

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Carol M. White Physical Education Program Application Package**

**CFDA # 84.215F**

**PR/Award # S215F130198**

**Grants.gov Tracking#: GRANT11379040**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 04/12/2013	4. Applicant Identifier: PEP Cost Code 8440	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>B. APPLICANT INFORMATION:</b>		
* a. Legal Name: LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 38-6004173	* c. Organizational DUNS: 0742366620000	
<b>d. Address:</b>		
* Street1: 15125 FARMINGTON ROAD	<input type="text"/>	
Street2: <input type="text"/>	<input type="text"/>	
* City: LIVONIA	<input type="text"/>	
County/Parish: <input type="text"/>	<input type="text"/>	
* State: MI: Michigan	<input type="text"/>	
Province: <input type="text"/>	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 48154-5413	<input type="text"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: Ms.	* First Name: SHERYL	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: ARCHIBALD	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: HEALTH AND PHYSICAL EDUCATION COORDINATOR		
Organizational Affiliation: LIVONIA PUBLIC SCHOOLS		
* Telephone Number: 734-744-2135	Fax Number: 734-744-2574	
* Email: SARCHIBA2@LIVONIAPUBLICSCHOOLS.ORG		

**Application for Federal Assistance SF-424**

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

G: Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

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

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

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

Add Attachment

Delete Attachment

View Attachment

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

Creating a Culture of Healthy Habits: A Secondary Physical Education Reform

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Alison Smith	DISTRICT ACCOUNTANT
* APPLICANT ORGANIZATION	* DATE SUBMITTED
LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT	04/12/2013

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

Prime     SubAwardee

\* Name: LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT

\* Street 1: 15125 FARMINGTON ROAD    Street 2: \_\_\_\_\_

\* City: LIVONIA    State: MI: Michigan    Zip: 48154

Congressional District, if known: MI-11

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

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

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A State \_\_\_\_\_ Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A 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: Prefix Ms. \* First Name ALISON Middle Name \_\_\_\_\_  
 \* Last Name SMITH Suffix \_\_\_\_\_

Title: DISTRICT ACCOUNTANT    Telephone No.: 734-744-2508    Date: 04/12/2013

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b>		
LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Ms.	* First Name: ALISON	Middle Name:
* Last Name: SMITH	Suffix:	
* Title: DISTRICT ACCOUNTANT		
<b>* SIGNATURE:</b> Alison Smith	<b>* DATE:</b> 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.]

---

## You may now Close the Form

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

\* Attachment:

## **Abstract**

*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)

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

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

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## 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 (7<sup>th</sup> grade) and the YRBS survey (9<sup>th</sup> & 11<sup>th</sup> grades). Program assessments also included principal, teacher, and student interviews. Below are summaries of the programmatic assessments.

#### PECAT: Overall Scorecard

	Content Analysis Score for Each Grade Level		Student Assessment Analysis Score for Each Grade Level	
	Grades 7-8	Grades 9-12	Grades 7-8	Grades 9-12
<b>Standard #1</b>	6	4	6	3
<b>Standard #2</b>	4	2	4	1
<b>Standard #3</b>	2	3	2	4
<b>Standard #4</b>	3	5	3	5
<b>Standard #5</b>	6	0	6	2
<b>Standard #6</b>	3	3	3	0

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)

### HECAT: Module on Healthy Eating

	Standard #1	Standard #2		Standard #3		Standard #4		Standard #5		Standard #6		Standard #7		Standard #8	
	Concept Coverage Score	Student Learning	Teacher Inst.												
<b>MS</b>	1	2	1	2	0	2	0	3	0	3	0	3	0	3	0
<b>HS</b>	3	2	0	2	0	3	0	2	0	3	0	2	0	2	0

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

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

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 <i>variety</i> of activities. First, every secondary program is dominated by team sports, not providing students with instruction in a <b>variety</b> 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.

PE Std 2: Demonstrates understanding of fitness concepts, principles, strategies, and tactics ...	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.
PE Standard 3: Participates regularly in PA	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.
PE Std 4: Achieves and maintains a health enhancing level of fitness.	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.
PE Std 5: Responsible personal and social behavior that respects self & others in PA	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.
PE Std 6: Values PA ...	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.
<b>Needs within the PE environment and school community</b>	
Lack of nutritional knowledge and healthy habit knowledge	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.
Weaknesses in PD	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.
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**Significance of the Project**

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

<b>Carol M. White Physical Education Program (PEP) Absolute Priorities</b>	
Priority #1	Instruction in healthy eating habits and good nutrition
Priority #2	Physical fitness activities that must include at least one of the following:
Priority #2a	Fitness education and assessment to improve, or maintain physical well-being.
Priority #2b	Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
Priority #2c	Development of, and instruction in, cognitive concepts about motor skill and physical fitness that supports a lifelong healthy lifestyle.
Priority #2d	Opportunities to develop positive social and cooperative skills through PA.
Priority #2e	Opportunities for PD for teachers of PE to stay abreast of the latest research, issues, and trends in the field of PE.
<b>Competitive Priorities</b>	
Priority #2	Partnerships between applicants and supporting community entities
<b>Invitational Priorities</b>	
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.

<b>Existing Strategies</b>	
<i>Strategy 1:</i>	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 Sd 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.

**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)
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Objective #2 (GRPA)	80% of the students' will meet the Healthy Fitness Zone in five of six Presidential Youth Fitness Program fitness components. (PE Stds 3,4; PEP AP 2a,2b,2c)
Objective #3 (GRPA)	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 Std 2; PEP AP1)
Objective #4	Students will spend 50% of PE classes in moderate-to-vigorous physical activity (MVPA). (PE Stds 3,4; PEP AP 2a,2b,2c)
Objective #5	Students will have opportunities before, during, and after school to participate in at least 225 minutes of PA per week. (PE Stds 3,4; PEP AP 2a,2b,2c,2d; IP 1)
Objective #6	75% of students will demonstrate competency skills in each of the ten new Culturally-Relevant Lifetime Physical Activities. (PE Stds 1,3,4; PEP IP 1)
Objective #7	85% of students will improve their attitudes and values toward PA. (PE Std 6; PEP AP 2b,2d)
Objective #8	Students will implement the eight of 10 Character Matters behaviors from the SPARK curriculum. (PE Std 5; PEP AP 2d)
Objective #9	Students will improve their knowledge of healthy eating in the Michigan Model for Health Nutrition Module to 90%. (PEP AP 1)

<b>Project Goal #2: Improve the quality of secondary physical education, nutrition education, and physical activity according to Michigan Physical Education Standards and Benchmarks</b>	
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 Stds 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 Stds 2,6)
Objective #4	Teachers will implement ten new Culturally-Relevant Lifetime Physical Activities in their PE classes. (PE Stds 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 Stds 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 Stds 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 Stds 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 Stds 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 Stds 2 PEP AP1)
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 Stds 1,2,3,4,5,6 PEP AP1,2a,2b,2c,2d, CP2, IP1)

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 9<sup>th</sup> 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 the 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.

<b>Project Personnel and Responsibilities</b>	
<i>Project Director: Sheryl Archibald PE and HE Coordinator LPS</i>	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 PD 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.
<i>PD Coordinator: Erin Centeio, Ph.D WSU CSH</i>	The PD coordinator oversees all aspects of PD for the district (e.g. presenters, trainings, conferences); recruits and accesses speakers; aligns PD opportunities with specific objectives of the project; ensures that the planned PD activities are executed successfully.

<p><i>Director of PA (DPA)</i></p>	<p>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.</p>
<p><i>Physical Activity Leaders (PAL)</i></p>	<p>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.</p>
<p><i>PE Specialists: Wayne State University, Center for School Health</i></p>	<p>The PE curriculum specialists will include a number of individuals who specialize in PE curriculum and implementation. (1) <i>CRLPA expert:</i> 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/Taebo, 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) <i>Disability Expert:</i> 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) <i>Gender expert:</i> 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) <i>Socioeconomic Status expert:</i> 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.</p>
<p><i>Michigan Model Curriculum Specialist(s) (Intermediate School)</i></p>	<p>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.</p>
<p><i>Instructional Technology Specialists (WSU Center for School Health)</i></p>	<p>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.</p>

<p><i>Evaluator:</i>  <i>Nate McCaughy,</i>  <i>Ph.D</i>  <i>Anne Murphy, Ph.D</i>  <i>WSU CSH</i></p>	<p>The Wayne State Center for School Health will be leading the evaluation portion of this project. It will be led by Nate McCaughy 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.</p>
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<b>Year 1 Timeline (2013-2014 School Year)</b>	
October 2013	Plan and implement the project kickoff celebration; order pedometers. Plan data collection; develop evaluation protocol and train data collectors.
November 2013	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
December 2013	Organization of CSPAP; Hiring and training of the DPAs and PALs; Evaluation progress report; Host first SHAC meeting; Teacher-led, facilitated in-house PD
January 2014	SPARK Implementation; Order equipment for CSPAP opportunities
February 2014	SPARK workshop #2; Recruitment of students for CSPAP opportunities; Mid-year product evaluation summary; Host SHAC meeting
March 2014	CSPAP kickoff celebration; Nutrition education workshop for teachers (nutritional needs of adolescents); Evaluation progress report
March – May 2014	SPARK implementation; Site-based leadership team; CSPAP opportunities offered three times a week for 90 minutes (before, during, and after school )
April 2014	Technology workshop (web-based resources; pedometers); Host SHAC meeting; DPA & PAL planning meeting for summer CSPAP opportunities
April – May 2014	Technology integration/implementation; DPA & PAL planning meeting for summer CSPAP opportunities (Summer PAC)
May 2014	Year 1 culminating event; Capstone teacher workshop; Host SHAC meeting
June – July 2014	Year 1 post-intervention data collection; Data analysis; Annual evaluation report generation; Year 2 planning summit; DPA & PAL planning meeting for summer CSPAP opportunities (Summer PAC)
July- August 2014	Implementation of CSPAP opportunity (Summer PAC)

<b>Year 2 Timeline (2014-2015 School Year)</b>	
August – September 2014	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 & MS); Year 2 pre-intervention data collection; Reorganization/Recruitment for CSPAP opportunities; Host SHAC meeting

September 2014 – May 2015	CSPAP opportunities offered three times a week for 90 minutes (Before, during, and after school; Utilizing fitness centers and other spaces); Monthly evaluation progress reports; Integration of heart rate monitors into CSPAP opportunities and PE; Site-based leadership team
October – December 2014	SPARK Curriculum implementation, Instructional technology integration; MMHC implementation; Host SHAC meeting
January 2015	CRLPA Clinic #1 (Optimizing fitness center facilities); Mid-year product evaluation summary; Order and distribute all PA equipment for CRLPA in Year 2
January – June 2015	CRLPA implementation (Fitness Center, Pilates, Yoga, Kickboxing/Taebo)
February 2015	CRLPA Clinic #2 (Pilates); Site-based leadership team; Host SHAC meeting
March 2015	CRLPA Clinic #3 (Yoga); Nutrition education workshop (current nutrition topics)
April 2015	CRLPA Clinic #4 (Kickboxing/Tae-Bo); Site-based leadership team; Host SHAC meeting
May – June 2015	Post-intervention data collection; Year 2 CSPAP culminating event; Capstone teacher workshop; DPA & PAL planning meeting for summer CSPAP opportunities (Summer PAC); Host SHAC meeting
June – July 2015	Data analysis; Annual evaluation report generate; Year 3 planning summit; DPA & PAL planning meeting for summer CSPAP opportunities (Summer PAC)
July – August 2015	Implementation of CSPAP opportunity (Summer PAC)

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

### **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.

<b>Project Goal #1: Improve the Health of Middle and High School Students Through Attainment of Michigan Physical Education Standards and Benchmarks</b>	
Obj. #1 GPRA	75% of students will participate in at least 60 minutes of PA daily before, during, and after school. <b>Data Collected:</b> Minutes of activity per day, three consecutive days, three-times a year <b>Method:</b> 3 day recall survey and pedometers worn full school day
Obj. #2 GRPA	80% of the students' will meet the Healthy Fitness Zone in five of six Presidential Youth Fitness Program fitness components <b>Data Collected:</b> Health-related fitness test results <b>Method:</b> FITNESSGRAM tests (all 6) with students in all PE classes
Obj. #3 GRPA	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. <b>Data Collected:</b> Number of times students consume fruit and vegetables per day <b>Method:</b> YRBS will be completed at HS; MiPHY will be completed at MS
Obj. #4	Students will spend 50% of PE classes in moderate-to-vigorous physical activity (MVPA). <b>Data Collected:</b> Number of minutes of MVPA in PE class <b>Method:</b> Pedometers worn by all students during PE class
Obj. #5	Students will have opportunities before, during, and after school to participate in at least 225 minutes of PA per week. <b>Data Collected:</b> PA minutes offered over one five-day week <b>Method:</b> Activity content coverage index in all PA venues
Obj. #6	75% of students will demonstrate competency skills in each of the ten new Culturally-Relevant Lifetime Physical Activities. <b>Data Collected:</b> Student skill competency ratings at end of each unit <b>Method:</b> Individual standardized assessment rubrics for all 10 CRPAs
Obj. #7	85% of students will improve their attitudes and values toward PA <b>Data Collected:</b> Students' attitudes toward PA <b>Method:</b> Students complete the Physical Activity Attitudinal Inventory (PAAI)

Obj. #8	Students will implement the eight of 10 Character Matters behaviors from the SPARK curriculum <b>Data Collected:</b> Student implementation of eight character matters behaviors <b>Method:</b> SPARK Character Matters Assessment Inventory
Obj. #9	Students will improve their knowledge of healthy eating in the Michigan Model for Health Nutrition Module to 90% <b>Data Collected:</b> Student knowledge of healthy nutrition concepts <b>Method:</b> Students will complete the MM for Health Nutrition Module Assessment

<b>Project Goal #2: Improve the quality of secondary physical education, nutrition education and physical activity according to Michigan Physical Education Standards and Benchmarks</b>	
Obj. #1	Teachers will implement 75% of the SPARK lessons and objectives during their PE classes. <b>Data Collected:</b> Number of SPARK lessons and objectives implemented <b>Method:</b> Teachers complete a SPARK Content Coverage Index
Obj. #2	Teachers will implement ten pedometer/heart rate fitness lessons. <b>Data Collected:</b> Number of pedometer and heart rate lessons implemented in PE <b>Method:</b> Teachers complete a Fitness Technologies Content Coverage Index
Obj. #3	Teachers will integrate three web-based resources into instruction. <b>Data Collected:</b> Number of web-based resources used during PE planning and instruction <b>Method:</b> 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. <b>Data Collected:</b> Number of lessons taught for each of the new Culturally-Relevant Lifetime Physical Activities implemented in PE <b>Method:</b> 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 <b>Data Collected:</b> Number of minutes of PA offered before, during, and after school for 5 consecutive days. <b>Method:</b> 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. <b>Data Collected:</b> Number of club sessions offered each summer <b>Method:</b> 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. <b>Data Collected:</b> Attendance at all PD workshops, events and conferences <b>Method:</b> 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. <b>Data Collected:</b> Attendance at site-based leadership meetings <b>Method:</b> Attendance logs and minutes reports

Obj. #9	<p>Teachers will implement 75% of the Michigan Model for Health Nutrition Module lessons during their PE or health classes.</p> <p><b>Data Collected:</b> Number of Michigan Model nutrition lessons implemented</p> <p><b>Method:</b> Teachers complete a MM Nutrition Module Content Coverage Index</p>
Obj. #11	<p>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.</p> <p><b>Data Collected:</b> Meeting attendance documents, revised policy documents, assessment reports</p> <p><b>Method:</b> Attendance logs, minutes reports, revised policy documents, implementation assessments</p>

*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 proceeding 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.

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# Sheryl Archibald

(b)(6)

## **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  
M.A.H.P.E.R.D. Presentations, 1996, 1997, 1998, 2000, and 2001  
Member of State High School Focus Group for EPEC, 2001  
Founder and Chairperson for Women's Sports and Fitness Day – Livonia Public Schools

## **RECOGNITION:**

Cover Story – Detroit Free Press "Body and Mind" Feb.4, 1994  
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

(b)(6)

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DEPARTMENT/COLLEGE:

Department of Kinesiology, Health,  
and Sport Studies  
College of Education

PRESENT RANK & DATE OF RANK:

Assistant Professor  
January 7<sup>th</sup>, 2013

Year Appointed/Rank:

2013, Assistant Professor  
2012, Instructor

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CITIZEN OF: United States of America

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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

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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
  2. American Educational Research Association
  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)  
Danialle Karmanos Work It Out: Establishing an Evidence Base  
Source: Children's Hospital of Michigan Foundation  
**Award: \$30,000**  
January 1<sup>st</sup>, 2013- January 1<sup>st</sup>, 2014

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 1<sup>st</sup>, 2012 – April 1<sup>st</sup>, 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

(1) McCaughtry, N. & **Centeio, E.E.** (in progress). Physical Activity 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*.

(7) **Centeio, E. E.**, Cance, J.D., Nicksic, H.M., & **Castelli, D.M.** (under review). Correlates of body mass index and aerobic fitness in adolescents. *Journal of Adolescent Health*.

(6) Castelli, D.M., Nicksic, H.M., **Centeio, E.E.**, & Hwang, J. (under review). Physical activity and academic performance in school-aged children. *SRCD Monographs*.

(5) **Centeio, E.E.** & Castelli, D.M. (under review). The tipping point: Incidences of support and resistance to change among secondary physical education teachers. *Research Quarterly for Exercise and Sport*.

(4) Castelli, D.M., **Centeio, E.E.**, & Nicksic, H.M. (accepted). Preparing educators to promote physical activity in schools. *American Journal of Lifestyles Medicine*.

(3) Heidorn, B. & **Centeio, E.E.** (2012). JOPERD special feature: Director of Physical Activity, staff involvement. *Journal of Physical Education, Recreation, and Dance*, 83(7), 13-19.

