.61 + Fringe (32%) = $33.81; $33.81*13.5*25 = $11,409.25

Creating a culture of change in a school cannot happen from the top down. It is essential that teachers are a key part in making change happen. By meeting twice a month, teachers will really be able to communicate with each other, share ideas, learn, and figure out the best ways to sustain change in their school setting. This money is essential to making that happen because contractually we cannot make teachers stay and meet beyond the normal school day if we are not compensating them for their time.

- **Polar professional development training:**
  The integration of technology is an important piece in year 2 & 3 of this grant. Two days of Polar professional development will be provided to train teachers on how to implement heart rate as well as use the iPads with Polar technology. Each training is approximately $2000. 2*$2000 = $4,000; **Grand Total = $4,000**

Integrating heart rate monitors into a curriculum can be very beneficial for both teachers and students. However, the integration and benefits can only be seen if teachers are properly trained on equipment and learn how to use and apply it in their school setting. Having an expert from Polar conduct the training is extremely important to the overall progress and long-term sustainability of using heart rate monitors in physical education.

- **Michigan Model Curriculum and Culturally Relevant Lifetime Physical Activity Curriculum:** Year two will include teacher training on Michigan Model Nutrition Curriculum and Culturally Relevant Lifetime Physical Activities. It is projected that each school will need approximately $1000 worth of Michigan Model Nutrition Curriculum ($1,000*6 = $6,000) In addition, schools will
be given videos and books associated with each Culturally Relevant Lifetime Physical Activity totaling around $350 ($350*6 = $2,100).

**Grand Total = $8,100**

Michigan Model Nutrition Curriculum is essential to the nutritional component to this grant, while CRLPA curriculum is also essential. These items will help build future sustainability for the program.

- **FITNESSGRAM:** Every year there is a $50 renewal fee for FITNESSGRAM tech support ($50*6 = $300)

Keeping FITNESSGRAM up to date is important so that teachers have the latest tools to collect student information and the official tech support to help them through issues.

- **Culturally Relevant Physical Activity Equipment:**
  - **High School Equipment:**
    - Ecofit Workout Yoga Mats with cart (total 48) -- $2,798
    - Dyna Bands (3 levels of resistance) (6 rolls) -- $810
    - Bous's with Cart (24 total) -- $2,599.00

    Total for three High Schools = $18,621

  - **Middle School Equipment:**
    - Ecofit Workout Yoga Mats with cart (total 48) -- $2,798
    - Dyna Bands (3 levels of resistance) (6 rolls) -- $810

    Total for three middle schools = $10,824

In order to provide culturally relevant lifetime physical activities that students enjoy, there is a great need to supply teachers with the proper equipment. Without the equipment we would be unable to offer these programs to the students.

- **Cybex Equipment HS:** Each high school will receive 2 multifunction cable machines to complete their personal wellness centers. Each cable machine is approximately $9,000.

  [$9,000*2*3 schools = $54,000] **Grand Total = $54,000**

Students expressed the need to be able to understand lifetime physical activities that they could perform at local health and wellness centers. Cable machines are extremely popular and useful in the health industry. They allow people to get an extreme muscular endurance and Muscular strength workout, similar to free weights, but much safer. Cable machines will add variety, safety, and enjoyable experiences to students' choices in the fitness center. These will greatly benefit the students of LPS for.
years to come.

- **Heart Rate Monitors:** Each high school will receive a 50 person unit of Polar Cardio GX ($16,000) that will be used to integrate into the 9th grader personal fitness class as well as the fitness center and culturally relevant lifetime physical activity opportunities. Each middle school will receive 50 wrist unit heart rate monitors ($160/ each). \[($16,000*3)+($160*50*3)\] = $72,000

Using heart rate monitors in physical education is extremely valuable to students and teachers. It teaches students how to understand their body when working out and being physically active, but also provides teachers with a unique and accurate way to assess students in physical education class. Heart rate monitors will add long-term sustainability to curriculum reform as it will motivate students and help teachers provide accurate assessment in fitness activities. Having enough heart rate monitors at each location is also very important as not being able to allow all students in one class to use the monitors could prove to be ineffective. In addition, adding heart rate monitors into the physical education has been proven to drastically increase students MVPA. Given this is an ultimate goal of the project, it is important that they are integrated.

- **Tablets (iPad's):** Each teacher will receive an iPad to use for instructional purposes. The teachers will receive the iPad the second year to begin implementing SPARK tablet curriculum in their classes. The teachers will be given new initiatives every year to use the iPad within their teaching. The iPad chosen is the iPad retina display with specific accessories (32GB iPad @ $599, 3 year apple care @ $99, iPad smart cover @ $39, Apple power adapter @ $19, lightning to VGA adapter @ $49 = $805/each (25 teachers * $805 = $20,125); 2 extra iPads will be ordered for the Professional development coordinator and project director so that PD experiences can be led and designed (2 * $805 = $1610) **Grand Total = $21,735**

Using technology in education is something that parents, students, and administrators strive for every classroom, even physical education. Having a tablet in physical education can aid teachers in their teaching strategies, techniques, assessment, etc. It allows teachers to quickly assess, take attendance and in turn this will
increase MVPA during physical education class.