(2) Castelli, D.M., **Centeio, E.E.**, Boehmesen, H., Barclay, D., & Bundy, C. (2012). JOPERD special feature: Collaboration between universities and public schools to achieve sustained reform and professional development, school and university partnerships: The wizard, the warrior, and the wagoner. *Journal of Physical Education, Recreation, and Dance*, 83(9), 15-18.

(1) Keating, X.D., Castro-Pinero, J., **Centeio, E.E.**, Harrison, L., Ramirez, T., Chen, L. (2010). Health-related fitness knowledge and its relation to student physical activity patterns at a large U.S. southern state university. *The ICHPER-SD Journal of Research in Health, Physical Education, Recreation, Sport & Dance*, 5(2), 3-9.

#### 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

- (9) **Centeio, E.E., & Castelli, D.M.** (accepted). Physical education teachers and comprehensive school physical activity programs (CSPAP). *Research Quarterly for Exercise and Sport*.
- (8) **Centeio, E.E., & Castelli, D.M.** (2012). Predictors of weekend physical activity in adolescents. *Research Quarterly for Exercise and Sport*, 83(1), Supplement 1.
- (7) Schafer, J.M., **Centeio, E.E., & Castelli, D.M.** (2012). To game or not to game: That is the question. *Research Quarterly for Exercise and Sport*, 83(1), Supplement 1.
- (6) **Centeio, E.E., Keating, X.** (2011). How phat is your fitness knowledge? *Research Quarterly for Exercise and Sport*, (82)1, Supplement 1, A3.
- (5) Wallace, J., **Centeio, E.E., Dauenhauer, B., Oh, J.H.** (2011). Fitness education project data analysis. *Research Quarterly for Exercise and Sport*,(82)1, Supplement 1, A2.
- (4) Castelli, D.M., Oh, J., **Centeio, E.E.** (2011). Time in target heart zone and physical and cognitive health. *Research Quarterly for Exercise and Sport*, (82)1, Supplement 1, A59.
- (3) **Centeio, E.E., Castelli, D.M.** (2010). Perceptions of vodcasting as an instructional strategy in physical education. *Research Quarterly for Exercise and Sport*, (81)1, Supplement 1, A44.
- (2) **Nordmeyer, E.E., Castelli, D.M.** (2009). Podcasting and motivation in physical education. *Research Quarterly for Exercise and Sport*, (80)1, Supplement 1, 68A.
- (1) Castelli, D., Woods, M. K., **Nordmeyer, E. E., Valley, J., Graber, K. C., Erwin, H. E., Bolton, K., & Woods, A. M.** (2007). Perceived versus actual motor competence in children. *Research Quarterly for Exercise and Sport*, 78(Suppl. 1), A51-A52.

## 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.

- (26) **Centeio, E.E., & Castelli, D.M.** (accepted). *Comprehensive School Physical Activity Program Implementation*. Paper accepted to be presented at American Education Research Association, San Francisco, California.
- (25) **Centeio, E.E., & Castelli, D.M.** (accepted). *Physical education teachers and comprehensive school physical activity programs (CSPAP)*. A poster accepted for presentation at American Alliance for Health, Physical Education, Recreation, and Dance. Charlotte, NC.
- (24) **Centeio, E.E., Clark, L., Harrison, L., & Brown, K.** (2012). *CRPE: Culturally relevant physical education*. Paper presented at the Physical Education Teacher Education (PETE) Conference. Las Vegas, Nevada.
- (23) **Centeio, E. E., Nicksic, H. M., Cance, J. D., & Castelli, D. M.** (2012). *Correlates of body mass index and aerobic fitness in adolescents*. A poster presented at the 2012 Annual Conference of the International Society for Behavioral Nutrition and Physical Activity.
- (22) **Cance, J. D., Centeio, E. E., & Castelli, D. M.** (2012). *The relationship between aerobic fitness and unexcused school absences among high school students*. A paper presented to the 20<sup>th</sup> Annual Meeting of the Society for Prevention Research.
- (21) **Centeio, E.E., & Castelli, D.M.** (2012). *The tipping point: Incidences of support and resistance to change among secondary physical education teachers*. Roundtable presentation at American Education Research Association, Vancouver. British Columbia, Canada.
- (20) **Centeio, E.E., & Castelli, D.M.** (2012). *Predictors of weekend physical activity in adolescents*. Paper presented at American Alliance for Health, Physical Education, Recreation, and Dance. Boston, MA. (conference cancelled)
- (19) **Schafer, J.M., Centeio, E.E., & Castelli, D.M.** (2012). *To game or not to game: That is the question*. Paper presented at American Alliance for Health, Physical Education, Recreation, and Dance. Boston, MA. (conference cancelled)
- (18) **Lambdin, D., Keating, X., Centeio, E.E., Dauenhauer, B., Bryant, L., Schafer, T., . . . Wallace, J.** (2012). *Make it real: Project based learning in fitness education*. Oral presentation at American Alliance for Health Physical Education Recreation and Dance. Boston, MA. (conference cancelled)
- (17) **Centeio, E.E., Hwang, J., Harrison, M., Presley, S., Schafer, J., Lee, J., Brothers, R.M., & Castelli, D.M.** (2011). *Acute physical activity and cognitive performance after traditional fitness and active gaming*. Poster presentation at

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

(16) Brothers, R.M., Harrison, M., Lee, J., Centeio, E.E., Hwang, J. & Castelli, D.M. (2011). *Acute health indices and cognitive performance in school-aged children*. Poster presentation at American College of Sport Medicine: Physical Activity, Cognitive Function, and Academic Achievement Conference, Washington, DC.

(15) Centeio, E.E., & Castelli, D.M. (2011). *Curricular and behavioral change in physical education*. Roundtable presentation at American Education Research Association, New Orleans, LA.

(14) Castelli, D.M., Boehrsesen, H., Bundy, C., Centeio, E.E., . . . Cory, E. (2011). *Implementing a PEP grant: promoting sustained reform and teacher development*. Oral presentation at American Alliance for Health, Physical Education, Recreation, and Dance, San Diego, California.

(13) Centeio, E.E., & Keating, X. D. (2011). *How phat is your fitness knowledge?* Symposium oral presentation presented at American Alliance for Health, Physical Education, Recreation, and Dance. San Diego, California.

(12) Wallace, J., Centeio, E.E., Dauenhauer, B., & Oh, J.H. (2011). *Fitness education project data analysis*. Symposium oral presentation presented at American Alliance for Health, Physical Education, Recreation, and Dance. San Diego, California.

(11) Castelli, D.M., Oh, J.H., & Centeio, E.E. (2011). *Time in target heart zone and physical and cognitive health*. Paper presented at American Alliance for Health, Physical Education, Recreation, and Dance. San Diego, California.

(10) Lambdin, D., Keating, X., Castelli, D.M., Ramirez, T., Harrison, L., Centeio, E.E. . . . & Supak, J. (2011). *NASPE Fitness education scope and sequence project*. Oral presentation at American Alliance for Health, Physical Education, Recreation, and Dance. San Diego, California.

(9) Lambdin, D., Keating, X.D., Centeio, E.E., & Castro Pinero, J. (2011). *Physical activity patterns of students at a large southern US university*. Paper presented at Hawaii International Conference on Education, Honolulu, Hawaii.

(8) Lambdin, D., Keating, X.D., Harrison, L., Castelli, D.M., Centeio, E.E., et al. (2010). *Fitness education: A national scope and sequence project*. Presented at American Alliance for Health, Physical Education, Recreation, and Dance. Indianapolis, Indiana.

(7) **Centeio, E.E., & Castelli, D.M. (2010).** *Perceptions of vodcasting as an instructional strategy in physical education.* Paper presented at American Alliance for Health, Physical Education, Recreation, and Dance. Indianapolis, Indiana.

(6) **Centeio, E., & Castelli, D. (2009).** *Podcasting and student motivation in physical education.* Paper presented at American Alliance for health, Physical Education, Recreation, and Dance Convention. Tampa, Florida.

(5) **Castelli, D., Woods, M. K., Nordmeyer, E. E., Valley, J., Graber, K. C., Erwin, H. E., Bolton, K., & Woods, A. M. (2007).** *Perceived versus actual motor competence in children.* Paper presented at American Alliance for health, Physical Education, Recreation, and Dance Convention. Dallas, Texas.

(4) **Nordmeyer, E., & Flynn, S. (2007).** *Funky, fun dance activities – “Move to the groove”.* Paper presented at American Alliance for health, Physical Education, Recreation, and Dance Convention. Baltimore, Maryland.

(3) **Nordmeyer, E., Flynn, S., & DeHaven, C. (2007).** *Take two: Making the (physical) best of a tough teaching situation.* Paper presented at American Alliance for health, Physical Education, Recreation, and Dance Convention. Salt Lake City, Utah.

(2) **Flynn, S., Masterson, C., Nordmeyer, E., et al. (2006).** *Making the (physical) best of a tough teaching situation.* Paper presented at American Alliance for health, Physical Education, Recreation, and Dance Convention. Salt Lake City, Utah.

(1) **Parker, M., Flynn, S., Tannehill, D., Nordmeyer, E., et al. (2005).** *We are the future: Student leadership.* Paper presented at American Alliance for health, Physical Education, Recreation, and Dance Convention. Chicago, Illinois

## 2. Invited and/or Refereed Locally/Regionally

(9) **Centeio, E.E. (2012).** *Integrating physical activity throughout the school day.* Presentation at Southwest District AAHPERD convention, Turtle Bay, Oahu, Hawaii.

(8) **Lambdin, D., Keating, X.D., Harrison, L., Castelli, D.M., Centeio, E.E., & Wallace, J. (2010).** *Fitness education: A national scope and sequence project.* Presented at the Secondary and Elementary Administrators for Health, Physical Education, Recreation, and Dance Conference (SEA Conference), South Padre Island, Texas.

(7) **Centeio, E., & Castelli, D. (2008).** *Podcasting and student motivation in physical education.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

(6) **Centeio, E., Perry, D., & Ricca, D. (2008).** *Engaging students 100% of the time.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

(5) **Nordmeyer, E., & Bathan, M. (2007).** *Engaging students in interactive learning.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

(4) **Nordmeyer, E., & Fehrmann, M. (2007).** *Tactfully teaching team sports.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

(3) **Nordmeyer, E., & Castelli, D. (2007).** *Podcasting and student motivation in physical education.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

(2) **Nordmeyer, E., & Castelli, D. (2006).** *Using podcasting for professional development.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

(1) **Castelli, D., Nordmeyer, E., Moser, M., & Woods, M. (2005).** *PETIPS: Physical education technology integration promotion.* Paper presented at Illinois Association for Health, Physical Education, Recreation, and Dance State Convention. St. Charles, Illinois.

#### N. Other Scholarly Work

2. **Centeio, E.E. (2011).** *Evaluating the effectiveness of comprehensive school physical activity programs.* Work in progress presented at American Alliance for Health, Physical Education, Recreation, and Dance.

1. **Centeio, E.E., Wallace, J., Bimper, A., & Shelton, J., (2009).** *Fitness education: A national scope and sequence.* Paper presented at Texas Association for Health, Physical Education, Recreation, and Dance Convention. Arlington, Texas.

WAYNE STATE UNIVERSITY  
Professional Record  
Faculty

NAME: Anne Murphy

DATE PREPARED: September 2010

DATE REVISED: March 2013

(b)(6)

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DEPARTMENT/COLLEGE: College of Education

PRESENT RANK & DATE OF RANK: Assistant Professor-Research

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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

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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).
3. \$56,196 awarded to Wayne State University, Center for School Health from the Michigan Fitness Foundation. *Nutrition Education Linking Lesson Evaluation* (2011-12).
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):

1. *Detroit Healthy Youth Initiative: Interdisciplinary Nutrition Education in Detroit High Schools (2012-13)*. Submitted to the USDA through the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$200,000.

2. *Building Healthy Communities: An Evaluation of Outcomes and Impact (2012-13)*. Submitted to the Blue Cross Blue Shield of Michigan Foundation. Funded for \$100,000.

3. *Nutrition Education Linking Lesson Evaluation: Michigan Nutrition Network in Partnership with the Detroit Healthy Youth Initiative, Golightly Career and Technical Center-DPS, Henry Ford Health Systems, Sparrow Foundation and the YMCA of Greater Grand Rapids (2011-12)*. Submitted to the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$56,196.

4. *\*Nutrition in Action: Healthy Communities (2011-12)*. Written as a consultant to the YMCA of Greater Grand Rapids. Submitted to the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$147,697.

5. *Nutrition in Action: Healthy Schools (2011-12)*. Written as a consultant to the YMCA of Greater Grand Rapids. Submitted to the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$650,545.

6. *Detroit Healthy Youth Initiative: Interdisciplinary Nutrition Education in High Schools (2011-12)*. Submitted to the USDA through the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$200,000.

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.

8. *\*Integrating Nutrition Education across the Curriculum in Low-Income Detroit High School (2010-11)*. Submitted to Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$137,164.

9. *Reaching Detroit Low-Income Neighborhoods with Nutrition Education and Physical Activity Promotion (2010-11)*. Written as a consultant to the Michigan Department of Community Health. Submitted to the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$875,000.
10. *Nutrition in Action: Reaching Low-Income Schools with Nutrition Education and Physical Activity (2010-11)*. Written as a consultant to the YMCA of Greater Grand Rapids. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$674,778.
11. *Nutrition in Action: Reaching Low-Income Schools with Nutrition Education and Physical Activity (2009-10)*. Written as a consultant to the YMCA of Greater Grand Rapids. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$550,270.
12. *Reaching Detroit Low-Income Neighborhoods with Nutrition Education and Physical Activity Promotion (2009-10)*. Written as a consultant to the Michigan Department of Community Health. Submitted to the Michigan Nutrition Network of the Michigan Fitness Foundation. Funded for \$675,880.
13. *PE-Nut: Physical Education and Nutrition Education Working Together in Low-Income Schools (2009-10)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$2,524,608.
14. *Rec-Connect: Promoting Physical Activity in Existing Nutrition Education Programs for Low-Income Persons (2009-10)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$299,490.
15. *Rec-Connect: Promoting Physical Activity in Existing Nutrition Education Programs for Low-Income Persons (2008-09)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$287,188.
16. *PE-Nut: Physical Education and Nutrition Education Working Together in Low-Income Schools (2008-09)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$1,458,012.
17. *Michigan Mentoring Project: A Running Start (2008-09)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$36,000.
18. *PE-Nut: Physical Education and Nutrition Education Working Together in Low-Income Schools (2007-08)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$1,268,113.

19. *Michigan Mentoring Project: A Running Start (2007-08)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$28,933.

20. *PE-Nut: Physical Education and Nutrition Education Working Together in Low-Income Schools (2006-07)*. Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$973,910.

21. *Michigan Team Nutrition Grants*. Twelve grant proposals were written as a consultant to Michigan State University Extension (1996-2007). Submitted to the USDA Food and Nutrition Service. Funded for a total of \$2,529,112 .

22. *Nutrition-Enhancement of the Exemplary Physical education Curriculum (2005-06)* Written as a consultant to the Michigan Fitness Foundation. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$90,340.

23. *Food for Thought: Nutrition Literacy Project (2002-03)*. Written as a consultant to the Michigan State University Extension. Submitted to the Michigan Nutrition Network of Michigan State University Extension. Funded for \$77,993.

24. *Healthy Schools Grant (2002-03)*. Written as a consultant to the Leslie Public School District. Submitted to Blue Cross Blue Shield of Michigan. Funded for \$50,000.

#### Refereed Journal Publications

1. Flory, S., McCaughtry, N., Martin, J., **Murphy, A.**, Blum B., & Wisdom, K. U. S. Urban Teachers' Perspectives of Culturally Competent Professional Development. *Journal of School Health*.

2. Martin, J. J., McCaughtry, N., Flory, S., **Murphy, A.**, & Wisdom, K. (2011) Using Social Cognitive Theory to Predict Physical Activity and Fitness in Underserved Middle School Children. *Research Quarterly for Exercise and Sport*, 82, No. 2, 247-255.

3. Martin, J. J., McCaughtry, N., **Murphy, A.**, Flory, S., & Wisdom, K. (2011) Psychosocial aspects of physical activity and fitness in special-population, minority middle school children. *European Journal of Adapted Physical Activity*, 4, 54-68.

4. Martin, J. J., McCaughtry, N., Flory, S., **Murphy, A.** & Wisdom, K. (2011) Validity and Reliability of the School Physical Activity Environment Questionnaire: Q-SPACE. *Measurement in Physical Education and Exercise Science*, 15, 274-282.

5. Flood, C., **Murphy, A.**, and Hammerschmidt, P. (2008) A Family Bookbag Reaches Parents with Messages about Healthy Eating and Physical Activity and Improves Family Reading Time. *Journal of Nutrition Education and Behavior*, 40:322-323. *Note: This publication received the best article award for 2009.*

6. **Murphy, A., Hoerr S., and Youatt, J.** (2000) School nutrition education and food service: A statewide assessment of parents' opinions. *Journal of Child Nutrition & Management*, 24(1)35-39.
7. **Murphy, A., Coleman, G., Hammerschmidt, P., Majewski, K., and Slonim, A.** (1999) Taking the time to ask: An assessment of home economics agents' resource and training needs. *Journal of Extension*, 37(6).
8. Youatt, J., Andrews, S., Hammerschmidt, P., Sawyer, C. and **Murphy, A.** (1996). RISK Raiders: A food safety hypermedia software game for students (grades 3-5). *Journal of Nutrition Education*, 28:181A.
9. **Murphy, A., Fraser, A., Youatt, J., Sawyer C., and Andrews, S.** (1995) Food safety training needs of child care providers. *Early Education and Development*, 6(3):279-89.
10. **Murphy, A., Youatt, J., Hoerr, S., Sawyer, C., and Andrews, S.** (1995) Kindergarten students' food preferences are not consistent with the knowledge of the Dietary Guidelines. *Journal of the American Dietetic Association*, 95:219-223.
11. Hammerschmidt, P., Andrews, S., **Murphy, A., Youatt, J., and Sawyer, C.** (1995) Change in safe food handling knowledge and practices of 4-H members. *Journal of Extension*, 33(1).
12. **Murphy, A., Sawyer, C., Hoerr, S., Youatt, J., and Andrews, S.** (1995) School foodservice personnel's knowledge of, interest in, and application of the Dietary Guidelines. *School Food Service Research Review*, 19(2).
13. Hammerschmidt, P. **Murphy, A., Youatt, J., Sawyer, C., and Andrews, S.** (1994) Evaluating curriculum effectiveness by asking the users. *Journal of Extension*, 32(3)
14. **Murphy, A., Youatt, J., Hoerr, S., Sawyer C., and Andrews S.** (1994) Nutrition education needs and learning preferences of students (Grades 5, 8, 11). *Journal of School Health*, 64(7): 273-78.