- **Printing and Duplicating**: Costs will be incurred for printing and duplicating of surveys, parent and student letters etc. The price per year is estimated at $4,000

  Both LPS and WSU will incur extensive costs for printing and duplicating. This will be to provide evaluation and assessments to students, but also will include handouts, flyers, etc. to send to parents and advertise programs and events.

- **Postage**: Estimated incurred costs for postage to mail flyers home to parents, and plan professional development events is around $1000

  This is also essential to creating a culture of change in the entire LPS community. Without parental involvement and support from home, extensive, long term change is less likely to occur.

<table>
<thead>
<tr>
<th>(b)(4)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>$220,975.25</td>
</tr>
</tbody>
</table>
### Year Three

<table>
<thead>
<tr>
<th>Governmental Category</th>
<th>Detailed Description</th>
<th>Total Federal Contribution</th>
<th>Total Non-Federal Contribution (Match)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel/Stipends</strong></td>
<td><strong>Project Director:</strong> Sheryl Archibald</td>
<td>$41,000 (LPS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sheryl Archibald is currently the Health and Physical Education coordinator for Livonia Public Schools. She oversees all of the curricular decisions in the district as well as all of the teachers. As the project director she will oversee all aspects of the project (e.g., personnel, intervention activities, purchasing, scheduling, promotion, evaluation, reporting); ensure that the planned project activities are executed successfully and state standards are achieved; work with the evaluator and professional development coordinator to facilitate data collection and constantly monitor the project; liaise with LPS administration, principals, and teachers; lead the coordination with community, state and federal entities; participants and coordinate the SHAC meetings. The project director will spend approximately 20 hours per week (half time status) on the PEP grant. This equates to $41,000. The person is essential to the project. Without the project director there will be no one at the district level to oversee all grant projects and make sure everything is running on schedule and all aspects of the grant are being implemented appropriately.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Professional Development Coordinator:</strong> Erin E. Centeio, Ph.D</td>
<td>$22,000 (WSU)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The professional development coordinator, Erin Centeio, Ph.D is an Assistant Professor at Wayne State University in the College of Education, Division of Physical Education, Health, and Sport Studies. She has extensive experience teaching secondary physical education as well as participation in large-scale curriculum professional development and physical education reform. Erin has also had success helping teachers integrate physical activity into the school setting. The professional development coordinator oversees all aspects of professional development for the district.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The professional development coordinator will spend .25 of her school year to oversee all aspects of professional development, $22,000.

This person is essential to the success of the project because they are in charge of organizing, scheduling, administering, and following up with all aspects of professional development. This person will help the project director make sure that all teachers, DPA’s, PAL’s and other project personnel are currently trained to implement all aspects of the project.

The Three Directors of Physical Activity (DPA) will be responsible for overseeing and planning all activities at their high school related to CSPAP (because the middle schools have less staff, they will not have a DPA assigned). They will plan, coordinate, and oversee the construction of the CSPAP at their designated middle/high school; hire the PAL for their school; communicate events and PA opportunities with administration and school personnel; contribute to training and support workshops for PAL and complete a project activity log for their school.

This will be a stipend position for the entire school year. The stipend will be $2,000 a piece (similar to a coaching stipend in the district). Only the 3 High Schools will have DPA (middle school PE staff is not large enough to constitute both a PAL and DPA). 3*2,000 = $6,000

The DPAs are essential to the success of the CSPAP component of this project. The DPA will oversee all of the programming and scheduling of the CSPAP components. They will make sure that 225 minutes of moderate to vigorous physical activity are being offered every week and that all programming and aspects of CSPAP are being implemented appropriately.

Coordinate the CSPAP opportunities within their designated school; prepare for weekly PAL sessions with students by planning and organizing all activities; lead all CSPAP opportunities; complete and submit monthly reports to the DPA; attend PAL training and support workshops.

The PAL’s will consist of a number of teachers and other school personnel that will work at an hourly base rate. For the first year, the CSPAP

| Personnel/Stipends | The Three Directors of Physical Activity (DPA) will be responsible for overseeing and planning all activities at their high school related to CSPAP (because the middle schools have less staff, they will not have a DPA assigned). They will plan, coordinate, and oversee the construction of the CSPAP at their designated middle/high school; hire the PAL for their school; communicate events and PA opportunities with administration and school personnel; contribute to training and support workshops for PAL and complete a project activity log for their school.