WAYNE STATE UNIVERSITY  
Professional Record  
Faculty

NAME: Nate McCaughtry

(b)(6)

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-LaCrosse, 1997

Graduate: M.S., University of Wisconsin-La Crosse, 1998

Ph.D., University of Alabama, 2001

Signature: (b)(6) February 2, 2012

PROFESSIONAL SOCIETY MEMBERSHIPS:

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

Source: U.S. Dept. of Agriculture  
**Award: \$135,125**  
October 1, 2010 – September 30, 2011

**14. McCaughtry, N.,** (Principal Investigator) Shen, B., Fahlman, M. & Martin, J.  
(Co-Investigators)  
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

**Award: \$200,000**

October 1, 2006 - September 30, 2007

**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 31, 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

1. **McCaughtry, N.** (2009). The child and the curriculum: Implications of Deweyan philosophy in the pursuit of 'cool' physical education for children. In L. Housner, M. Metzler, P. Schempp, & T. Templin (Eds.), *Historical traditions and future directions of research on teaching and teacher education in physical education* (pp. 187-198). Morgantown, WV: Fitness Information Technology.

##### 2. Co-Authored

6. **McCaughtry, N.** & Oliver, K. (2012). The spark and discouragement of an innovative male physical educator. In F. Dowling, H. Fitzgerald & A. Flintoff (Eds.), *Equity and difference in physical education, youth sport, and health: A narrative approach*. (pp. 84-89). London: Routledge.

5. **McCaughtry, N.**, & Shen, B. (in press). Creating a positive learning environment. In D.J. Cothran, X. Keating, & Huang, H. (Ed.), *Learning for a lifetime: Effective secondary physical education programs*. Beijing, China: Higher Education Press.

4. Oliver, K., & **McCaughtry, N.** (2012). Lessons learned about gender equity and inclusion in physical education. In S. Dagkas & K. Armour (Eds.), *Inclusion and exclusion through youth sport (pp.155-171)*. London; Routledge.

3. **McCaughtry, N.**, & Tischler, A. (2010). Marginalized boys speak out: Insights from school physical education for the obesity crisis. In M. Kehler & M. Atkinson (Eds.), *Boys and bodies* (pp. 177-200). New York: Peter Lang Publishers.

2. Smigell, S. & **McCaughtry, N.** (2010). Mentoring teachers. In C.S. Clauss-Ehlers (Ed.), *Encyclopedia of cross-cultural school psychology* (pp. 611-614). New York: Springer Publishing.

1. Martin, J., & **McCaughtry, N.** (2005). Coping and emotion in disability sport. In D. Lavallee, J. Thatcher, & M. Jones (Eds). *Coping and emotion in sport* (pp. 223-236). London: Nova Science.

#### D. Journal Articles Published

##### 1. Refereed Journals

65. Tischler, A. & **McCaughtry, N.** (in review). Shifting and narrowing masculinity hierarchies in physical education: Status matters. *Journal of Teaching in Physical Education*.
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*.
63. Flory, S., **McCaughtry, N.**, Martin, J.J., Murphy, A., Blum, B., & Wisdom, K. (in review). Urban teachers' perspectives on culturally competent professional development. *Journal of School Health*.
62. Martin, J.J., Garn, A., Shen, B., **McCaughtry, N.**, Ferry, M., & Fahlman, M. (in review). Multidimensional physical self-concept in underserved high school students: Predicting diverse physical activities. *Sport, Exercise and Performance Psychology*.
61. Shen, B., **McCaughtry, N.**, Martin, J., Garn, A. (2013). Configural, metric, scalar, and latent mean invariance of the Amotivation Inventory-Physical Education across gender for urban adolescents. *Measurement in Physical Education and Exercise Science*.
60. Garn, A., **McCaughtry, N.**, Martin, J., Shen, B., & Fahlman, M. (2013). Underserved adolescent girls' physical activity intentions and behaviors: Relationships with the motivational climate and perceived competence in physical education. *Journal of Teaching in Physical Education*.
59. Garn, A., **McCaughtry, N.**, Martin, J., Shen, B., & Fahlman, M. (2012). A basic needs theory investigation of adolescents' physical self-concept and global self-esteem. *International Journal of Sport and Exercise Psychology*, 10, 314-328.
58. Shen, B., **McCaughtry, N.**, Martin, J.J., & Garn, A. (2012). Urban high school girls' sense of relatedness and their engagement in physical education. *Journal of Teaching in Physical Education*, 31, 231-245.
57. Shen, B., Rinehart-Lee, T., **McCaughtry, N.** Li, X. (2012). Urban African-American girls' participation and future intentions toward physical education. *Sex Roles: A Journal of Research*, 27, 69-80.
56. **McCaughtry, N.**, Krause, J., McAuliffe, P., Miotke, R., & Price, F. (2012). Detroit Healthy Youth Initiative: Lessons learned in creating successful school-university partnerships. *Journal of Physical Education, Recreation, and Dance*, 83, 28-31.

55. **McCaughtry, N., Fahlman, M., Martin, J., & Shen, B.** (2012). Urban health educators' perspectives and practices regarding school nutrition education policies. *Health Education Research, 27*, 69-80.
54. **Fahlman, M., McCaughtry, N., Martin, J., Garn, A., Shen, B.** (2012). Assessing the eating behaviors of low-income urban adolescents. *American Journal of Health Education, 43*, 165-171.
53. **Garn, A., McCaughtry, N., Martin, J., Shen, B. & Fahlman, M.** (2011). Social goals in urban physical education: Relationships with effort and disruptive behavior. *Journal of Teaching in Physical Education, 30*, 410-423.
52. **Martin, J., McCaughtry, N., Shen, B., Fahlman, M., Garn, A., & Ferry, M.** (2011). Resiliency, control, enjoyment, and physical activity in African-American high school students. *Sport Science Review, 20*, 53-71.
51. **Martin, J.J., McCaughtry, N., Murphy, A., Flory, S., & Wisdom, K.** (2011). Psychological aspects of physical activity and fitness in special population, minority middle school children. *European Journal of Adapted Physical Activity, 4*, 54-68.
50. **Martin, J., McCaughtry, N., Murphy, A., Blum, B., Wisdom, K.** (2011). Validity and reliability of the School Physical Activity Environment Questionnaire. *Measurement in Physical Education and Exercise Science, 15*, 274-282.
49. **McCaughtry, N., Fahlman, M., Martin, J., Shen, B.** (2011). Influences of constructivist-oriented nutrition education on urban middle school students' nutrition knowledge, self-efficacy, and behaviors. *American Journal of Health Education, 42*, 276-285.
48. **Fahlman, M., McCaughtry, N., Martin, J., & Shen, B.** (2011). Efficacy, intent to teach, and implementation of nutrition education increases after training for health educators. *American Journal of Health Education, 42*, 181-190.
47. **Ferry, M., McCaughtry, N., & Hodges Kulinna, P.** (2011). Social and emotional pedagogy: Rhythm and junctures. *Journal of Teaching in Physical Education, 30*, 13-30.
46. **Hodges Kulinna, P., McCaughtry, N., Martin, J., & Cothran, D.** (2011). Effects of continuing professional development on urban elementary students' knowledge. *Research Quarterly for Exercise and Sport, 82*, 580-584.

45. Flory, S. & McCaughtry, N. (2011). Culturally relevant physical education in urban schools: Reflecting cultural knowledge. *Research Quarterly for Exercise and Sport*, 82, 49-60.
44. Martin, J., McCaughtry, N., Flory, S, Murphy, A., & Wisdom, K. (2011). Using social cognitive theory to predict physical activity and fitness in underserved middle school children. *Research Quarterly for Exercise and Sport*, 82, 247-255.
43. Tischler, A. & McCaughtry, N. (2011). PE is not for me: When boys' masculinities are threatened. *Research Quarterly for Exercise and Sport*, 82, 37-48.
42. Dillon, S., McCaughtry, N., & Hummel, S. (2010). School districts' hiring practices for physical educators. *Physical Educator*, 67, 209-221.
41. Fahlman, M., McCaughtry, N., Martin, J., & Shen, B. (2010). Racial and socio-economic disparities in nutrition behaviors: Targeted interventions needed. *Journal of Nutrition Education and Behavior*, 42, 10-16.
40. Shen, B., McCaughtry, N., Martin, J., Fahlman, M. (2009). Motivational profiles and their associations with achievement outcomes. *Journal of Teaching in Physical Education*, 28, 441-460.
39. Martin, J., McCaughtry, N., Hodges Kulinna, P., & Cothran, D. (2009). The impact of a social cognitive theory-based intervention on physical education teacher self-efficacy. *Professional Development in Education*, 35, 511-529.
38. Martin, J., & McCaughtry, N. & Shen, B. (2009). Physical activity and fitness in inner city Hispanic American children. *Hispanic Health Care International*, 7, 21-29.
37. Cothran, D., McCaughtry, N., Faust, R., Garn, A., Hodges Kulinna, P., & Martin, J. (2009). E-mentoring in physical education: Promises and pitfalls. *Research Quarterly for Exercise and Sport*, 80, 552-562.
36. Oliver, K., Hamzeh, M., & McCaughtry, N. (2009). "Girly girls can play games/La niñas pueden jugar tambien:" Co-creating a curriculum of possibilities with fifth-grade girls. *Journal of Teaching in Physical Education*, 28, 90-110.
35. Shen, B., McCaughtry, N., Martin, J., & Fahlman, M. (2009). Effects of teacher autonomy support and students' autonomous motivation on learning in physical education. *Research Quarterly for Exercise and Sport*, 80, 44-53.

34. Martin, J., & McCaughtry, N. (2008). Using social cognitive theory to predict physical activity in inner-city African American school children. *Journal of Sport and Exercise Psychology, 30*, 378-391.
33. Martin, J., McCaughtry, N. (2008). Predicting physical activity in inner-city Hispanic American children. *Hispanic Health Care International, 6*, 150-155.
32. McCaughtry, N., & Dillon, S. (2008). Learning to use PDAs to enhance teaching: The perspectives of pre-service physical educators. *Journal of Technology and Teacher Education, 16*, 483-508.
31. Hodges Kulinna, P., McCaughtry, N., Martin, J., Cothran, D., & Faust, R. (2008). The influence of professional development on teachers' psychosocial perceptions of teaching a health-related physical education curriculum. *Journal of Teaching in Physical Education, 27*, 289-304.
30. Shen, B., McCaughtry, N., & Martin, J. (2008). Urban adolescents' exercise intentions and behaviors: An exploratory study of a trans-contextual model. *Contemporary Educational Psychology, 33*, 841-858.
29. Shen, B., McCaughtry, N., Martin, J. (2008). The influence of domain specificity on motivation in physical education. *Research Quarterly for Exercise and Sport, 79*, 333-343.
28. Cothran, D., McCaughtry, N., Smigell, S., Garn, A., Hodges Kulinna, P., Martin, J. & Faust, R. (2008). Teachers' preferences on the qualities and roles of a mentor teacher. *Journal of Teaching in Physical Education, 27*, 241-251.
27. McCaughtry, N., Tischler, A., & Flory, S. (2008). The ecology of the gym: Reconceptualized and extended. *Quest, 60*, 268-289.
26. McCaughtry, N., Oliver, K., Dillon, S., & Martin, J. (2008). Teachers' perspectives on the use of pedometers as instructional technology in physical education: A cautionary tale. *Journal of Teaching in Physical Education, 27*, 83-99.
25. Martin, J., McCaughtry, N., & Shen, B. (2008). Predicting physical activity in Arab American children. *Journal of Teaching in Physical Education, 27*, 205-219.
24. Martin, J., McCaughtry, N., Hodges-Kulinna, P., & Cothran, D. (2008). The influences of professional development on teachers' self-efficacy toward educational change. *Physical Education and Sport Pedagogy, 13*, 171-190.

23. Fahlman, M., Dake, J., **McCaughtry, N.**, Martin, J. (2008). A pilot study to examine the effects of a nutrition intervention on knowledge, behaviors, and efficacy expectations in middle school children. *Journal of School Health, 78*, 216-222.
22. Martin, J., **McCaughtry, N.**, Kulinna, P., Cothran, D., & Faust, R. (2008). The effectiveness of mentoring-based professional development on physical education teachers' pedometer and computer efficacy and anxiety. *Journal of Teaching in Physical Education, 27*, 68-82.
21. Shen, B., **McCaughtry, N.**, & Martin, J. (2007). The influence of self-determination in physical education on leisure-time physical activity behavior. *Research Quarterly for Exercise and Sport, 78*, 328-338.
20. Martin, J., Oliver, K., & **McCaughtry, N.** (2007). The theory of planned behavior: Predicting physical activity in Mexican American children. *Journal of Sport and Exercise Psychology, 29*, 225-238.
19. Shen, B., **McCaughtry, N.**, Martin, J., & Dillon, S. (2006). Does "sneaky fox" facilitate learning?: Examining the effects of seductive details in physical education. *Research Quarterly for Exercise and Sport, 77*, 498-506.
18. **McCaughtry, N.**, Barnard, S., Martin, J., Shen, B., & Hodges Kulinna, P. (2006). Teachers' perspectives on the challenges of teaching physical education in urban schools: The student emotional filter. *Research Quarterly for Exercise and Sport, 77*, 486-497.
17. Cothran, D., **McCaughtry, N.**, Hodges-Kulinna, P., & Martin, J. (2006). Top-down public health curricular change: The experience of physical education teachers in the United States. *Journal of In-Service Education, 32*, 533-547.
16. **McCaughtry, N.**, Martin, J., Hodges-Kulinna, P., & Cothran, D. (2006). What makes teacher professional development work?: The influence of instructional resources on change in physical education. *Journal of In-Service Education, 32*, 221-235.
15. **McCaughtry, N.** (2006). Working politically amongst professional knowledge landscapes to implement gender-sensitive physical education reform. *Physical Education and Sport Pedagogy, 11*, 159-179.
14. **McCaughtry, N.**, Martin, J., Hodges-Kulinna, P., & Cothran, D. (2006). The emotional dimensions of urban teacher change. *Journal of Teaching in Physical Education, 25*, 99-119.

13. Hodges-Kulinna, P., **McCaughtry, N.**, Cothran, D., & Martin, J. (2006). What do urban/inner-city physical education teachers teach? A contextual analysis of one elementary school district. *Physical Education and Sport Pedagogy, 11*, 45-68.
12. Martin, J., Hodges Kulinna, P., **McCaughtry, N.**, Cothran, D., Dake, J., & Fahoome, G. (2005). The theory of planned behavior: Predicting physical activity and cardiorespiratory fitness in African American children. *Journal of Sport and Exercise Psychology, 27*, 456-469.
11. **McCaughtry, N.**, Rocco Dillon, S., Jones, E., & Smigell, S. (2005). Sexuality sensitive schooling. *Quest, 57*, 426-443.
10. **McCaughtry, N.**, Hodges-Kulinna, P., Cothran, D., Martin, J., & Faust, R. (2005). Teachers mentoring teachers: A view over time. *Journal of Teaching in Physical Education, 24*, 326-343.
9. **McCaughtry, N.** (2005). Elaborating pedagogical content knowledge: What it means to know students and think about teaching. *Teachers and Teaching: Theory and Practice, 11*, 379-395.
8. **McCaughtry, N.** (2004). Learning to read gender relations in schooling: Implications of personal history and teaching context on identifying disempowerment for girls. *Research Quarterly for Exercise and Sport, 75*, 400-412.
7. Webb, L., **McCaughtry, N.**, & Macdonald, D. (2004). Surveillance as a technique of power in physical education. *Sport, Education, & Society, 9*, 207-222.
6. **McCaughtry, N.**, Sofo, S., Rovegno, I., & Curtner-Smith, M.D. (2004). Learning to teach Sport Education: Misunderstandings, pedagogical difficulties, and resistance. *European Physical Education Review, 10*, 135-156.
5. **McCaughtry, N.** (2004). The emotional dimensions of a teacher's pedagogical content knowledge: Influences on content, curriculum and pedagogy. *Journal of Teaching in Physical Education, 23*, 30-47.
4. **McCaughtry, N.** & Rovegno, I. (2003). Development of pedagogical content knowledge: Moving from blaming students to predicting skillfulness, recognizing motor development, and understanding emotion. *Journal of Teaching in Physical Education, 22*, 355-368.
3. **McCaughtry, N.** & Rovegno, I. (2001). Meaning and movement: Exploring the deep connections to education. *Studies in the Philosophy of Education, 20*, 489-505.

2. Curtner-Smith, M., Todorovich, J. **McCaughtry, N.** & Lacon, S. (2001). Urban teachers' use of productive and reproductive teaching styles within the confines of the national curriculum for physical education. *European Physical Education Review, 7*, 177-190.

1. Nevett, M., Rovegno, I., Babiarz, M., **McCaughtry, N.** (2001). Changes in basic tactics and motor skills in an invasion-type game after a 12-lesson unit of instruction. *Journal of Teaching in Physical Education, 20*, 352-369.

### 3. Non-Refereed Journals

12. Wisdom, K., **McCaughtry, N.**, Murphy, A., Blum, B., & Martin, J. (2009). Generation With Promise: An Update. *Michigan Association for Health, Physical Education, Recreation and Dance Journal, 47*, 2-5.

11. Wisdom, K., **McCaughtry, N.**, Murphy, A., & Martin, J. (2008). Generations With Promise: Empowering middle school youth in underserved communities to create healthy schools. *Michigan Association for Health, Physical Education, Recreation and Dance Journal, 46*, 9-11.

10. **McCaughtry, N.**, & Martin, J. (2007). Detroit Healthy Youth Initiative: A school and community partnership that improves youth health and school physical education. *Michigan Association for Health, Physical Education, Recreation and Dance Journal, 45*, 11-13.

9. Hall, B., & **McCaughtry, N.** (2006). Part II: Making the most of physical education funding opportunities. *Michigan Association for Health, Physical Education, Recreation and Dance Journal, 44*, 22-24.

8. **McCaughtry, N.** & Hall, B. (2006). Part I: External funding opportunities for K-12 physical educators. *Michigan Association for Health, Physical Education, Recreation and Dance Journal, 44*, 16-19.

7. **McCaughtry, N.**, Martin, J., & Hummel, S. (2005). Detroit Healthy Youth Initiative: Middle school physical education reform. *Michigan Association for Health, Physical Education, Recreation, and Dance Journal, 43*, 10-11.

6. **McCaughtry, N.**, Martin, J., Hummel, S. (2005). Detroit Healthy Youth Initiative: Middle school physical education. *Michigan Association for Health, Physical Education, Recreation, and Dance Journal, 43*, 13-15.

5. **McCaughtry, N.**, Barnard, S., Smigell, S., & Martin, J. (2004). Detroit Healthy Youth Initiative: Comprehensive professional development. *Michigan Association for Health, Physical Education, Recreation, and Dance Journal, 42*, 8-11.

4. **McCaughtry, N., & Hodges-Kulinna, P.** (2003). The characteristics of quality and effective secondary physical education programs. *Michigan Association for Health, Physical Education, Recreation and Dance Journal, 41*, 6-8.
3. **McCaughtry, N., Martin, J., Dake, J., & Hodges-Kulinna, P.** (2003). Detroit Healthy Youth Initiative: PEP grant professional development and research studies. *Michigan Association for Health, Physical Education, Recreation, and Dance Journal, 41*, 9-10.
2. **McCaughtry, N.** (2003). PEP grants: What they are, what they can do for your school district, and helpful hints for getting one. *Michigan Association for Health, Physical Education, Recreation, and Dance Journal, 41*, 11-13.
1. **McCaughtry, N., Wojewczki, J. & Hodges-Kulinna** (2002). Sport Education: A contemporary and inclusive approach to teaching sport in secondary schools. *Michigan Association for Health, Physical Education and Dance Journal, 40*, 2-4.

#### G. Abstracts Published in Academic Journals

38. **Flory, S., McCaughtry, N., Martin, J., Murphy, A., Blum, B., & Wisdom, K.** (2011). Culturally competent urban health education professional development. *Research Quarterly for Exercise and Sport, 82*, A17-18.
37. **Bingham, C., Rocco Dillon, S., McCaughtry, N.** (2009). In the dark: Physical education teachers' perceptions of the IEP process. *Research Quarterly for Exercise and Sport, 80*, A100-101.
36. **Tischler, A., & McCaughtry, N.** (2009). Boys' gender identities: Physical education, masculinity discourses, and safe methodologies. *Research Quarterly for Exercise and Sport, 80*, A79.
35. **Shen, B., McCaughtry, N., Martin, J., & Fahlman, M.** (2009). Urban adolescents' motivation profiles in physical education. *Research Quarterly for Exercise and Sport, 80*, A73.
34. **Flory, S., McCaughtry, N., & Hall, B.** (2009). Teachers' perceptions of PETE preparation for teaching in urban schools. *Research Quarterly for Exercise and Sport, 80*, A56.
33. **Fahlman, M., McCaughtry, N., Martin, J., Shen, B., Flory, S., & Tischler, A.** (2009). Teachers' self-efficacy regarding nutrition education increases after inservice training. *Research Quarterly for Exercise and Sport, 80*, A26.

32. Fahlman, M., **McCaughtry, N.**, Martin, J., Shen, B., Flory, S., & Tischler, A. (2009). Quality health education increases students' nutritional knowledge and behaviors. *Research Quarterly for Exercise and Sport*, 80, A26.
31. Shen, B., **McCaughtry, N.**, Martin, J., Fahlman, M., & Brewert, B. (2008). Effects of learning climate and autonomous motivation on learning in physical education. *Research Quarterly for Exercise and Sport*, 79, A63.
30. Brewert, B., **McCaughtry, N.**, Fahlman, M.M., Martin, J., & Shen, B. (2008). Challenges of teaching nutrition education in urban middle schools. *Research Quarterly for Exercise and Sport*, 79, A19-20.
29. Brewert, B., **McCaughtry, N.**, Fahlman, M.M., Martin, J., & Shen, B. (2008). Urban school nutrition: Lacking institutional coherence and "underground vending". *Research Quarterly for Exercise and Sport*, 79, A20.
28. Fahlman, M.M., **McCaughtry, N.**, Martin, J., Shen, B., Brewert, B., & Flory, S. (2008). Designing a survey instrument assessing middle school students' nutrition behavior. *Research Quarterly for Exercise and Sport*, 79, A32.
27. Fahlman, M.M., **McCaughtry, N.**, Martin, J., Shen, B., Brewert, B., & Flory, S. (2008). Racial disparities in nutrition behaviors: Targeted interventions needed. *Research Quarterly for Exercise and Sport*, 79, A21.
26. Martin, J., **McCaughtry, N.**, Hodges Kulinna, P., & Cothran, D. (2007). The impact of professional development on physical education teachers' efficacy. *Research Quarterly for Exercise and Sport*, 78, A84.
25. Martin, J., **McCaughtry, N.**, & Shen, B. (2007). Predicting physical activity and fitness in Hispanic American children. *Research Quarterly for Exercise and Sport*, 78, A83-84.
24. Shen, B., **McCaughtry, N.**, Martin, J., & Hall, B.J. (2007). African American adolescents' exercise intention and behavior: Does gender moderate the transcontextual model contributions? *Research Quarterly for Exercise and Sport*, 78, A72.
23. Hall, B.J., **McCaughtry, N.**, Rocco Dillon, S., Martin, J. (2007). Teachers' perspectives on the ways that minority students influence their physical education teaching practices. *Research Quarterly for Exercise and Sport*, 78, A59.
22. Faust, R., Cothran, D.J., **McCaughtry, N.**, Hodges Kulinna, P., Martin, J., & Smigell, S. (2007). Use of chat rooms as a mentoring tool. *Research Quarterly for Exercise and Sport*, 78, A56.

21. Cothran, D.J., **McCaughtry, N.**, Garn, A., Hodges Kulinna, P., Faust, R., & Martin, J. (2007). Electronic mentoring in physical education. *Research Quarterly for Exercise and Sport*, 78, A53-54.
20. Fahlman, M.M., Dake, J.A., **McCaughtry, N.**, Martin, J., Shen, B., & Brown, B. (2007). Effects of the Michigan Model Curriculum on students' nutritional knowledge and behaviors. *Research Quarterly for Exercise and Sport*, 78, A26-27.
19. Dake, J., Fahlman, M.M., **McCaughtry, N.**, Martin, J., Shen, B., & Brewart, B. (2007). Urban and suburban differences in dietary behaviors in middle school students. *Research Quarterly for Exercise and Sport*, 78, A25-26.
18. Barnard, S., **McCaughtry, N.**, Martin, J., & Rocco Dillon, S. (2006). Teachers' perspectives on the challenges of teaching physical education in urban schools. *Research Quarterly for Exercise and Sport*, 77, A50.
17. Martin, J., **McCaughtry, N.**, Hodges Kulinna, P., Cothran, D., & Faust, R. (2006). Impact of EPEC professional development on teachers' curricular self-efficacy. *Research Quarterly for Exercise and Sport*, 77, A65.
16. Hodges Kulinna, P., **McCaughtry, N.**, Martin, J., Cothran, D., & Faust, R. (2006). Influences of professional development on teachers' intentions and behaviors related to teaching a statewide curriculum. *Research Quarterly for Exercise and Sport*, 77, A60.
15. Hummel, S., **McCaughtry, N.**, & Rocco Dillon, S. (2006). Hiring physical education teachers: Perspectives of search committees. *Research Quarterly for Exercise and Sport*, 77, A59.
14. Smigell, S., **McCaughtry, N.**, Martin, S., Cothran, D., Hodges Kulinna, P., & Faust, R. (2006). Influences of more-experienced teachers mentoring their newer counterparts: Initial concerns, obstacles, and outcomes for mentors. *Research Quarterly for Exercise and Sport*, 77, A69-70.
13. Ransdell, L., & **McCaughtry, N.** (2005). Doing funded research: Tips of the trade and voices of experience. *Research Quarterly for Exercise and Sport*, 76, A2-3.
12. **McCaughtry, N.** (2005). Detroit healthy youth initiative: PEP grant student and teacher outcomes. *Research Quarterly for Exercise and Sport*, 76, A16.
11. **McCaughtry, N.**, Martin, J., Hodges Kulinna, P., Cothran, D., & Barnhart, M. (2005). Instructional resources and professional development: Instructional

and emotional outcomes for teachers and students. *Research Quarterly for Exercise and Sport*, 76, A18.

10. **McCaughtry, N.**, Faust, R., Hodges Kulinna, P., Martin, J., & Hummel, S. (2005). The role of more-experienced curriculum mentors in professional development: The perspectives of experienced teachers learning to teach new curriculum. *Research Quarterly for Exercise and Sport*, 76, A17.

9. Hodges Kulinna, P., **McCaughtry, N.**, Martin, J., Cothran, D., & Smigell, S. (2005). Peer learning communities: Outcomes for curriculum change. *Research Quarterly for Exercise and Sport*, 76, A18.

8. Martin, J., Hodges Kulinna, P., **McCaughtry, N.**, Barnard, S. & Ramirez, E. (2005). Influences of professional development on students' personal and social development. *Research Quarterly for Exercise and Sport*, 76, A16-17.

7. Hodges Kulinna, P., Martin, J., **McCaughtry, N.**, Cothran, D., & Kodish, S. (2005). Influences of professional development on elementary students' physical activity and fitness knowledge. *Research Quarterly of Exercise and Sport*, 76, A17.

6. **McCaughtry, N.** (2004). Detroit healthy youth initiative. *Research Quarterly for Exercise and Sport*, 75, A131.

5. **McCaughtry, N.**, Hodges-Kulinna, & Cothran, D. (2004). Teachers' usage and perceptions of EPEC curriculum as the starting point for change. *Research Quarterly for Exercise and Sport*, 75, A131-132.

4. **McCaughtry, N.**, Barnard, S., & Martin, J. (2004). Learning to transform EPEC curriculum for urban and multi-cultural schools. *Research Quarterly for Exercise and Sport*, 75, A132.

3. **McCaughtry, N.** & Wojewuczki, J. (2003). Developing and field-testing socially critical elementary adventure physical education curriculum. *Research Quarterly for Exercise and Sport*, 74, A50.

2. **McCaughtry, N.** & Wojewuczki, J. (2003). Learning to teach socially critical adventure education in elementary physical education. *Research Quarterly for Exercise and Sport*, 74, A50.

1. Curtner-Smith, M., Todorovich, J., **McCaughtry, N.** & Lacon, S. (2000). Influences of the national curriculum for physical education on inner city teachers' use of teaching styles. *Research Quarterly for Exercise and Sport*, 71, A68.

## H. Book Reviews Published

### 1. Academic Journals

2. Anderson, S., Barnard, S. & **McCaughtry, N.** (2003). Review of "Teaching Secondary Physical Education." *Michigan Association for Health, Physical Education, Recreation and Dance Journal*, 26, 21.

1. **McCaughtry, N.** (2002). Review of "Best New Games" by Dale N. LeFevre. *Michigan Association for Health, Physical Education, Recreation, and Dance Journal*, 25, 20.

## L. Papers Presented

### 1. Invited and/or Refereed Internationally or Nationally

102. Shen, B., **McCaughtry, N.**, Martin, J.J., Garn, A., & Fahlman, M. (April, 2012). Amotivation and low relatedness in urban physical education. *Paper presented at the annual meeting of the American Education Research Association, Vancouver, BC.*

101. Flory, S. & **McCaughtry, N.** (April, 2012). Physical education in urban charter schools. *Paper presented at the annual meeting of the American Education Research Association, Vancouver, BC.*

100. Garn, A.C., **McCaughtry, N.**, Shen, B., Martin, J., & Fahlman, M. (April, 2012). Predicting physical activity and mental health outcomes in urban PE. *Paper presented at the annual meeting of the American Education Research Association, Vancouver, BC.*

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.*

98. Chen, W., **McCaughtry, N.**, Hypnar, A., Lewis, B., & Hammond-Bennett, A. (March, 2012). Effects of professional development on teachers' implementation of innovative curricula. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA.*

97. Maljak, K., **McCaughtry, N.**, Garn, A., Martin, J.J., Shen, B. & Fahlman, M. (March, 2012). Why urban high school students attend after-school physical activity clubs. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA.*

96. Shen, B., **McCaughtry, N.**, Martin, J.J., Garn, A., Fahlman, M. (March, 2012). Moderate effect of autonomy supportive climate on self-concept and perceived competence. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA.*
95. Flory, S. & **McCaughtry, N.** (March, 2012). Early career physical educators' pre-professional socialization experiences. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA.*
94. Little, M., **McCaughtry, N.**, Garn, A., Martin, J.J., Shen, B., Fahlman, M. (March, 2012). Leaders' perspectives on urban high school physical activity clubs. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA.*
93. Silverman, S., Cradock, A., Keysor, J.J., **McCaughtry, N.**, Sacheck. (March, 2012). Evidence-Based Research in Physical Activity [Invited Panel]. *Presentation at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Boston, MA.*
92. **McCaughtry, N.**, Larson, E., & Roberts, G. (July, 2011). Building community partnerships and family involvement to improve urban physical education. *Paper presented at the Urban Physical Education Leadership Summit, New York City, NY. (Invited)*
91. **McCaughtry, N.**, Garn, A., Ferry, M., Martin, J., Shen, B., & Fahlman, M. (June, 2011). The promises and pitfalls of after-school physical activity clubs in promoting physical activity with urban high school students. *Paper presented at the annual meeting of the International Association of Physical Education in Higher Education, Limerick, Ireland.*
90. Shen, B., **McCaughtry, N.**, Garn, A., Martin, J., & Fahlman, M. (June, 2011). Unique effects of relatedness support on high-school girls' engagement. *Paper presented at the International Society for Comparative Sport and Physical Education World Conference on Physical Education and Sport, Shanghai, China.*
89. Boehrsen, H., Templin, T., Castelli, D., Patton, K., Parker, M., Sinclair, C., **McCaughtry, N.**, Richards, K., Layton, J., Minnear, D., Barclay, D., Drury, K., Hemphill, M., Ginger, L., McNamee, N., & Cory, E. (March, 2011). Implementing a PEP grant: Promoting sustained reform and professional development. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, San Diego, CA. (Invited: Detroit Healthy Youth Initiative section)*

88. Garn, A., **McCaughtry, N.**, Shen, B., Martin, J., Fahlman, M. (April, 2011). Social goals, effort, and disruptive behavior in urban physical education. *Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.*
87. Flory, S. & **McCaughtry, N.** (April, 2011). Culturally competent strategies for engaging urban youth in health promotion. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, San Diego, CA.*
86. Flory, S., **McCaughtry, N.**, Martin, J., Murphy, A., Blum, B., & Wisdom, K. (April, 2011). Culturally competent urban health education professional development. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, San Diego, CA.*
85. Fahlman, M., **McCaughtry, N.**, Martin, J., & Shen, B. (October, 2010). A targeted intervention increases dietary knowledge, behaviors, and self-efficacy in urban minority adolescents. *Paper presented at the annual meeting of the American School Health Association, Kansas City, MO.*
84. Martin, J., **McCaughtry, N.**, Murphy, A., Richards-Schuster, K., Checkoway, B., Flory, S., & Wisdom, K. (November, 2010). Generation with promise: Validity and reliability of the school physical activity environment questionnaire. *Paper presented at the annual meeting of the American Public Health Association, Denver, CO.*
83. Murphy, A., Wisdom, K., **McCaughtry, N.**, Martin, J., Flory, S., Blum, B., Blake-Smith, P., Richards-Schuster, K., & Checkoway, B. (November, 2010). Generation with promise: Findings from a comprehensive intervention on health behavior change in low-income, urban middle schools. *Paper presented at the annual meeting of the American Public Health Association, Denver, CO.*
82. Wisdom, K., **McCaughtry, N.**, Murphy, A., Martin, J., Richards-Schuster, K., Checkoway, B., Blake-Smith, P., & Blum, B. (November, 2010). Generation with promise: School and student health transformation- An emerging model. *Paper presented at the annual meeting of the American Public Health Association, Denver, CO.*
81. Richards-Schuster, K., Checkoway, B., Christian, B., Murphy, A., **McCaughtry, N.**, Martin, J., Blum, B., & Wisdom, K. (November, 2010). Generation with promise: Lessons learned from youth participation in public policy for school and community health. *Paper presented at the annual meeting of the American Public Health Association, Denver, CO.*