This will be a stipend position for the entire school year. The stipend will be $2,000 a piece (similar to a coaching stipend in the district). Only the 3 High Schools will have DPA (middle school PE staff is not large enough to constitute both a PAL and DPA). 3*2,000 = $6,000

The DPAs are essential to the success of the CSPAP component of this project. The DPA will oversee all of the programming and scheduling of the CSPAP components. They will make sure that 225 minutes of moderate to vigorous physical activity are being offered every week and that all programming and aspects of CSPAP are being implemented appropriately. | $6,000 (LPS) |
| Personnel/Stipends | Coordinate the CSPAP opportunities within their designated school; prepare for weekly PAL sessions with students by planning and organizing all activities; lead all CSPAP opportunities; complete and submit monthly reports to the DPA; attend PAL training and support workshops. | $20,744.10 (LPS) |
opportunities will start second semester. Each building will have activities at least 3 times per week for at least 90 minutes a session. PAL will be paid @ $25.61/hour (contracted rate) $38.415/session. Considering there will be 3 opportunities a week for 30 weeks this is equivalent to 90 sessions a year for each school. 
(90 sessions *($25.61/hour*1.5 hours=$38.415/session) = $3,457.35); $3,457.35* 6 schools = $20,744.10 Grand Total = $20,744.10

Without the PAL’s the CSPAP portion of the grant would not be able to function. These individuals will be running all of the before, during, and afterschool opportunities that are offered at each school building.

### Personnel/Stipends

<table>
<thead>
<tr>
<th>Physical Activity Leaders – Summer PAC</th>
<th>Coordinate the CSPAP opportunities within their designated school for the summer PAC; prepare for weekly PAC sessions with students by planning and organizing all activities; complete and submit weekly reports to the DPA; attend PAL training and support workshops.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The PAL – Summer PAC will consist of a number of teachers and other school personnel that will work at an hourly base rate. Each building will host two PAC events for 8 weeks during the summer. This will total 16 opportunities per school, with each session lasting 2 hours (96 opportunities total across district). ([($25.61/hour*2)*96 = $4,917.12]) Grand Total = $4,917.12</td>
</tr>
<tr>
<td></td>
<td>Without the summer PAL’s the summer CSPAP portion of the grant would not be able to function. These individuals will be running all of the summer opportunities that are offered at each school building. This is an additional 240 minutes of PA a week for eight weeks of the summer.</td>
</tr>
</tbody>
</table>

### Personnel/Stipends

<table>
<thead>
<tr>
<th>Physical Education Specialists; Wayne State University Center for School Health</th>
<th>The physical education curriculum specialists will include a number of individuals who specialize in physical education curriculum and implementation. Several PE specialists will be consulted to provide professional development opportunities in the areas of curriculum, culturally relevant pedagogy, disability, gender equity, etc. These individuals will be responsible for making sure that all opportunities presented to students are fair and equitable across gender, socioeconomic status, race, disability, etc. These individuals are essential to the program, as they will provide teachers with targeted professional development and support that will help them provide equitable opportunities to their students. This will hopefully be sustained far beyond the 3 year implications of this grant.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each specialist will work on a stipend position and $6,000 (WSU)</td>
</tr>
</tbody>
</table>

**PR/Award # S215F130198**
Page 146
the amount of stipend will depend on amount of contribution to the overall project. Each stipend will be approximately $1,500 for a year of consultation. 4 specialists @ $1,500 = $6,000

**Personnel/Stipends**

| Instructional Technology Specialists | The Instructional Technology Specialist will help the project teachers integrate technology into their pedagogical practices. Specifically in the third year they will be focusing on integrating web-based resources, polar applications for tablets, and FINTESSGRAM tablet applications. They will also order equipment (e.g., software, pedometers, etc.); provide intensive at-school mentoring for every teacher during year 3 and provide on-going support as needed during year 3. For Year 3 this position will be a stipend position for the consultation and professional development on tablet integration with FITNESSGRAM and SPARK, and Polar products. Stipend for Year 3 = $2,000
| $2,000 (WSU) |

The instructional technology specialist is essential in helping teaching integrate technology into the physical education classroom. This person will be able to build a relationship with teachers over the three year period and will be able to support them not only in professional development training but also continually throughout the year. Without someone designated to help with technology, teachers may get frustrated and have resistant toward the integration within physical education.

Because this is part of professional development, this will be contracted through WSU.

**Personnel/Stipends**

| Evaluators: Dr. Nate McCaughtry and Dr. Anne Murphy; Wayne State University Center for School Health | Dr. Nate McCaughtry and Dr. Anne Murphy are both successful and experienced evaluators in the field of physical education and healthy eating. They have a plethora of experience evaluating school and physical education reform. The responsibility of the evaluators will be to direct the ongoing product (pre/post quantitative testing) and process (qualitative methods) components of the project evaluation; organize, oversee and conduct the data collection and data entry, conduct interviews, observations, and document collection; analyze data; interpret results; provide the project director with monthly process evaluation progress reports and bi-annual product evaluation reports. Given the extensive experience of knowledge and previous evaluation combined with the thorough proposed evaluation plan, a total consulting fee of $35,000 will be charged for the external evaluation (8% of total project costs). Evaluation is of utmost importance.
| $35,000 (WSU) |
importance to the success of the grant. Without strategically planned and effective evaluation, LPS will not know whether the intervention is being successful in effecting the health and physical activity levels of the students in their district. Furthermore, extensive data collection is needed to report required materials back to the funder, therefore an experienced evaluation team is a necessity.