80. **McCaughtry, N.**, Flory, S., Martin, J., Murphy, A., Richards-Schuster, K., Checkoway, B., Blum, B., & Wisdom, K. (November, 2010). Generation with promise: Cultural competence between schools and community partners pursuing healthier schools and youth. *Paper presented at the annual meeting of the American Public Health Association, Denver, CO.*

79. **McCaughtry, N.** & Young, M. (April, 2010). Successful grantsmanship in physical activity and health promotion. *Webinar for the American Alliance for Health, Physical Education, Recreation and Dance, Reston: VA. (Invited)*

78. Shen, B., Lee, T., Xiaoming, L., & **McCaughtry, N.** (May, 2010). Urban female adolescents' participation and intentions in physical education. *Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.*

77. **McCaughtry, N.**, & Ferry, M. (April, 2010). Factors influencing the content of secondary physical education programs. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Indianapolis, IN.*

76. Martin, J., **McCaughtry, N.**, Flory, S., Murphy, A., Wisdom, K. (September, 2009). Using social cognitive theory to predict physical activity and fitness in underserved middle school children. *Paper presented at the annual meeting of the American Association for Sport Psychology, Salt Lake City, UT.*

75. Tischler, A., & **McCaughtry, N.** (April, 2009). Boys' gender identities: Physical education, masculinity discourses and safe methodologies. *Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.*

74. Tischler, A., & **McCaughtry, N.** (April, 2009). A profile of disengaged boys in physical education: Characteristics, perceptions, and physical activity patterns. *Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.*

73. Ferry, M., **McCaughtry, N.**, & Hodges Kulinna, P. (April, 2009). Social and emotional dimensions of teachers' knowledge. *Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.*

72. Flory, S., & **McCaughtry, N.** (April, 2009). Culturally relevant physical education in urban schools. *Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.*

71. Flory, S., **McCaughtry, N.**, & Hall, B. (April, 2009). Teachers' perceptions of PETE preparation for teaching in urban schools. *Paper presented at the annual*

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

70. Tischler, A., & McCaughtry, N. (April, 2009). Boys' gender identities: Physical education, masculinity discourses, and safe methodologies. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Tampa, FL.*
69. Fahlman, M., McCaughtry, N., Martin, J., Shen, B., Flory, S., & Tischler, A. (April, 2009). Teachers' self-efficacy regarding nutrition education increases after in-service training. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Tampa, FL.*
68. Fahlman, M., McCaughtry, N., Martin, J., Shen, B., Flory, S., & Tischler, A. (April, 2009). Quality health education increases students' nutritional knowledge and behaviors. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Tampa, FL.*
67. Bingham, C., Dillon, S., & McCaughtry, N. (April, 2009). In the dark: PE teachers' perceptions of the IEP process. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Tampa, FL.*
66. Shen, B., McCaughtry, N., Martin, J., & Fahlman, M. (April, 2009). Urban adolescents' motivation profiles in physical education. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Tampa, FL.*
65. Flory, S., & McCaughtry, N. (March, 2009). Culturally competent school-based health initiatives. *Paper presented at the annual meeting of the Choices Conference, Lansing, MI.*
64. Ennis, C.D., McCaughtry, N., & Silverman, S. (March, 2008). An elephant in the room: Conducting meaningful pedagogy research in the public health policy climate. *Paper presented in the Invisible College of the Research on Learning and Instruction in Physical Education Special Interest Group at the annual meeting of the American Educational Research Association, New York City, NY.*
63. Shen, B., McCaughtry, N., Martin, J., Fahlman, M., & Brewert, B. (April, 2008). Effects of learning climate and autonomous motivation on learning in physical education. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX.*
62. Brewert, B., McCaughtry, N., Fahlman, M.M., Martin, J., & Shen, B. (April, 2008). Challenges of teaching nutrition education in urban middle schools. *Paper*

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

**61.** Brewert, B., **McCaughtry, N.**, Fahlman, M.M., Martin, J., & Shen, B. (April, 2008). Urban school nutrition: Lacking institutional coherence and “underground vending”. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX.*

**60.** Fahlman, M.M., **McCaughtry, N.**, Martin, J., Shen, B., Brewert, B., & Flory, S. (April, 2008). Designing a survey instrument assessing middle school students’ nutrition behavior. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX.*

**59.** Fahlman, M.M., **McCaughtry, N.**, Martin, J., Shen, B., Brewert, B., & Flory, S. (April, 2008). Racial disparities in nutrition behaviors: Targeted interventions needed. *Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX.*

**58.** **McCaughtry, N.** (April, 2008). Examining doctoral programs in physical education pedagogy: Challenges and opportunities. *Paper presented at the National Association for Sport and Physical Education Curriculum and Instruction Academy at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Fort Worth, TX. (Invited)*

**57.** Dillon, S., & **McCaughtry, N.** (March, 2008). Pre-service physical educators’ perceptions of the integration of PDA technology into physical education instruction. *Paper presented at the annual meeting of the American Education Research Association, New York, NY.*

**56.** Oliver, K., Hamzeh, M., & **McCaughtry, N.** (March, 2008). “The boys won’t let us play”: 5<sup>th</sup> grade girls publicly challenge physical activity discourse at school. *Paper presented at the annual meeting of the American Education Research Association, New York, NY.*

**55.** **McCaughtry, N.** (December, 2007). The importance of the sociological side of physical education and physical activity. *Paper presented at the Moving Ahead: Developing a Blueprint for Physical Education for Future Generations Conference, Chapel Hill, NC. (Invited)*

**54.** **McCaughtry, N.** (October, 2007). The child and the curriculum: Implications for teachers and the future of school physical education. *Paper presented at the History and Future Directions of Research on Teaching and Teacher Education in Physical Education Conference, Pittsburgh, PA. (Invited)*

53. **McCaughtry, N.**, Oliver, K., Hodges Kulinna, P., & Lynn, S. (April, 2007). PEP grants: Merging university research with public school development. *Invited lecture to the Invisible College of the Research on Learning and Instruction in Physical Education Special Interest Group at the annual meeting of the American Education Research Association, Chicago, IL.*

52. Shen, B., **McCaughtry, N.**, & Martin, J. (April, 2007). *The influence of perceived autonomy and competence in physical education on leisure-time physical activity behaviors.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

51. Shen, B., **McCaughtry, N.**, & Martin, J. (April, 2007). *The influence of domain specificity on motivational constructs: Between and within domain relations.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

50. **McCaughtry, N.**, Oliver, K., Rocco Dillon, S., & Martin, J. (April, 2007). *Teachers' perspectives on the use of pedometers as instructional technology in physical education: A cautionary tale.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

49. Oliver, K.L., Hamzeh, M., **McCaughtry, N.**, & Chacon, E. (April, 2007). *"Girly girls can play games": 5<sup>th</sup> grade girls negotiate self-identified barriers to physical activity.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

48. Cothran, D., **McCaughtry, N.**, Smigell, S., Kulinna, P., & Martin, J. (April, 2007). *Teachers' perspectives on the qualities and roles of a mentor teacher.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

47. Martin, J., **McCaughtry, N.**, & Shen, B. (March, 2007). *Predicting physical activity and fitness in Hispanic American children.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.

46. Dake, J., Fahlman, M., **McCaughtry, N.**, Martin, J., Shen, B., & Brewert, B. (March, 2007). *Urban and suburban differences in dietary behaviors in middle school students.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.

45. Fahlman, M., Dake, J., **McCaughtry, N.**, Martin, J., Shen, B., & Brown, B. (March, 2007). *Effects of the Michigan Model Curriculum on students' nutritional knowledge and behaviors.* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.

44. Martin, J., **McCaughtry, N.**, Kulinna, P., & Cothran, D. (March, 2007). *The impact of professional development on physical education teachers' efficacy*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.
43. Shen, B., **McCaughtry, N.**, Martin, J., & Hall, B. (March, 2007). *African American adolescents' exercise intentions and behaviors: Does gender moderate the transcontextual model contributions?* Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.
42. Hall, B., **McCaughtry, N.**, Rocco Dillon, S., Martin, J., & Shen, B. (March, 2007). *Teachers' perspectives on the ways that minority students influence their physical education teaching practices*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.
41. Faust, R., Cothran, D., **McCaughtry, N.**, Kulinna, P., Martin, J., & Smigell, S. (March, 2007). *Use of chat rooms as mentoring tools*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.
40. Cothran, D., **McCaughtry, N.**, Garn, A., Kulinna, P., Faust, R., & Martin, J. (March, 2007). *Electronic mentoring in physical education*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Baltimore, MD.
39. Dake, J., Yoon, J., **McCaughtry, N.** & Martin, J. (2006, October). *Examining the roll of perceived school social climate on elementary school bullying behaviors*. Paper to be presented at the annual meeting of the American School Health Association, St. Louis, MO.
38. Dake, J., Yoon, J., **McCaughtry, N.**, & Martin, J. (2006, October). *Examining the relationship between school bullying and perceived social support in elementary students*. Paper presented at the annual meeting of the American School Health Association, St. Louis, MO.
37. Shen, B., **McCaughtry, N.**, & Martin, J. (2006, June). *Examining the influence of perceived autonomy in physical education on physical activity behaviors: A trans-contextual model*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Denver, CO.

36. Shen, B., **McCaughtry, N.**, Martin, J., & Dillon, S. (2006, June). *An examination of the effects of seductive details in physical education*. Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, Denver, CO.
35. **McCaughtry, N.** (2006, June). *Teachers: The legacy and future for physical education*. Invited lecture at the International Summit on Physical Education Futures, Leeds, England, UK. (Invited)
34. **McCaughtry, N.** (2006, April). *Winning grants for physical education*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Salt Lake City, UT. (Invited)
33. Barnard, S., **McCaughtry, N.**, Martin, J., & Rocco Dillon, S. (2006, April). *Teachers' perspectives on the challenges of teaching physical education in urban schools*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Salt Lake City, UT.
32. Martin, J., **McCaughtry, N.**, Hodges Kulinna, P., Cothran, D., & Faust, R. (2006, April). *Impact of EPEC professional development on teachers' curricular self-efficacy*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Salt Lake City, UT.
31. Hodges Kulinna, P., **McCaughtry, N.**, Martin, J., Cothran, D., & Faust, R. (2006, April). *Influences of professional development on teachers' intentions and behaviors related to teaching a statewide curriculum*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Salt Lake City, UT.
30. Hummel, S., **McCaughtry, N.**, & Rocco Dillon, S. (2006, April). *Hiring physical education teachers: Perspectives of search committees*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Salt Lake City, UT.
29. Smigell, S., **McCaughtry, N.**, Martin, S., Cothran, D., Hodges Kulinna, P., & Faust, R. (2006, April). *Influences of more-experienced teachers mentoring their newer counterparts: Initial concerns, obstacles, and outcomes for mentors*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Salt Lake City, UT.
28. Shen, B., **McCaughtry, N.**, Martin, J., & Rocco Dillon, S. (2006, April). *Does "sneaky fox" facilitate learning?: Examining the effects of seductive details in physical education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

27. **McCaughtry, N.** (2005, July). *The ABC's of writing the clinching evaluation section*. Invited lecture at the National Association for Sport and Physical Education Winning Grants for Physical Education Conference, Myrtle Beach, SC. (Invited)
26. **McCaughtry, N.** (2005, July). *The grant submission process from start to finish: An overview and timeline*. Invited lecture at the National Association for Sport and Physical Education Winning Grants for Physical Education Conference, Myrtle Beach, SC. (Invited)
25. **Martin, J., McCaughtry, N., Hodges Kulinna, P., & Cothran, D.** (2005, June). *Do student intentions to be physically active predict physical activity behaviors and physical fitness?* Paper presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity, St. Pete's Beach, FL.
24. **McCaughtry, N., & Cothran, D.** (2005, April). *The emotional dimensions of physical education*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada.
23. **Hodges-Kulinna, P., McCaughtry, N., Martin, J., & Cothran, D.** (2005, April). *What do urban physical education teachers teach? A contextual analysis of one elementary school district*. Paper presented at the Annual Meeting of the American Education Research Association, Montreal, Quebec, Canada.
22. **McCaughtry, N.** (2005, April). *Doing funded research: Tips of the trade and voices of experience*. Invited lecture to the Invisible College of the Research on Learning and Instruction in Physical Education Special Interest Group at the annual meeting of the American Education Research Association, Chicago, IL. (invited)
21. **McCaughtry, N.** (2005, April). *Detroit Healthy Youth Initiative*. Symposium presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Chicago, IL.
20. **McCaughtry, N., Hodges Kulinna, P., Martin, J., Cothran, D., & Barnhart, M.** (2005, April). *Instructional resources and professional development: Instructional and emotional outcomes for teachers and students*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Chicago, IL.
19. **McCaughtry, N., Hodges Kulinna, P., Martin, J., Cothran, D., & Hummel, S.** (2005, April). *The role of more-experienced curriculum mentors in professional development: The perspectives of experienced teachers learning to teach new curriculum*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Chicago, IL.

18. Hodges Kulinna, P., **McCaughtry, N.**, Martin, J., Cothran, D., & Smigell, S. (2005, April). *Peer learning communities: Outcomes for curriculum change*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Chicago, IL.
17. Martin, J., Hodges Kulinna, P., **McCaughtry, N.**, & Barnard, S. (2005, April). *Children's personal and social knowledge development*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Chicago, IL.
16. Martin, J., Hodges Kulinna, P., **McCaughtry, N.** (2005, April). *Children's physical activity and fitness knowledge development*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation and Dance, Chicago, IL.
15. Dake, J.A., **McCaughtry, N.**, Martin, J., & Hodges-Kulinna, P. (2004, October). *Racial differences in bullying in Detroit Public Schools*. Paper presented at the annual meeting of the American School Health Association, Chicago, IL.
14. **McCaughtry, N.** & Hodges-Kulinna, P. (2004, April). *The emotional dimensions of teacher change*. Paper presented at the meeting of the American Educational Research Association, San Diego, CA.
13. **McCaughtry, N.** (2004, April). *Detroit Healthy Youth Initiative*. Symposium presented at the meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, New Orleans, LA.
12. **McCaughtry, N.**, Hodges-Kulinna, & Cothran, D. (2004, April). *Teachers' usage and perceptions of EPEC curriculum as the starting point for change*. Paper presented at the meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, New Orleans, LA.
11. **McCaughtry, N.**, Barnard, S., & Martin, J. (2004, April). *Learning to transform EPEC curriculum for urban and multi-cultural schools*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, New Orleans, LA.
10. **McCaughtry, N.** (2003, April). *Muddying the waters: Implications of a Deweyan philosophy of experience and education and a case study of one teacher on studies of teachers' knowledge*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

9. **McCaughtry, N. & Sofo, S.** (2003, April). *Learning to teach new curriculum models: The case of knowledge acquisition and Sport Education*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
8. **Webb, L. & McCaughtry, N.** (2003, April). *Surveillance as a technique of power in physical education: A Foucaultian analysis*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
7. **McCaughtry, N. & Wojewuczki, J.** (2003, April). *Developing and field-testing socially critical elementary adventure physical education curriculum*. Paper presented at the meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Philadelphia, PA.
6. **McCaughtry, N. & Wojewuczki, J.** (2003, April). *Learning to teach socially critical adventure education in elementary physical education*. Paper presented at the meeting of the American Alliance for Health, Physical Education, Recreation, and Dance, Philadelphia, PA.
5. **McCaughtry, N. & Rovegno, I.** (2002, April). *The development of pedagogical content knowledge through field-based teaching experiences*. Paper presented at the meeting of the American Education Research Association, New Orleans, LA.
4. **Rovegno, I., McCaughtry, N. & Dolly, J.** (2001, August). *A conceptual model for learning to teach cognitive processes and social responsibility*. Paper presented at the meeting of the Japan – United States Teacher Education Consortium, Tacoma, WA.
3. **Curtner-Smith, M., Todorovich, J., McCaughtry, N. & Lacon, S.** (2000, April). *Influence of the national curriculum for physical education on inner city teachers' use of teaching styles*. Paper presented at the meeting of the American Association of Health, Physical Education, Recreation and Dance, Orlando, FL.
2. **McCaughtry, N.** (1999, October). *The possibilities of multiple research methodologies in motivation and self regulation psychology*. Paper presented at the meeting of the Mid-South Educational Research Association, Point Clear, AL.
1. **McCaughtry, N., Shanno, L. & Felix, M.** (1998, March). *Cooperative games to foster inclusion in adapted physical education*. Paper presented at the meeting of the National Conference on Adapted Physical Activity, Macomb, IL.

## 2. Invited and/or Refereed Locally/Regionally

26. **McCaughtry, N. & DeJong, G.** (November, 2011). Challenges and opportunities for health and physical educators in Michigan. [Invited Keynote]. *Presentation at the Wayne County Health and Physical Education Professional Development conference, Livonia, MI.*
25. **McCaughtry, N.** (November, 2011). Functional fitness in secondary physical education. *Presentation at the Wayne County Health and Physical Education Professional Development conference, Livonia, MI.*
24. **McCaughtry, N.** (November, 2011). Functional fitness in secondary physical education. *Presentation at the annual meeting of the Michigan Association for Health, Physical Education, Recreation and Dance, Dearborn, MI.*
23. **Flory, S., & McCaughtry, N.** (2008, November). *Culturally competent school-based health Initiatives.* Paper presented at the annual meeting of the Michigan Association for Health, Physical Education, Recreation and Dance, Grand Rapids, MI.
22. **McCaughtry, N., Flory, S., & Tischler, A.** (2008, March). *Winning grants for physical education.* Paper presented at the annual meeting of the Regional MAHPERD Association, Southgate, MI.
21. **McCaughtry, N.** (February, 2007). *Conducting qualitative research: An overview of theory and methods.* Invited lecture to the School of Educational Innovation at Arizona State University.
20. **Hall, B., McCaughtry, N., & Rocco Dillon, S.** (2006, November). *Veteran teachers' perspectives on the ways that minority students influence their PE teaching practices.* Paper presented at the annual meeting of the Michigan Association for Health, Physical Education, Recreation, and Dance, Kalamazoo, MI.
19. **McCaughtry, N.** (2006, November). *Diversity in the gym: A panel discussion on teaching diverse races, sexualities and genders.* Paper presented at the annual meeting of the Michigan Association for Health, Physical Education, Recreation, and Dance, Kalamazoo, MI.
18. **McCaughtry, N., Price, F., Reardon, M.A., Marijanovich, & Carpenter, J.** (2006, March). *How can health and physical education programs raise money?* Presentation at the annual Southeast Michigan Association for Health, Physical Education, Recreation, and Dance, Detroit, MI.
17. **McCaughtry, N., Sipes, V., Masiarczyk, McAuliffe, Wais, Cotto, & Logsdon.** (2006, March). *Working with cultural diversity in the gym.* Presentation at the annual Southeast Michigan Association for Health, Physical Education, Recreation, and Dance, Detroit, MI.

16. **McCaughtry, N.**, (2005, August). *Interviewing as the centerpiece of qualitative research in physical education*. Presentation at New Mexico State University, Las Cruces, NM.
15. **McCaughtry, N.**, Washington, Krause, McAuliffe, & Sigler. (2005, March). *Teaching across cultural boundaries*. Paper presented at the annual meeting of the Southeast Michigan Association for Health, Physical Education, Recreation and Dance Conference, Walled Lake, MI.
14. **Hummel, S., McCaughtry, N., & Dillon, S.** (2005, March). *What school districts look for when hiring new physical education teachers*. Paper presented at the annual meeting of the Southeast Michigan Association for Health, Physical Education, Recreation and Dance, Walled Lake, MI.
13. **DeJong, G., Cravin, A., & McCaughtry, N.** (2004, November). *PEP grants: Michigan's successes and strategies*. Paper presented at the annual meeting of the Michigan Association for Health, Physical Education, Recreation and Dance, Kalamazoo, MI.
12. **Hummel, S., McCaughtry, N., & Dillon, S.** (2004, November). *School district hiring practices for new physical education teachers*. Paper presented at the annual meeting of the Michigan Association for Health, Physical Education, Recreation and Dance, Kalamazoo, MI.
11. **McCaughtry, N. & Wojewuczki, J.** (2003, March). *Sport Education curriculum model: Volleyball*. Paper presented at the annual meeting of the Southeast Michigan Association for Health, Physical Education, Recreation and Dance Conference, Warren, MI.
10. **McCaughtry, N.** (Program Chair). (2003, March). *What makes good secondary physical education programs: A roundtable*. Paper presented at the meeting of the Southeast Michigan Association for Health, Physical Education, Recreation and Dance conference, Warren, MI.
9. **McCaughtry, N.** (2002, November). *Elementary adventure education curriculum*. Paper presented at the meeting of the Michigan Association for Health, Physical Education, Recreation and Dance, Battle Creek, MI.
8. **Atraz, S. & McCaughtry, N.** (2002, November). *Sport Education: Swimming*. Paper presented at the meeting of the Michigan Association for Health, Physical Education, Recreation and Dance, Battle Creek, MI.

7. **McCaughtry, N. & Dantzler, J.** (2002, July). *Empowerment evaluation in community health*. Paper presented to the Birmingham Health Care for the Homeless, Birmingham, AL.
  6. **McCaughtry, N. & Dantzler, J.** (2002, July). *Empowering community health organizations through empowerment evaluation*. Paper presented to the AIDS Outreach of Alabama, Montgomery, AL.
  5. **McCaughtry, N.** (2002, March). *Teaching elementary adventure education*. Paper presented at the meeting of the Southeast Michigan Association for Health, Physical Education, Recreation, and Dance, Detroit, MI.
  4. **McCaughtry, N. & Brock, S.** (1999; April). *Movement based challenge courses: Alternatives for the affective domain*. Paper presented at the annual meeting of the Alabama State Association for Health, Physical Education, Recreation and Dance, Gulf Shores, AL.
  3. **McCaughtry, N.** (1999; February). *Response to cooperative educational strategies by unfamiliar students*. Paper presented at the Alabama Graduate Student Research Conference, Tuscaloosa, AL.
  2. **Steffen, J., McCaughtry, N. & DiRocco, P.** (1998; April). *Adventure Education for Adapted Physical Education*. Paper presented at the University of Wisconsin-LaCrosse Ropes Courses for Teachers Conference, La Crosse, WI.
  1. **Felix, M., McCaughtry, N., Shaffer, H. & Shanno, L.** (1997, October). *The 'Physical Best' fitness assessment instrument*. Presentation at the annual meeting of the Western Wisconsin Association for Health, Physical Education, Recreation and Dance, Westby, WI.
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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.

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work-Community Initiative (

Others not listed here: Let's Move! Active Schools; Coordinated School Physical Activity Program (CSPAP)

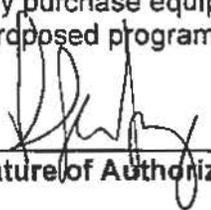
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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.

  
\_\_\_\_\_  
Signature of Authorized Representative

Superintendent  
Title

Livonia Public Schools  
Applicant Organization

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).

**Page 1 of 5 (LEA Partner)**

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**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 learners".

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:

(b)(6)

Dated:

4-12-13

**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 Centeio 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: \_\_\_\_\_

(b)(6)

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:**

(b)(6)



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:**

*Jack E. Kirksey*  
Mayor

**Dated:**

*4/16/13*



# LIVONIA PUBLIC SCHOOLS

15125 Farmington Road • Livonia, Michigan 48154

Phone (734) 744-2500

April 10, 2013

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

Dear Mrs. Archibald,

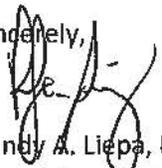
I am pleased that you are taking leadership to develop and submit a PEP grant proposal for our district. The need is great and the time is overdue to improve our physical education program at the secondary level, as well as to enhance and expand it. The activities you have outlined will not only provide 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

OFFICE OF THE MAYOR

JACK E. KIRKSEY  
MAYOR



33000 CIVIC CENTER DRIVE  
LIVONIA, MICHIGAN 48154-3097  
(734) 466-2201  
FAX: 421-4870

April 9, 2013

Mrs. Sheryl Archibald  
Health and Physical Education Programs  
Livonia Public Schools  
15125 Farmington Road  
Livonia, MI 48154

Dear Mrs. Archibald,

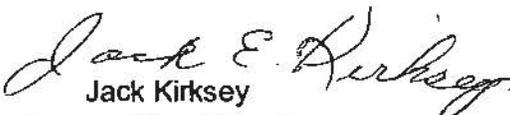
Thank you for sharing your good news regarding Livonia Public Schools' PEP grant application. What a wonderful opportunity to not only promote lifelong fitness for our young people, but to increase their knowledge of nutrition, physical activity, and healthy choices in order to lead a healthy lifestyle! 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 Kirksey

Mayor, City of Livonia  
PRA Award # 9213E130198  
Recycled Paper  
Page e101



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.

(b)(6)

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

**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**

RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	10/01/2008	09/30/2013	52.00	On Campus	Organized Research
PRED.	10/01/2008	09/30/2013	51.00	On Campus	Instruction
PRED.	10/01/2008	09/30/2013	40.00	On Campus	
PRED.	10/01/2008	09/30/2013	26.00	Off Campus	All Programs
PROV.	10/01/2013	Until Amended		"Use same rates and conditions as cited for FYE 9/30/12."	

**\*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.

ORGANIZATION: Wayne State University Fiscal Operations

AGREEMENT DATE: 7/24/2012

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ORGANIZATION: Wayne State University Fiscal Operations

AGREEMENT DATE: 7/24/2012

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SECTION I: FRINGE BENEFIT RATES\*\*

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	10/1/2011	9/30/2012	36.00	All	Clerical Staff
FIXED	10/1/2011	9/30/2012	25.20	All	Fac/Prof/Admin
FIXED	10/1/2011	9/30/2012	11.00	All	P/T Faculty
FIXED	10/1/2011	9/30/2012	13.50	All	Technicians
FIXED	10/1/2011	9/30/2012	2.30	All	P/T Hourly
FIXED	10/1/2012	9/30/2013	34.40	All	Clerical Staff
FIXED	10/1/2012	9/30/2013	23.60	All	Fac/Prof/Admin
FIXED	10/1/2012	9/30/2013	10.00	All	P/T Faculty
FIXED	10/1/2012	9/30/2013	10.40	All	Technicians
FIXED	10/1/2012	9/30/2013	2.00	All	P/T Hourly
PROV.	10/1/2013	Until amended		"Use same rates and condiions as cited for FYE 9/30/13."	

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and wages.

ORGANIZATION: Wayne State University Fiscal Operations

AGREEMENT DATE: 7/24/2012

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**SECTION II: SPECIAL REMARKS**

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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 pools 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) Similar types of costs have been accepted 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 purported 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 disallowances.

**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 costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-71 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 means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, 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

(b)(6)

(NAME) **James D. Barbret, Controller  
AVP - Fiscal Operations  
Wayne State University**

(TITLE)

**7/26/12**

(DATE)

**Arif Karim**

(NAME)

Director, Central States Field Office

(TITLE)

7/24/2012

(DATE) 5065

WHS REPRESENTATIVE:

**Ernest Kinnoor**

Telephone:

**(214) 767-3261**

LPS District  
(represents all six secondary schools)

## 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.

STANDARD	Content Analysis Score for Each Grade Level				STANDARD	Student Assessment Analysis Score for Each Grade Level			
	K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12
Standard #1			6	4	Standard #1			3	3
Standard #2			4	2	Standard #2			2	1
Standard #3			2	3	Standard #3			4	4
Standard #4			3	5	Standard #4			6	5
Standard #5			6	0	Standard #5			5	2
Standard #6			3	3	Standard #6			4	0
<i>Additional Standards:</i>					<i>Additional Standards:</i>				
#1					#1				
#2					#2				
#3					#3				
#4					#4				

## Curriculum Improvement Plan Worksheet

Identified weaknesses within PECAT results	PECAT Committee recommendations	Necessary actions	Persons responsible and completion dates
<p><u>Middle School &amp; High School Weaknesses</u></p> <ol style="list-style-type: none"> <li>1. Participates regularly in physical activity</li> <li>2. Assessment of movement concepts, principals strategies; tactics and assessment of motor skills; movement patterns.</li> <li>3. Teaching and assessing students how to value and enjoy physical activity; movement</li> <li>4. Helping our students achieve and maintain a health-enhancing level of fitness; assessing it.</li> </ol>	<p><u>MS &amp; HS</u></p> <ol style="list-style-type: none"> <li>1. Redesign curriculum so that it is based on students, offer lifetime activities that are relevant and enjoyable. Also design a CSPAP so that students have more opportunities to participate</li> <li>2. Adopt a curriculum that is not only appealing to students but that is standards based; includes assessment; teaches teachers how to use it in the classroom</li> <li>3. Design curriculum; activity so that students have a variety of things that they enjoy. Discover a curriculum that has something for everyone</li> <li>4. Implement lifetime activities focused on fitness such as weight/fitness center, BOSU, YOGA etc. Use assessment tools such as FITNESSGRAM to assess</li> </ol>	<ol style="list-style-type: none"> <li>1. Survey students &amp; teachers to understand the needs &amp; situations of those in the district</li> <li>2. Create/Find curriculum that matches the needs of students</li> <li>3. Fundraise/start working toward implementing/buying new curriculum resources</li> <li>4. Take teachers through numerous PD opportunities so that they thoroughly understand activities; assessments within the new curriculum</li> <li>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</li> <li>6. Create new opportunities for students to be active before, during; after school</li> </ol>	<p>Sheryl A : 3/25/13 LPS District</p> <p>Sheryl A 4/1/13</p> <p>Sheryl A 5/15/13</p> <p>Erin C, Nate M 8/15/13 Annie M</p> <p>Erin C 11/10/13</p> <p>Erin C Sheryl A 2/1/14</p>

address & improve fitness levels.

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

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

## School Health Index

*Overall Score Card Middle School & High School*

*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\*

	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1				~68% MS ~71.5% HS	
Health Education – Module 2				~74% MS ~78% HS	
Physical Education and Other Physical Activity Programs – Module 3			~53% MS ~59% HS		
Nutrition Services – Module 4				~79% MS ~80% HS	
School Health Services – Module 5	N/A	N/A	N/A	N/A	N/A
School Counseling, Psychological, and Social Services – Module 6	N/A	N/A	N/A	N/A	N/A
Health Promotion for Staff – Module 7	N/A	N/A	N/A	N/A	N/A
Family and Community Involvement – Module 8	N/A	N/A	N/A	N/A	N/A

*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.

Actions	Steps	By Whom and When
1. Find, Adopt, & Implement a standards based physical education curriculum that is relevant to students	a. Contact experts locally & nationally to determine best options	Sheryl A 2/25/13
	b. Review suggested curriculums & how it fits with cultural context	Sheryl A 3/7/13
	c. Give options & surveys to teachers & students	Teachers & students 3/15/13
	d. Based on input from teachers & students make an informed decision about which curriculum	Sheryl A 4/1/13
	e. Fundraise & gain support from Admin to purchase curriculum & resources	Sheryl A, Teachers 4/2/13
	f. Train teachers with numerous PD experiences on how to implement new curriculum	Erin C & Nate M 8/10/13
	g. Assess teachers on implementation of new curriculum	Erin C, Sheryl A, Nate M 12/1/13
	h. Give suggestions to teachers based on observations of how to successfully implement	Erin C, Sheryl A, Nate M 1/15/14

Continued on next page



SCHOOL HEALTH INDEX - MIDDLE SCHOOL/HIGH SCHOOL

Actions	Steps	By Whom and When
4. Implement the Michigan Model Curriculum to enhance nutrition education within the District; align with Michigan expectations; benchmarks to Nutrition Education & Health Education	a. <u>Contact MDE to gain further knowledge of curriculum</u> b. <u>Review curriculum; begin brainstorming about how it can be implemented</u> c. <u>Align with current curriculum model</u> d. <u>Introduce to teachers; Administration</u> e. <u>Train teachers in implementation</u> f. <u>Evaluate implementation</u> g. <u>Make adjustments to fit needs of each school</u>	Sheryl A; Anne M 6/1/13 Sheryl A; Anne M 7/1/13 Sheryl A 9/15/13 Anne M 1/15/14 RESA 3/10/14 Nate M 6/1/14 ERIN C, Anne M, Nate M 8/1/14
5.	a. _____ b. _____ c. _____ d. _____ e. _____ f. _____ g. _____	_____ _____ _____ _____ _____ _____ _____



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## Your Project Has Been Submitted to SEMCOG's Database

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**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](mailto:cjohnson@semcog.org) or 313-961-4266.

Send pictures or schematics as attachments to the email.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

### 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.

Year 1			
Governmental Category	Detailed Description	Total Federal Contribution	Total Non-Federal Contribution (Match)
<p>Personnel/Stipends</p> <p>Project Director: Sheryl Archibald</p>	<p>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.</p> <p>The project director will spend approximately 20 hours per week (half time status) on the PEP grant. This equates to \$41,000.</p> <p>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.</p>	<p>\$41,000 (LPS)</p>	
<p>Personnel/Stipends</p> <p>Professional Development Coordinator: Erin E. Centeio, Ph.D</p>	<p>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.</p>	<p>\$22,000 (WSU)</p>	

	<p>The professional development coordinator will spend .25 of her school year to oversee all aspects of professional development. This equates to \$22,000.</p> <p>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.</p>		
<p>Personnel/Stipends</p> <p>Director of Physical Activity</p>	<p>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.</p> <p>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). <math>3 * \\$2,000 = \\$6,000</math>  <b>Grand Total = \$6,000</b></p> <p>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.</p>	\$6,000 (LPS)	
<p>Personnel/Stipends</p> <p>Physical Activity Leaders – During School Year</p>	<p>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.</p> <p>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</p>	\$13,829.40 (LPS)	

	<p>there will be 3 opportunities a week @ 6 schools for 20 weeks (second semester only), this is equivalent to 60 sessions for year 1. (60 sessions *(\$25.61/hour*1.5 hours=\$38.415/session) = \$2,304.90); (\$2,304.90* 6 schools = \$13,829.40)  <b>Grand Total = \$13,829.40</b></p> <p>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.</p>		
<p>Personnel/Stipends</p> <p>Physical Activity Leaders – Summer PAC</p>	<p>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.</p> <p>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  <b>Grand Total = \$4,917.12</b></p> <p>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.</p>	\$4,917.12 (LPS)	
<p>Personnel/Stipends</p> <p>Physical Education Specialists; Wayne State University Center for School Health</p>	<p>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.</p> <p>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</p>	\$6,000 (WSU)	

	<p>Because this is part of professional development, this will be contracted through WSU.</p>		
<p>Personnel/Stipends</p> <p>Instructional Technology Specialists</p>	<p>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 &amp; 3. 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 resistance toward the integration within physical education.</p> <p>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.</p> <p>Because this is part of professional development, this will be contracted through WSU.</p>	\$1,000 (WSU)	
<p>Personnel/Stipends</p> <p>Evaluators: Dr. Nate McCaughtry and Dr. Anne Murphy; Wayne State University Center for School Health</p>	<p>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.</p> <p>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</p>	\$35,000 (WSU)	

	report required materials back to the funder; therefore an experienced evaluation team is a necessity.		(b)(4)
Cost Share Employees	(b)(4)		
LPS Employees with responsibility for oversight of the grant. Andrea Oquist Steve Archibald Alison Smith Cindy Herbeck			
<b>Total: Personnel/Stipends</b>		<b>\$129,746.52</b>	
<b>Fringe</b>	(b)(4)		
Project Director: Sheryl Archibald			