<table>
<thead>
<tr>
<th>Cost Share Employees</th>
<th>(b)(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total: Personnel/Stipends</th>
<th>$137,661.12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe</td>
<td></td>
</tr>
<tr>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%.</td>
<td>$13,120 (LPS)</td>
</tr>
<tr>
<td>Project Director:</td>
<td></td>
</tr>
<tr>
<td>$41,000 * 32% = $13,120</td>
<td></td>
</tr>
<tr>
<td>Sheryl Archibald</td>
<td>Grand Total = $13,120</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Fringe</strong></td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 11%. $22,000 * 11% = $2,420</td>
</tr>
<tr>
<td>Professional Development Coordinator: Erin E. Centoio, Ph.D</td>
<td>Grand Total = $2,420</td>
</tr>
<tr>
<td></td>
<td>$2,420 (WSU)</td>
</tr>
<tr>
<td><strong>Fringe</strong></td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%. $6,000 * 32% = $1,920</td>
</tr>
<tr>
<td>Director of Physical Activity</td>
<td>Grand Total = $1,920</td>
</tr>
<tr>
<td></td>
<td>$1,920 (LPS)</td>
</tr>
<tr>
<td><strong>Fringe</strong></td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%. $20,744.10 * 32% = $6,638.11</td>
</tr>
<tr>
<td>Physical Activity Leaders – During School Year</td>
<td>Grand Total = $6,638.08</td>
</tr>
<tr>
<td></td>
<td>$6,638.11 (LPS)</td>
</tr>
<tr>
<td><strong>Fringe</strong></td>
<td>Fringe covers retirement, insurance, and FICA and the rate is 32%. 4,917.12 * 32% = $1,573.48</td>
</tr>
<tr>
<td>Physical Activity Leaders – Summer PAC</td>
<td>Grand Total = $1,573.48</td>
</tr>
<tr>
<td></td>
<td>$1,573.48 (LPS)</td>
</tr>
<tr>
<td><strong>Cost Share Employees Fringe</strong></td>
<td>(b)(4)</td>
</tr>
<tr>
<td>LPS Employees with responsibility for oversight of the grant. Andrea Oquist, Steve Archibald, Alison Smith, Cindy Herbeck</td>
<td>(b)(4)</td>
</tr>
</tbody>
</table>
Funds are requested for all PE teachers to attend the annual MAHPERD conference. [25 instructors; registration fees $150*25 = $3,750; mileage reimbursement (257 miles r/t * 9 vehicles*.55/mile) = $1,272.15; Per Diem @ $50/day (school per diem rate) * 2 days*25 teachers = $2,500; Lodging ($100/night*13 rooms*2 nights) = $2,600] Grand Total = $10,122.15

Based on the needs assessment a huge area that needs improvement is teacher professional development. Traveling to the state PE and Health convention will allow teachers to not only network and build relationships with each other and others, making for a better teaching environment, but it will also provide them essential professional development that will lead to curricular and instructional changes within the physical education and CSPAP settings.

Funds are requested for the project director, professional development coordinator, and one teacher from each school to attend the National AAHPERD convention in [8 people total; registration fees ($250*8 people) = $2,000; Flights ($500*8) = $4,000; Hotel Rooms ($150/night * 3 nights *4 rooms (double occupancy)) = $1,800; Per Diem @ ($75/day*8 people) = $2,400 Grand Total = $10,200

Sending a leader from each school, along with the project director and PD coordinator to the national conference is extremely important to the enhancing the professional development experience of the teachers. These people will be able to gather information for the teachers and bring it back and help the teachers implement new teaching strategies, new culturally relevant lifetime physical activities, etc. Without being aware of the new and effective strategies that are happening in physical education it will be hard to create a program that is sustainable for the future.

<table>
<thead>
<tr>
<th>Fringe Total</th>
<th>$25,671.59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel</td>
<td>$10,122.15</td>
</tr>
<tr>
<td>Supplies</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

Supplies:
- Print cartridges (2 @ $150 = $300)
- Flash drives for teachers (30 @ $25 = $750)
- External hard drives (3 @ $150 = $450)
Supplies are items that are very important to help the grant run successfully. Without the proper supplies, professional development and other curricular needs may not run smoothly. The computer is needed to help support all of the documentation that is needed for the grant. Lot’s of handouts and supplemental materials will be given to district employees, teachers, DPA’s and PAL’s, students, and parents. It is important that we have print cartridges and paper to support inside communications with these individuals. External hard drives will help back up computers and data. Replacing teachers flash drives that might be full, broken, or lost is also important.

Teacher substitutes: Funds are requested for professional development opportunities. [SPARK PD: (25 teachers * 2 days @ $127/day) = $6350; MAHERPD PD: (25 teachers * 2 days @ $127/day) = $6350]; AAHERPD PD: (6 teachers * 3 days @ $127/day) = $2,286] Grand Total = $14,986

It is very important to understand the impact of professional development on teacher change. Without the ability for teachers to participate in opportunities that will enhance their learning and apply to their students’ situations, change is unlikely to occur. Have the money to fund substitutes for teachers to attend professional development is essential. Especially in the current hard economic times, schools cannot afford to pay for substitutes for teachers. In many cases teachers have to pay for their own substitutes if they want to participate in professional development opportunities. This is unrealistic and not feasible. This funding will provide opportunities to teachers that will have a lasting effect on the curricular and teaching changes that occur in the project.

Teacher professional development learning communities: will be utilized twice a month to provide teachers with an informal way to communicate with each other about successes and overcoming barriers related to grant implementation. Because it is outside of contracted hours, teacher must be compensated. (25 teachers @ $25.61/hour + fringe; two 45 minute sessions a month * 9 months = 13.5 hours total* 25 teachers; 25.61 + Fringe (32%)
Creating a culture of change in a school cannot happen from the top down. It is essential that teachers are a key part in making change happen. By meeting twice a month, teachers will really be able to communicate with each other, share ideas, learn, and figure out the best ways to sustain change in their school setting. This money is essential to making that happen because contractually we cannot make teachers stay and meet beyond the normal school day if we are not compensating them for their time.

- **Polar professional development training:**
The integration of technology is an important piece in year 2 & 3 of this grant. Two days of Polar professional development will be provided to train teachers on how to implement heart rate as well as use the iPads with Polar technology. Each training is approximately $2000. 2*$2000 = $,4,000; **Grand Total = $4,000**

Integrating heart rate monitors into a curriculum can be very beneficial for both teachers and students. However, the integration and benefits can only be seen if teachers are properly trained on equipment and learn how to use and apply it in their school setting. Having an expert from Polar conduct the training is extremely important to the overall progress and long-term sustainability of using heart rate monitors in physical education. This training will be on new materials but also a refresher from the previous year.

- **FITNESSGRAM:** Every year there is a $50 renewal fee for FITTESTGRAM tech support ($50*6 = $300)

Keeping FITTESTGRAM up to date is important so that teachers have the latest tools to collect student information and the official tech support to help them through issues.

- **Culturally Relevant Physical Activity Equipment:**
  - **High School Equipment:**
    - Bosu's with Cart (24 total) -- $2,599.00
    - Medicine Balls (4 Tier Rack Set) -- $1,369.00
    - UltraFi Resistance Tubing Station -- $499
    - ClassPlus 48-Toe Pack with Cart -- $659
    - Total per school High School = $5,126
  - **Middle School Equipment:**
    - UltraFi Resistance Tubing Station -- $499
    - Steps (48 with cart) -- $1987

**Total** = $4,000 (WSU) $300 (LPS) $31,143 (LPS)
Stability Balls (40 @ $35 each) — $1,400
Medicine Balls (4 Tier Rack Set) — $1,369.00
Total per school middle school = $5,255
Grand Total = 15,765 + $15,378 = $31,143

In order to provide culturally relevant lifetime physical activities that students enjoy, there is a great need to supply teachers with the proper equipment. Without the equipment we would be unable to offer these programs to the students.

• **Cardio Equipment MS**: Each middle school will receive 3 pieces of cardio equipment to use in a mini-fitness center at each building. This center will be used for all purposes including a personal fitness class, additional culturally relevant lifetime physical activity opportunities, physical education class, etc. Each piece of cardio costs approximately $3,000. ($3,000 * 3 * 3 = $27,000) **Grand Total = $27,000**

Introducing students to cardio equipment in MS is something that students are asking for. Many students have access to this equipment outside of school, but are fearful to use it because they do not know how. Teaching them how to use this equipment safely, while they are young is important because they are more likely to use it as adults.

• **Cybex Equipment MS**: Each middle school will receive 1 multifunction cable machines to help with the personal fitness and weight training component of physical education. Each cable machine is approximately $9,000. ($9,000 * 3 schools = $27,000) **Grand Total = $27,000**

Students expressed the need to be able to understand lifetime physical activities that they could perform at local health and wellness centers. Cable machines are extremely popular and useful in the health industry. They allow people to get an extreme muscular endurance and Muscular strength workout, similar to free weights, but much safer. Cable machines will add variety, safety, and enjoyable experiences to students’ choices in the fitness center. These will greatly benefit the students of LPS for years to come.

• **Heart Rate Monitors**: Each high school and middle school will receive and additional 75 wrist unit heart rate monitors to use in physical education classes, and during culturally relevant lifetime physical activity opportunities **$72,000**

($LPS$)
Using heart rate monitors in physical education is extremely valuable to students and teachers. It teaches students how to understand their body when working out and being physically active, but also provides teachers with a unique and accurate way to assess students in physical education class. Heart rate monitors will add long-term sustainability to curriculum reform as it will motivate students and help teachers provide accurate assessment in fitness activities. Having enough heart rate monitors at each location is also very important as not being able to allow all students in one class to use the monitors could prove to be ineffective. In addition, adding heart rate monitors into the physical education has been proven to drastically increase students' MVPA. Given this is an ultimate goal of the project, it is important that they are integrated.