<p><b>Fringe</b></p> <p>Professional Development Coordinator: Erin E. Centeio, Ph.D</p>	<p>Fringe covers retirement, insurance, and FICA and the rate is 11%.  <math>\\$22,000 * 11\% = \\$2,420</math>  <b>Grand Total = \$2,420</b>  *Contractual</p>	<p>\$2,420 (WSU)</p>	<p>(b)(4)</p>
<p><b>Fringe</b></p> <p>Director of Physical Activity</p>	<p>Fringe covers retirement, insurance, and FICA and the rate is 32%.  <math>\\$6,000 * 32\% = \\$1,920</math>  <b>Grand Total = \$1,920</b></p>	<p>\$1,920 (LPS)</p>	
<p><b>Fringe</b></p> <p>Physical Activity Leaders – During School Year</p>	<p>Fringe covers retirement, insurance, and FICA and the rate is 32%.  <math>\\$13,829.40 * 32\% = \\$4,425.41</math>  <b>Grand Total = \$4,425.41</b></p>	<p>\$4,425.41 (LPS)</p>	
<p><b>Fringe</b></p> <p>Physical Activity Leaders – Summer PAC</p>	<p>Fringe covers retirement, insurance, and FICA and the rate is 32%.  <math>4,917.12 * 32\% = \\$1,573.48</math>  <b>Grand Total = \$1,573.48</b></p>	<p>\$1,573.48 (LPS)</p>	
<p><b>Cost Share Employees Fringe</b></p> <p>LPS Employees with responsibility for oversight of the grant.  Andrea Oquist  Steve Archibald  Alison Smith  Cindy Herbeck</p>	<p>(b)(4)</p>		

(b)(4)

(b)(4)

Fringe Total		<b>\$23,458.89</b>	(b)(4)
<b>Travel</b>	<ul style="list-style-type: none"> <li> <p>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)] <b>Grand Total = \$1,600</b></p> <p>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.</p> <p>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.</p> </li> <li> <p>Funds are requested for all PE teachers to attend the annual MAHPERD conference. [25 instructors; <b>registration fees</b> \$150*25 = <b>\$3,750</b>; <b>mileage reimbursement</b> (257 miles r/t * 9 vehicles*.55/mile) = <b>\$1272.15</b>; <b>Per Diem</b> @ \$50/day (school per diem rate) * 2 days*25 teachers = <b>\$2500</b>; <b>Lodging</b> (\$100/night*13 rooms*2 nights) = <b>\$2600</b>] <b>Grand Total = \$10,122.15</b></p> <p>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.</p> </li> <li> <p>Funds are requested for the project director and professional development coordinator to attend the National AAHPERD convention in St. Louis, MO. [2 people total; <b>registration fees</b> (\$200*2 people) = <b>\$400</b>; <b>Flights</b> (\$400*2)= <b>\$800</b>; <b>Hotel Rooms</b> (\$150/night * 3 nights *2 rooms = <b>\$900</b>; <b>Per Diem</b> @ (\$50/day*2 people * 4 days) <b>\$400</b>; <b>Grand Total = \$2,500</b></p> <p>Because the professional development</p> </li> </ul>	<p>\$1,600 (\$800 LPS; \$800 WSU)</p> <p>\$10,122.15 (LPS)</p> <p>\$2,500 (\$1250 WSU; \$1250 LPS)</p>	

	<p>coordinator is from WSU, half of this amount will be designated to WSU and half will be designated for the project director from LPS.</p> <p>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.</p>		
<b>Total Travel</b>		<b>\$14,222.15</b>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Print cartridges (2 @ \$150 = \$300)</li> <li>• Flash drives for teachers (30 @ \$25 = \$750)</li> <li>• External hard drives (3 @ \$150 = \$450)</li> <li>• Paper (\$500)</li> <li>• Laptop computer (1 @ \$1000)</li> </ul> <p>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.</p>	\$3,000 (WSU)	
<b>Total Supplies</b>		<b>\$3,000</b>	
<b>Contractual</b>	<p>These items are listed throughout the budget narrative and categorized under the letters (WSU).</p>		
<b>Other</b>	<ul style="list-style-type: none"> <li>• Funds are requested for teacher substitutes for professional development opportunities. [SPARK PD: (25 teachers * 2 days @ \$127/day) = \$6350; MAHPERD PD: (25 teachers * 2 days @ \$127/day) = \$6350] <b>Grand Total = \$12,700</b></li> </ul> <p>It is very important to understand the impact of</p>	\$12,700 (LPS)	

	<p>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.</p> <ul style="list-style-type: none"> <li>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 = <b>\$11,409.255</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>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] <b>Grand Total = \$6,783</b></li> </ul> <p>Given the extensive curricular reform that is proposed, having adequate sets of curriculum for teachers to use and implement is key to</p>	<p>\$11,409.25 (LPS)</p> <p>\$6,783 (LPS)</p>	
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**Middle School Equipment List**

Bag	2	Set/6	115.98\$
Ball	2	Each	309.98\$
Ball	6	Each	209.94\$
Ball	6	Each	46.74\$
Ball	36	Each	186.84\$
Ball	36	Each	251.64\$
Ball	2	Each	409.98\$
Basketball	36	Each	489.24\$
Basketball	3	Each	42.87\$
Baton	2	Set/6	43.98\$
Beachball	12	Each	23.88\$
Bean Bag	12	Set/6	225.48\$
Bench Steps	1	Set/10	229.99\$
Cone	6	Set/6	233.34\$
Cone	18	Each	152.82\$
Exercise Mat	6	Each	111.54\$
Flying Disc	18	Each	188.82\$
Football	18	Each	233.82\$
Football Belt	3	Set/12	107.97\$
Golf	18	Each	334.62\$
Golf	2	Pk/36	27.98\$
Hockey	3	Set/12	62.67\$
Hockey	3	Set/12	464.97\$
Hoop	3	Set/12	194.97\$
Hurdle	2	Set/5	139.98\$
Inflator	1	Each	92.99\$
Inflator	1	Each	219.99\$
Jump Rope	18	Each	59.22\$
Jump Rope	18	Each	62.82\$
Medicine Balls	6	Each	125.94\$
Paddle	6	Set/6	329.94\$
Parachute	4	Each	99.96\$
Playing Cards	2	Each	5.58\$
Resistance Band	1	Roll	89.99\$
Scooter Board	1	Set/6	189.99\$
Scrimmie	8	Each	31.92\$
Scrimmie	8	Each	31.92\$
Scrimmie	8	Each	31.92\$
Scrimmie	8	Each	31.92\$
Shoulder Folder	1	Set/6	71.99\$
Soccer	6	Set/6	383.94\$
Softball	3	Set/6	224.97\$
Softball	18	Each	89.82\$
Softball	36	Each	64.44\$
Spot Marker	12	Set/6	239.88\$
Storage Cart	1	Each	139.99\$
Toy	1	Set/6	54.99\$
Volleyball		Each	149.94\$
Volleyball	18	Each	156.42\$

**High School Equipment List**

Bag	3	Set/6	173.97\$
Ball	36	Each	251.64\$
Ball	6	Each	929.94\$
Baseball	12	Each	59.88\$
Baseball	2	Set/6	149.98\$
Basketball	18	Each	257.22\$
Basketball	18	Each	244.62\$
Bean Bag	6	Set/6	112.74\$
Cards	2	Each	5.58\$
Cones	6	Set/6	167.94\$
Cones	12	Each	101.88\$
Curl-Up Strips	18	Each	71.82\$
Exercise Mat	36	Each	611.64\$
Football	3	Set/6	267.57\$
Football Belts	2	Set/12	71.98\$
Flying Disc	18	Each	188.82\$
Handball	12	Each	346.68\$

Hoop	2	Set/12	129.98\$
Hockey	1	Set/24	199.99\$
Hockey	1	Set/12	139.99\$
Inflator	1	Each	92.99\$
Jump Rope	10	Each	32.90\$
Jump Rope	16	Each	55.84\$
Jump Rope	10	Each	37.90\$
Jump Rope	6	Set/2	65.94\$
Medicine Ball	20	Each	419.80\$
Mesh Vest	9	Each	48.51\$
Mesh Vest	9	Each	48.51\$
Mesh Vest	9	Each	48.51\$
Mesh Vest	9	Each	48.51\$
Racquet	36	Each	622.44\$
Resistance Bands	1	Roll	89.99\$
Shoulder Folder	1	Set/6	71.99\$
Shuttlecocks	3	Set/12	16.17\$
Sit and Reach	2	Each	307.98\$
Soccer	6	Set/6	599.94\$
Spot Marker	12	Set/6	239.88\$
Stability Ball	4	Each	139.96\$
Stopwatches	3	Set/6	155.97\$
Tennis Balls	3	Pack/12	59.97\$
Vertical Jump	1	Each	299.99\$
Volleyball	6	Set/6	135.54\$
Volleyball	36	Each	312.84\$
Wiffle Balls	6	Set/6	47.94\$

Curriculum can not 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**

\$180,000  
(LPS)

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

	<p>contribute to the overall health and fitness of the students. It is very essential to creating a healthy culture within the LPS district.</p> <ul style="list-style-type: none"> <li> <b>Fitness Center Cybex Equipment:</b>            Each high school will receive one full set of Cybex weight equipment which will include the following pieces:           <table data-bbox="487 420 812 798"> <tr><td>Chest Press</td><td>\$2,400</td></tr> <tr><td>Overhead Press</td><td>\$2,400</td></tr> <tr><td>Row</td><td>\$2,500</td></tr> <tr><td>Pulldown</td><td>\$3,200</td></tr> <tr><td>Dual Fly/Rear Delt</td><td>\$3,000</td></tr> <tr><td>Abdominal</td><td>\$2,400</td></tr> <tr><td>Back Extension</td><td>\$2,600</td></tr> <tr><td>Arm Curl</td><td>\$2,200</td></tr> <tr><td>Arm Extension</td><td>\$2,200</td></tr> <tr><td>Seated leg curl</td><td>\$2,700</td></tr> <tr><td>Leg Extension</td><td>\$2,500</td></tr> <tr><td>Leg Press</td><td>\$3,900</td></tr> </table> <p>Total per school \$32,000 * 3 schools = <b>Grand Total = \$96,000</b></p> <p>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.</p> <ul style="list-style-type: none"> <li> <b>Pedometers:</b> 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. <math>1400/100 = 14 * \\$2,399 = \\$33,586</math>. <b>Grand Total = \$33,586</b> </li> </ul> <p>One of the requirements for this project is to collect MVPA/step count data for students to</p> </li></ul>	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	<p>\$96,000 (LPS)</p> <p>\$33,586 (LPS)</p>	
Chest Press	\$2,400																										
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Pulldown	\$3,200																										
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Arm Extension	\$2,200																										
Seated leg curl	\$2,700																										
Leg Extension	\$2,500																										
Leg Press	\$3,900																										

	<p>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.</p> <ul style="list-style-type: none"> <li>• <b>Printing and Duplicating:</b> Costs will be incurred for printing and duplicating of surveys, parent and student letters etc. The price per year is estimated at \$4,000</li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• <b>Postage:</b> Estimated incurred costs for postage to mail flyers home to parents, and plan professional development events is around \$1000</li> </ul> <p>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.</p>	<p>\$4,000 (\$2000 LPS; \$2000 WSU)</p> <p>\$1000 (\$500 WSU; \$500 LPS)</p>	(b)(4)
	<ul style="list-style-type: none"> <li>• (b)(4)</li> </ul>		

<b>Total Other</b>		<b>\$416,268.40</b>	(b)(4)
<b>Total Year One Direct Costs</b>		LPS = \$503,327.96 WSU = \$83,368 Total = <b>\$586,695.96</b>	
<b>Total Year One Including .08% Indirect on WSU portion</b>	WSU will be charging Indirect costs for their portion of the budget. WSU Indirect Costs @ .08 = \$6,669.44	<b>\$593,365.40</b>	

<b>Year Two</b>			
<b>Governmental Category</b>	<b>Detailed Description</b>	<b>Total Federal Contribution</b>	<b>Total Non-Federal Contribution (Match)</b>
<b>Personnel/Stipends</b>  <b>Project Director: Sheryl Archibald</b>	<p>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.</p> <p>The project director will spend approximately 20 hours per week (half time status) on the PEP grant. This equates to \$41,000 <b>Grand Total = \$41,000</b></p> <p>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.</p>	\$41,000 (LPS)	
<b>Personnel/Stipends</b>  <b>Professional Development Coordinator: Erin E. Centeio, Ph.D</b>	<p>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</p>	\$22,000 (WSU)	

	<p>of the project; ensures that the planned professional development activities are executed successfully.</p> <p>The professional development coordinator will spend .25 of her school year to oversee all aspects of professional development, \$22,000. <b>Grand Total = \$22,000</b></p> <p>This person is essential to the success of the project because they are in charge or 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.</p>		
<p><b>Personnel/Stipends</b></p> <p><b>Director of Physical Activity</b></p>	<p>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.</p> <p>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). <math>3 * \\$2,000 = \\$6,000</math> <b>Grand Total = \$6,000</b></p> <p>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.</p>	\$6,000 (LPS)	
<p><b>Personnel/Stipends</b></p> <p><b>Physical Activity Leaders – During School Year</b></p>	<p>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.</p> <p>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.</p>	\$20,744.10 (LPS)	

	<p>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) = \$3457.35); \$3457.35* 6 schools = \$20,744.10  <b>Grand Total = \$20,744.10</b></p> <p>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.</p>		
<p><b>Personnel/Stipends</b></p> <p><b>Physical Activity Leaders – Summer PAC</b></p>	<p>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.</p> <p>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 = \$4917.12]  <b>Grand Total = \$4,917.12</b></p> <p>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.</p>	\$4,917.12 (LPS)	
<p><b>Personnel/Stipends</b></p> <p><b>Physical Education Specialists; Wayne State University Center for School Health</b></p>	<p>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.</p> <p>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</p>	\$6,000 (WSU)	

	Because this is part of professional development, this will be contracted through WSU.		
<b>Personnel/Stipends</b>  <b>Michigan Model Curriculum Specialist</b>	<p>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</p> <p>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.</p>	\$1,500 (WSU)	
<b>Personnel/Stipends</b>  <b>Instructional Technology Specialists</b>	<p>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.</p> <p>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.</p> <p>Because this is part of professional development, this will be contracted through WSU.</p>	\$2,000 (WSU)	
<b>Personnel/Stipends</b>  <b>Evaluators: Dr. Nate McCaughtry and Dr. Anne Murphy; Wayne State University Center for School Health</b>	Dr. Nate McCaughtry and Dr. Anne Murphy will 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	\$35,000 (WSU)	

	<p>evaluation reports.</p> <p>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.</p>		
<p><b>Cost Share Employees</b></p>	<p>(b)(4)</p>		<p>(b)(4)</p>

<b>Total: Personnel/Stipends</b>		<b>\$139,161.12</b>	(b)(4)
<b>Fringe</b> Project Director: Sheryl Archibald	Fringe covers retirement, insurance, and FICA and the rate is 32%. \$41,000 * 32% = \$13,120 <b>Grand Total = \$13,120</b>	\$13,120 (LPS)	
<b>Fringe</b> Professional Development Coordinator: Erin E. Centeio, Ph.D	Fringe covers retirement, insurance, and FICA and the rate is 11%. \$22,000 * 11% = \$2,420 <b>Grand Total = \$2,420</b> *Contractual	\$2,420 (WSU)	
<b>Fringe</b> Director of Physical Activity	Fringe covers retirement, insurance, and FICA and the rate is 32%. \$6,000 * 32% = \$1,920 <b>Grand Total = \$1,920</b>	\$1,920 (LPS)	
<b>Fringe</b> Physical Activity Leaders – During School Year	Fringe covers retirement, insurance, and FICA and the rate is 32%. \$20,744.10* 32% = \$6,638.08 <b>Grand Total = \$6,638.08</b>	\$6,638.08 (LPS)	
<b>Fringe</b> Physical Activity Leaders – Summer PAC	Fringe covers retirement, insurance, and FICA and the rate is 32%. 4,917.12*32% = \$1,573.48 <b>Grand Total = \$1,573.48</b>	\$1,573.48 (LPS)	
<b>Cost Share Employees Fringe</b>  LPS Employees with responsibility for oversight of the grant. Andrea Oquist Steve Archibald Alison Smith Cindy Herbeck	(b)(4)		

(b)(4)

(b)(4)

	<p>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.  <b>Grand Total = \$3,116.81</b></p>		(b)(4)
<b>Fringe Total</b>		<b>\$25,671.56</b>	
<b>Travel</b>	<ul style="list-style-type: none"> <li>Funds are requested for all PE teachers to attend the annual MAHPERD conference. [25 instructors; <b>registration fees</b> \$150*25 = <b>\$3,750; mileage reimbursement</b> (257 miles r/t * 9 vehicles*.55/mile) = <b>\$1272.15; Per Diem @ \$50/day</b> (school per diem rate) * 2 days*25 teachers = <b>\$2500; Lodging</b> (\$100/night*13 rooms*2 nights) = <b>\$2600] Grand Total = \$10,122.15</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>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; <b>registration fees</b> (\$250*8 people) = <b>\$2,000; Flights</b> (\$500*8)= <b>\$4,000; Hotel Rooms</b> (\$150/night * 3 nights *4 rooms (double occupancy)) = <b>\$1,800; Per Diem @</b> (\$75/day*8 people) = <b>\$2,400 Grand Total = \$10,200</b></li> </ul> <p>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.</p>	<p>\$10,122.15 (LPS)</p> <p>\$10,200 (\$1,350 WSU; \$8,850 LPS)</p>	