- **Printing and Duplicating**: Costs will be incurred for printing and duplicating of surveys, parent and student letters etc. The price per year is estimated at $4,000.

  Both LPS and WSU will incur extensive costs for printing and duplicating. This will be to provide evaluation and assessments to students, but also will include handouts, flyers, etc. to send to parents and advertise programs and events.

- **Postage**: Estimated incurred costs for postage to mail flyers home to parents, and plan professional development events is around $1000.

  This is also essential to creating a culture of change in the entire LPS community. Without parental involvement and support from home, extensive, long term change is less likely to occur.
week) = $36,450] = $76,950

Summer Opportunities [(3 HS * ($100 per hour * 2 hours) * (16 sessions) = $9,600) [(3 MS * ($90 per hour * 2 hours) * (16 sessions) = $8,640] $8,640 + $9,600 = $18,240

Grand Total = $95,190

Without renting the space for the buildings before and after school we would be unable to offer CSPAP opportunities to students.

<table>
<thead>
<tr>
<th>Total Other</th>
<th>$192,838.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Year Three Direct Costs</td>
<td></td>
</tr>
<tr>
<td>Total Year Three Including .08% Indirect on WSU portion</td>
<td></td>
</tr>
<tr>
<td>WSU Indirect Costs @ .08 = $6,261.60</td>
<td></td>
</tr>
<tr>
<td>$385,754.68</td>
<td></td>
</tr>
</tbody>
</table>

**Budget Summary**

<table>
<thead>
<tr>
<th>Year</th>
<th>Livonia Public Schools</th>
<th>Wayne State University</th>
<th>Indirect Costs (WSU)</th>
<th>Total Federal Contribution</th>
<th>Non-Federal Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>$503,327.96</td>
<td>$83,368.00</td>
<td>$6,669.44</td>
<td>$593,365.40</td>
<td>(b)(4)</td>
</tr>
<tr>
<td>Two</td>
<td>$319,460.08</td>
<td>$87,870.00</td>
<td>$7,029.60</td>
<td>$416,159.68</td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>$301,223.08</td>
<td>$78,270.00</td>
<td>$6,261.60</td>
<td>$385,754.68</td>
<td></td>
</tr>
</tbody>
</table>
### Personnel Budget Detail

<table>
<thead>
<tr>
<th>Personnel Type</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
<th>WSU Totals</th>
<th>LPS Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>41,000.00</td>
<td>41,000.00</td>
<td>41,000.00</td>
<td>123,000.00</td>
<td>123,000.00</td>
<td></td>
</tr>
<tr>
<td>Professional Development Coordinator</td>
<td>22,000.00</td>
<td>22,000.00</td>
<td>22,000.00</td>
<td>66,000.00</td>
<td>66,000.00</td>
<td></td>
</tr>
<tr>
<td>Physical Activity Directors (High School Only)</td>
<td>6,000.00</td>
<td>6,000.00</td>
<td>6,000.00</td>
<td>18,000.00</td>
<td>18,000.00</td>
<td></td>
</tr>
<tr>
<td>Physical Activity Leaders -- School Year</td>
<td>13,929.40</td>
<td>20,784.00</td>
<td>20,784.00</td>
<td>55,417.40</td>
<td>55,417.40</td>
<td></td>
</tr>
<tr>
<td>Summer Physical Activity Leaders (6 schools)</td>
<td>4,917.12</td>
<td>4,917.12</td>
<td>4,917.12</td>
<td>14,751.36</td>
<td>14,751.36</td>
<td></td>
</tr>
<tr>
<td>Physical Education Specialists (Curriculum, Culturally Relevant, Pedagogy, Equity, etc)</td>
<td>6,000.00</td>
<td>6,000.00</td>
<td>6,000.00</td>
<td>18,000.00</td>
<td>18,000.00</td>
<td></td>
</tr>
<tr>
<td>Michigan Model Curriculum Specialists</td>
<td>1,500.00</td>
<td>1,500.00</td>
<td>1,500.00</td>
<td>4,500.00</td>
<td>4,500.00</td>
<td></td>
</tr>
<tr>
<td>Instructional Technology Specialists</td>
<td>1,000.00</td>
<td>2,000.00</td>
<td>2,000.00</td>
<td>5,000.00</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Coordinator</td>
<td>35,000.00</td>
<td>35,000.00</td>
<td>35,000.00</td>
<td>105,000.00</td>
<td>105,000.00</td>
<td></td>
</tr>
<tr>
<td>Total Personnel</td>
<td>129,746.52</td>
<td>159,161.12</td>
<td>157,661.12</td>
<td>446,568.76</td>
<td>495,500.00</td>
<td>211,068.76</td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Director</td>
<td>13,120.00</td>
<td>13,120.00</td>
<td>13,120.00</td>
<td>39,360.00</td>
<td>39,360.00</td>
<td></td>
</tr>
<tr>
<td>Professional Development Coordinator</td>
<td>2,420.00</td>
<td>2,420.00</td>
<td>2,420.00</td>
<td>7,260.00</td>
<td>7,260.00</td>
<td></td>
</tr>
<tr>
<td>Physical Activity Directors</td>
<td>1,920.00</td>
<td>1,920.00</td>
<td>1,920.00</td>
<td>5,760.00</td>
<td>5,760.00</td>
<td></td>
</tr>
<tr>
<td>Physical Activity Leaders--School Year</td>
<td>4,425.41</td>
<td>6,638.08</td>
<td>6,638.08</td>
<td>17,710.57</td>
<td>17,710.57</td>
<td></td>
</tr>
<tr>
<td>Physical Activity Leaders--Summer</td>
<td>1,573.48</td>
<td>1,573.48</td>
<td>1,573.48</td>
<td>4,720.44</td>
<td>4,720.44</td>
<td></td>
</tr>
<tr>
<td>Total Fringe Benefits</td>
<td>23,458.89</td>
<td>25,671.56</td>
<td>25,671.56</td>
<td>74,822.00</td>
<td>72,600.00</td>
<td>67,542.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>3,000.00</td>
<td>3,000.00</td>
<td>3,000.00</td>
<td>9,000.00</td>
<td>9,000.00</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Substitutes</td>
<td>12,700.00</td>
<td>14,986.00</td>
<td>14,986.00</td>
<td>42,672.00</td>
<td>42,672.00</td>
<td></td>
</tr>
<tr>
<td>Teacher Professional Development Learning Communities</td>
<td>11,409.25</td>
<td>11,409.25</td>
<td>11,409.25</td>
<td>34,227.75</td>
<td>34,227.75</td>
<td></td>
</tr>
<tr>
<td>SPARK Curriculum Materials</td>
<td>6,783.00</td>
<td></td>
<td></td>
<td>6,783.00</td>
<td>6,783.00</td>
<td></td>
</tr>
<tr>
<td>SPARK Professional Development</td>
<td>9,398.00</td>
<td></td>
<td></td>
<td>9,398.00</td>
<td>9,398.00</td>
<td></td>
</tr>
<tr>
<td>Polar Professional Development</td>
<td>4,000.00</td>
<td>4,000.00</td>
<td>4,000.00</td>
<td>8,000.00</td>
<td>8,000.00</td>
<td></td>
</tr>
<tr>
<td>Michigan Model Nutrition/Physical Activity Curriculum</td>
<td>8,100.00</td>
<td></td>
<td></td>
<td>8,100.00</td>
<td>8,100.00</td>
<td></td>
</tr>
<tr>
<td>FITNESSGRAM</td>
<td>5,142.00</td>
<td>300.00</td>
<td>300.00</td>
<td>5,142.00</td>
<td>5,142.00</td>
<td></td>
</tr>
<tr>
<td>SPARK Physical Activity Equipment</td>
<td>56,250.15</td>
<td></td>
<td></td>
<td>56,250.15</td>
<td>56,250.15</td>
<td></td>
</tr>
<tr>
<td>Culturally Relevant Physical Activity Equipment</td>
<td>29,445.00</td>
<td>31,143.00</td>
<td>31,143.00</td>
<td>80,688.00</td>
<td>80,688.00</td>
<td></td>
</tr>
<tr>
<td>Fitness Center Cardio Equipment</td>
<td>180,000.00</td>
<td></td>
<td></td>
<td>180,000.00</td>
<td>180,000.00</td>
<td></td>
</tr>
<tr>
<td>Fitness Center Cyber Equipment</td>
<td>36,000.00</td>
<td>54,000.00</td>
<td>54,000.00</td>
<td>102,000.00</td>
<td>102,000.00</td>
<td></td>
</tr>
<tr>
<td>Pulmometers</td>
<td>33,586.00</td>
<td></td>
<td></td>
<td>33,586.00</td>
<td>33,586.00</td>
<td></td>
</tr>
<tr>
<td>Heart Rate Monitors</td>
<td>72,000.00</td>
<td>72,000.00</td>
<td>72,000.00</td>
<td>144,000.00</td>
<td>144,000.00</td>
<td></td>
</tr>
<tr>
<td>Tablets (IPADs)</td>
<td>21,715.00</td>
<td></td>
<td></td>
<td>21,715.00</td>
<td>21,715.00</td>
<td></td>
</tr>
<tr>
<td>Printing and Duplication</td>
<td>4,000.00</td>
<td>4,000.00</td>
<td>4,000.00</td>
<td>12,000.00</td>
<td>12,000.00</td>
<td></td>
</tr>
<tr>
<td>Postage</td>
<td>1,000.00</td>
<td>1,000.00</td>
<td>1,000.00</td>
<td>3,000.00</td>
<td>3,000.00</td>
<td></td>
</tr>
<tr>
<td>Total Other</td>
<td>416,268.40</td>
<td>220,975.25</td>
<td>192,838.25</td>
<td>830,081.90</td>
<td>329,080.90</td>
<td>797,083.90</td>
</tr>
<tr>
<td>Total Direct Cost</td>
<td>586,695.00</td>
<td>409,130.08</td>
<td>379,492.08</td>
<td>1,375,317.11</td>
<td>1,249,308.00</td>
<td>1,125,811.11</td>
</tr>
<tr>
<td>Indirect Costs (Wayne State Only, 30%)</td>
<td>6,669.44</td>
<td>7,029.60</td>
<td>6,261.60</td>
<td>19,950.64</td>
<td>19,950.64</td>
<td></td>
</tr>
<tr>
<td>Total Project Cost</td>
<td>593,365.40</td>
<td>416,159.68</td>
<td>385,754.68</td>
<td>1,395,279.73</td>
<td>1,269,258.64</td>
<td>1,125,811.11</td>
</tr>
<tr>
<td>Total Wayne State</td>
<td>83,360.00</td>
<td>319,460.08</td>
<td>78,270.00</td>
<td>512,090.00</td>
<td>512,090.00</td>
<td></td>
</tr>
<tr>
<td>Total Livonia</td>
<td>503,347.96</td>
<td></td>
<td></td>
<td>503,347.96</td>
<td>503,347.96</td>
<td>503,347.96</td>
</tr>
</tbody>
</table>
## SECTION A - BUDGET SUMMARY