<b>Total Travel</b>		<b>\$20,322.15</b>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>• Print cartridges (4 @ \$150 = \$600)</li> <li>• External hard drives (3 @ \$150 = \$450)</li> <li>• Paper (\$950)</li> <li>• Laptop computer (1 @ \$1000)</li> </ul> <p>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.</p>	\$3,000 (WSU)	
<b>Total Supplies</b>		<b>\$3,000</b>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• <b>Teacher substitutes:</b> 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] <b>Grand Total = \$14,986</b></li> </ul> <p>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.</p>	\$14,986 (LPS)	



	<p>be given videos and books associated with each Culturally Relevant Lifetime Physical Activity totaling around \$350 (<math>\\$350 \times 6 = \\$2,100</math>).</p> <p><b>Grand Total = \$8,100</b></p> <p>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.</p> <ul style="list-style-type: none"> <li> <p><b>FITNESSGRAM:</b> Every year there is a \$50 renewal fee for FITNESSGRAM tech support (<math>\\$50 \times 6 = \\$300</math>)</p> <p>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.</p> </li> <li> <p><b>Culturally Relevant Physical Activity Equipment:</b></p> <p><b>High School Equipment:</b>  Ecofit Workout Yoga Mats with cart (total 48) -- \$2,798  Dyna Bands (3 levels of resistance) (6 rolls) -- \$810  Bosu's with Cart (24 total) -- \$2,599.00  Total for three High Schools = \$18,621</p> <p><b>Middle School Equipment:</b>  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</p> <p>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.</p> </li> <li> <p><b>Cybox Equipment HS:</b> Each high school will receive 2 multifunction cable machines to complete their personal wellness centers. Each cable machine is approximately \$9,000. [<math>\\$9,000 \times 2 \times 3</math> schools = \$54,000] <b>Grand Total = \$54,000</b></p> <p>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</p> </li> </ul>	<p>\$300 (LPS)</p> <p>\$29,445 (LPS)</p> <p>\$54,000 (LPS)</p>	
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	<p>increase MVPA during physical education class.</p> <ul style="list-style-type: none"> <li>• <b>Printing and Duplicating:</b> Costs will be incurred for printing and duplicating of surveys, parent and student letters etc. The price per year is estimated at \$4,000</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Postage:</b> Estimated incurred costs for postage to mail flyers home to parents, and plan professional development events is around \$1000</li> </ul> <p>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.</p>	<p style="text-align: center;">\$4,000 (\$2000 LPS; \$2000 WSU)</p> <p style="text-align: center;">\$1000 (\$500 WSU; \$500 LPS)</p>	(b)(4)
(b)(4)			
<b>Total Other</b>		<b>\$220,975.25</b>	

<b>Total Year Two Direct Costs</b>		LPS = \$319,460.08 WSU = \$87,870 Total = \$407,330.08	(b)(4)
<b>Total Year Two Including .08% Indirect on WSU portion</b>	WSU Indirect Costs @ .08 = \$7,029.60	<b>\$414,359.68</b>	

<b>Year Three</b>			
<b>Governmental Category</b>	<b>Detailed Description</b>	<b>Total Federal Contribution</b>	<b>Total Non-Federal Contribution (Match)</b>
<b>Personnel/Stipends</b>  <b>Project Director: Sheryl Archibald</b>	<p>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.</p> <p>The project director will spend approximately 20 hours per week (half time status) on the PEP grant. This equates to \$41,000</p> <p>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.</p>	\$41,000 (LPS)	
<b>Personnel/Stipends</b>  <b>Professional Development Coordinator: Erin E. Centeio, Ph.D</b>	<p>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</p>	\$22,000 (WSU)	

	<p>(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.</p> <p>The professional development coordinator will spend .25 of her school year to oversee all aspects of professional development, \$22,000.</p> <p>This person is essential to the success of the project because they are in charge or 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.</p>		
<p><b>Personnel/Stipends</b></p> <p><b>Director of Physical Activity</b></p>	<p>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.</p> <p>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). <math>3 * \\$2,000 = \\$6,000</math></p> <p>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.</p>	<p>\$6,000 (LPS)</p>	
<p><b>Personnel/Stipends</b></p> <p><b>Physical Activity Leaders – During School Year</b></p>	<p>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.</p> <p>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</p>	<p>\$20,744.10 (LPS)</p>	

	<p>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 <b>Grand Total = \$20,744.10</b></p> <p>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.</p>		
<p><b>Personnel/Stipends</b></p> <p><b>Physical Activity Leaders – Summer PAC</b></p>	<p>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.</p> <p>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] <b>Grand Total = \$4,917.12</b></p> <p>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.</p>	\$4,917.12 (LPS)	
<p><b>Personnel/Stipends</b></p> <p><b>Physical Education Specialists; Wayne State University Center for School Health</b></p>	<p>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.</p> <p>Each specialist will work on a stipend position and</p>	\$6,000 (WSU)	

	<p>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</p>		
<p><b>Personnel/Stipends</b></p> <p><b>Instructional Technology Specialists</b></p>	<p>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.</p> <p>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</p> <p>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.</p> <p>Because this is part of professional development, this will be contracted through WSU.</p>	<p>\$2,000 (WSU)</p>	
<p><b>Personnel/Stipends</b></p> <p><b>Evaluators: Dr. Nate McCaughtry and Dr. Anne Murphy; Wayne State University Center for School Health</b></p>	<p>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.</p> <p>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</p>	<p>\$35,000 (WSU)</p>	

	<p>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.</p>		(b)(4)
<b>Cost Share Employees</b>	(b)(4)		
<b>Total: Personnel/Stipends</b>		<b>\$137,661.12</b>	
<b>Fringe</b> Project Director:	<p>Fringe covers retirement, insurance, and FICA and the rate is 32%. \$41,000 * 32% = \$13,120</p>	\$13,120 (LPS)	

Sheryl Archibald	<b>Grand Total = \$13,120</b>		
<b>Fringe</b> Professional Development Coordinator: Erin E. Centeio, Ph.D	Fringe covers retirement, insurance, and FICA and the rate is 11%. $\$22,000 * 11\% = \$2,420$ <b>Grand Total = \$2,420</b> *Contractual	\$2,420 (WSU)	
<b>Fringe</b> Director of Physical Activity	Fringe covers retirement, insurance, and FICA and the rate is 32%. $\$6,000 + 32\% = \$1,920$ <b>Grand Total = \$1,920</b>	\$1,920 (LPS)	
<b>Fringe</b> Physical Activity Leaders – During School Year	Fringe covers retirement, insurance, and FICA and the rate is 32%. $\$20,744.10 * 32\% = \$6,638.11$ <b>Grand Total = \$6,638.08</b>	\$6,638.11 (LPS)	
<b>Fringe</b> Physical Activity Leaders – Summer PAC	Fringe covers retirement, insurance, and FICA and the rate is 32%. $4,917.12 * 32\% = \$1,573.48$ <b>Grand Total = \$1,573.48</b>	\$1,573.48 (LPS)	
<b>Cost Share Employees Fringe</b> LPS Employees with responsibility for oversight of the grant. Andrea Oquist Steve Archibald Alison Smith Cindy Herbeck	(b)(4)		(b)(4)

(b)(4)

(b)(4)

	2.5% increase from the preceding year. <b>Grand Total = \$3,163.86</b>		(b)(4)
<b>Fringe Total</b>		<b>\$25,671.59</b>	
<b>Travel</b>	<ul style="list-style-type: none"> <li>Funds are requested for all PE teachers to attend the annual MAHPERD conference. [25 instructors; <b>registration fees</b> \$150*25 = <b>\$3,750</b>; <b>mileage reimbursement</b> (257 miles r/l * 9 vehicles*.55/mile) = <b>\$1272.15</b>; <b>Per Diem @ \$50/day</b> (school per diem rate) * 2 days*25 teachers = <b>\$2500</b>; <b>Lodging</b> (\$100/night*13 rooms*2 nights) = <b>\$2600</b>] <b>Grand Total = \$10,122.15</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>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; <b>registration fees</b> (\$250*8 people) = <b>\$2,000</b>; <b>Flights</b> (\$500*8)= <b>\$4,000</b>; <b>Hotel Rooms</b> (\$150/night * 3 nights *4 rooms (double occupancy)) = <b>\$1,800</b>; <b>Per Diem @</b> (\$75/day*8 people) = <b>\$2,400</b> <b>Grand Total = \$10,200</b></li> </ul> <p>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.</p>	<p>\$10,122.15 (LPS)</p> <p>\$10,200 (\$1,350 WSU; \$8,850 LPS)</p>	
<b>Total Travel</b>		<b>\$20,322.15</b>	
<b>Supplies</b>	<ul style="list-style-type: none"> <li>Print cartridges (2 @ \$150 = \$300)</li> <li>Flash drives for teachers (30 @ \$25 = \$750)</li> <li>External hard drives (3 @ \$150 = \$450)</li> </ul>	<p>\$3,000 (WSU)</p>	

	<ul style="list-style-type: none"> <li>Paper (\$500)</li> <li>Laptop computer (1 @ \$1000)</li> </ul> <p>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.</p>		
<b>Total Supplies</b>		<b>\$3,000</b>	
<b>Other</b>	<ul style="list-style-type: none"> <li><b>Teacher substitutes:</b> 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] <b>Grand Total = \$14,986</b></li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li><b>Teacher professional development learning communities:</b> 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%))</li> </ul>	\$14,986 (LPS)	\$11,409.255 (LPS)

	<p>= \$33.81; <math>333.81 * 13.5 * 25 = \mathbf{\\$7,607.25}</math></p> <p>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.</p> <ul style="list-style-type: none"> <li> <p><b>Polar professional development training:</b> The integration of technology is an important piece in year 2 &amp; 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. <math>2 * \\$2000 = \\$4,000</math>; <b>Grand Total = \$4,000</b></p> <p>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.</p> </li> <li> <p><b>FITNESSGRAM:</b> Every year there is a \$50 renewal fee for FITNESSGRAM tech support (<math>\\$50 * 6 = \\$300</math>)</p> <p>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.</p> </li> <li> <p><b>Culturally Relevant Physical Activity Equipment:</b>  <b>High School Equipment:</b>            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-Tube Pack with Cart -- \$659            Total per school High School = \$5,126  <b>Middle School Equipment:</b>            UltraFi Resistance Tubing Station -- \$499            Steps (48 with cart) -- \$1987</p> </li> </ul>	<p>\$4,000 (WSU)</p> <p>\$300 (LPS)</p> <p>\$31,143 (LPS)</p>	
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	<p>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</p> <p>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.</p> <ul style="list-style-type: none"> <li> <p><b>Cardio Equipment MS:</b> 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 cots approximately \$3,000. (<math>\\$3,000 \times 3 \times 3 = \\$27,000</math>) <b>Grand Total = \$27,000</b></p> <p>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.</p> </li> <li> <p><b>Cybex Equipment MS:</b> 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. [<math>\\$9,000 \times 3</math> schools = \$27,000] <b>Grand Total = \$27,000</b></p> <p>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.</p> </li> <li> <p><b>Heart Rate Monitors:</b> 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</p> </li> </ul>	<p>\$27,000 (LPS)</p> <p>\$27,000 (LPS)</p> <p>\$72,000 (LPS)</p>	
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	<p>(\$160/ each). <math>(\\$160*75*6) = \\$72,000</math></p> <p>Using heart rate monitors in physical education 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 teacher 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.</p> <ul style="list-style-type: none"> <li>• <b>Printing and Duplicating:</b> Costs will be incurred for printing and duplicating of surveys, parent and student letters etc. The price per year is estimated at \$4,000</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• <b>Postage:</b> Estimated incurred costs for postage to mail flyers home to parents, and plan professional development events is around \$1000</li> </ul> <p>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.</p>	<p>(b)(4)</p> <p>\$4,000 (\$2000 LPS; \$2000 WSU)</p> <p>\$1000 (\$500 WSU; \$500 LPS)</p>	<p>(b)(4)</p>
	<p>(b)(4)</p>		

	<p>week) = \$36,450] = \$76,950</p> <p>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</p> <p><b>Grand Total = \$95,190</b></p> <p>Without renting the space for the buildings before and after school we would be unable to offer CSPAP opportunities to students.</p>		(b)(4)
<b>Total Other</b>		<b>\$192,838.25</b>	
<b>Total Year Three Direct Costs</b>		WSU = \$78,270 LPS = \$301,223.08 <b>Total = \$379,493.08</b>	
<b>Total Year Three Including .08% Indirect on WSU portion</b>	WSU Indirect Costs @ .08 = \$6,261.60	<b>\$385,754.68</b>	

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

**Livonia Public Schools  
Carol M. White Physical Education Program  
Budget Detail**

<i>Personnel</i>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>	<b>WSU Totals</b>	<b>LPS Totals</b>
Project Director	41,000.00	41,000.00	41,000.00	123,000.00		123,000.00
Professional Development Coordinator	22,000.00	22,000.00	22,000.00	66,000.00	66,000.00	
Physical Activity Directors (High School Only)	6,000.00	6,000.00	6,000.00	18,000.00		18,000.00
Physical Activity Leaders -- School Year	13,829.40	20,744.00	20,744.00	55,317.40		55,317.40
Summer Physical Activity Leaders (6 schools)	4,917.12	4,917.12	4,917.12	14,751.36		14,751.36
Physical Education Specialists (Curriculum, Culturally Relevant Pedagogy, Equity, etc)	6,000.00	6,000.00	6,000.00	18,000.00	18,000.00	
Michigan Model Curriculum Specialists		1,500.00		1,500.00	1,500.00	
Instructional Technology Specialists	1,000.00	2,000.00	2,000.00	5,000.00	5,000.00	
Evaluator	35,000.00	35,000.00	35,000.00	105,000.00	105,000.00	
<b>Total Personnel</b>	129,746.52	139,161.12	137,661.12	406,568.76	195,500.00	211,068.76
<b>Fringe Benefits</b>						
Project Director	13,120.00	13,120.00	13,120.00	39,360.00		39,360.00
Professional Development Coordinator	2,420.00	2,420.00	2,420.00	7,260.00	7,260.00	
Physical Activity Directors	1,920.00	1,920.00	1,920.00	5,760.00		5,760.00
Physical Activity Leaders- School Year	4,425.41	6,638.08	6,638.08	17,701.57		17,701.57
Physical Activity Leaders -- Summer	1,573.48	1,573.48	1,573.48	4,720.44		4,720.44
<b>Total Fringe Benefits</b>	23,458.89	25,671.56	25,671.56	74,802.00	7,260.00	67,542.00
	14,222.15	20,322.15	20,322.15	54,866.45	4,750.00	50,116.45
<b>Supplies</b>	3,000.00	3,000.00	3,000.00	9,000.00	9,000.00	
<b>Other</b>						
Teacher Substitutes	12,700.00	14,986.00	14,986.00	42,672.00		42,672.00
Teacher Professional Development Learning Communities	11,409.25	11,409.25	11,409.25	34,227.75		34,227.75
SPARK Curriculum Materials	6,783.00			6,783.00		6,783.00
SPARK Professional Development	9,398.00			9,398.00	9,398.00	
Polar Professional Development		4,000.00	4,000.00	8,000.00	8,000.00	
Michigan Model Nutrition /Physical Activity Curriculum		8,100.00		8,100.00	8,100.00	
FITNESSGRAM	5,142.00	300.00	300.00	5,742.00		5,742.00
SPARK Physical Activity Equipment	56,250.15			56,250.15		56,250.15
Culturally Relevant Physical Activity Equipment		29,445.00	31,143.00	60,588.00		60,588.00
Fitness Center Cardio Equipment	180,000.00		27,000.00	207,000.00		207,000.00
Fitness Center Cybex Equipment	96,000.00	54,000.00	27,000.00	177,000.00		177,000.00
Pedometers	33,586.00			33,586.00		33,586.00
Heart Rate Monitors		72,000.00	72,000.00	144,000.00		144,000.00
Tablets (IPAD's)		21,735.00		21,735.00		21,735.00
Printing and Duplicating	4,000.00	4,000.00	4,000.00	12,000.00	6,000.00	6,000.00
Postage	1,000.00	1,000.00	1,000.00	3,000.00	1,500.00	1,500.00
<b>Total Other</b>	416,268.40	220,975.25	192,838.25	830,081.90	32,998.00	797,083.90
<b>Total Direct Cost</b>	586,695.96	409,130.08	379,493.08	1,375,319.11	249,508.00	1,125,811.11
<b>Indirect Costs (Wayne State Only) (.08%)</b>	6,669.44	7,029.60	6,261.60	19,960.64	19,960.64	
<b>Total Project Cost</b>	593,365.40	416,159.68	385,754.68	1,395,279.75	269,468.64	1,125,811.11
<b>Total Wayne State</b>	83,368.00	87,870.00	78,270.00			
<b>Total Livonia</b>	503,347.96	319,460.08	301,223.08			

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

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

Name of Institution/Organization

LIVONIA PUBLIC SCHOOLS SCHOOL DISTRICT

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	65,746.52	72,661.12	72,661.12			211,068.76
2. Fringe Benefits	21,038.89	23,251.56	23,251.56			67,542.01
3. Travel	12,172.15	18,972.15	18,972.15			50,116.45
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	83,368.00	87,870.00	78,270.00			249,508.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	404,370.40	206,375.25	186,338.25			797,083.90
9. Total Direct Costs (lines 1-8)	586,695.96	409,130.08	379,493.08			1,375,319.12
10. Indirect Costs*	6,669.44	7,029.60	6,261.60			19,960.64
11. Training Stipends						
12. Total Costs (lines 9-11)	593,365.40	416,159.68	385,754.68			1,395,279.76

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2008 To: 09/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 26.00 %.

(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 %.

Name of Institution/Organization LEVONIA PUBLIC SCHOOLS SCHOOL DISTRICT	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

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

**1. Project Director:**

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

Street1:	15125 FARMINGTON ROAD
Street2:	
City:	LIVONIA
County:	
State:	MI: Michigan
Zip Code:	48240
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:

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

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