### U.S. DEPARTMENT OF EDUCATION FUNDS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>65,746.52</td>
<td>72,661.12</td>
<td>72,661.12</td>
<td>72,661.12</td>
<td>72,661.12</td>
<td>72,661.12</td>
</tr>
<tr>
<td>2. Fringe Benefits</td>
<td>21,588.89</td>
<td>23,251.56</td>
<td>23,251.56</td>
<td>23,251.56</td>
<td>23,251.56</td>
<td>23,251.56</td>
</tr>
<tr>
<td>3. Travel</td>
<td>18,172.15</td>
<td>18,972.15</td>
<td>18,972.15</td>
<td>18,972.15</td>
<td>18,972.15</td>
<td>18,972.15</td>
</tr>
<tr>
<td>4. Equipment</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5. Supplies</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>6. Contractual</td>
<td>82,368.00</td>
<td>87,870.00</td>
<td>87,870.00</td>
<td>87,870.00</td>
<td>87,870.00</td>
<td>87,870.00</td>
</tr>
<tr>
<td>7. Construction</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>9. Total Direct Costs (lines 1-8)</td>
<td>586,695.96</td>
<td>489,130.00</td>
<td>379,493.00</td>
<td>379,493.00</td>
<td>379,493.00</td>
<td>1,375,319.12</td>
</tr>
<tr>
<td>10. Indirect Costs*</td>
<td>6,669.44</td>
<td>7,029.60</td>
<td>6,261.60</td>
<td>6,261.60</td>
<td>6,261.60</td>
<td>6,261.60</td>
</tr>
<tr>
<td>11. Training Stipends</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>12. Total Costs (lines 9-11)</td>
<td>593,365.40</td>
<td>416,159.66</td>
<td>385,754.68</td>
<td>385,754.68</td>
<td>385,754.68</td>
<td>1,395,279.76</td>
</tr>
</tbody>
</table>

*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 [x] No [ ]

2. If yes, please provide the following information:
   - Period Covered by the Indirect Cost Rate Agreement: From: 01/01/2008 To: 09/30/2013 (mm/dd/yyyy)
   - Approving Federal agency:  
     - ED [x] Other (please specify):  
   - The Indirect Cost Rate is 26.09%.

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 8.00%.
<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
<th>Project Year 4</th>
<th>Project Year 5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel</td>
<td>(b) (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fringe Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Contractual</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Total Direct Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lines 1-8)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Indirect Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Training Stipends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Total Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(lines 9-11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION C - BUDGET NARRATIVE (see instructions)**
1. Project Director:

Prefix: Ms.
First Name: SHERYL
Middle Name: 
Last Name: ARCHIBALD
Suffix: 

Address:
Street1: 5125 FARMINGTON ROAD
Street2: 
City: LIVONIA
County: 
State: MI: Michigan
Zip Code: 18240
Country: USA: UNITED STATES

Phone Number (give area code)  Fax Number (give area code)  
734-744-2135  734-744-2574

Email Address:
 sarchiba2@livoniapublicschools.org

2. Novice Applicant:

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

☐ Yes  ☒ No  ☐ Not applicable to this program

3. Human Subjects Research:

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

☒ Yes  ☐ No

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

☐ Yes  ☒ Provide Exemption(s) #: 

☒ No  Provide Assurance #, if available: Not yet available; we will obtain IRB approval once funding is secure.

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.