

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 # S215F130211

Grants.gov Tracking#: GRANT11379108

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: <input type="text" value="04/12/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Iredell-Statesville Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="57-1744267"/>	* c. Organizational DUNS: <input type="text" value="0710571600000"/>

d. Address:

* Street1: <input type="text" value="549 North Race Street"/>
Street2: <input type="text"/>
* City: <input type="text" value="Statesville"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="NC: North Carolina"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="286773915"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Linda"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Rogers"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Healthful Living Coordinator"/>
--

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="704-832-2550"/>	Fax Number: <input type="text" value="704-978-0078"/>
---	---

* Email: <input type="text" value="lwrogers@iss.k12.nc.us"/>
--

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Local Education Agency

*** 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:**

FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="749,916.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* 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
Linda Rogers	Healthful Living Coordinator
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Iredell Statesville Schools	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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

ISS FITNESS GEPA FINAL.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Iredell-Statesville Schools will ensure equitable access to and participation in *FITNESS*. All students, parents, and teachers will have equal access to our program as outlined under Section 504 of the Rehabilitation Act. The Project Director, Project Coordinator, and our independent evaluator will monitor the program for any needs or instances of discrimination. The barriers of disability, gender, race, national origin, age, and color that can impede equitable access will be addressed through the following.

- **Compliance:** The Project Director, Project Coordinator, and the evaluation team will monitor any cases of discrimination to determine if action should be taken. The district has special appeal procedures for students and employees who feel they have been discriminated against in the areas of disability, gender, race, national origin, age, or color.
- **Program Design:** Our program was designed with Invitational Priority 1 in mind to ensure that our program was universally accessible and included age appropriate activities. Continuous collaboration between our Project Coordinator, Physical Education Specialists, Nutrition Education Specialists, and community partners will ensure that activities planned for our target student groups are developmentally appropriate.
- **Access:** Persons with disabilities will be provided equal access and opportunities in project activities. All project sites are handicap accessible for the general public, teachers, students, and parents. *FITNESS* newsletters and information provided on the district website will be designed so that persons of varying education levels, cultures, and races understand the program information provided (e.g., written in Spanish).
- **Serving Populations with Special Needs:** To ensure equitable access to our *FITNESS* program, the Executive Director of Exceptional Children (students with special needs) will be included in the implementation and execution of the program. The Project Director and Project Coordinator will collaborate with staff at each school to collect information about students and teachers with special needs to ensure that access to

appropriate *FITNESS* equipment is available to address these needs. They will determine if special assistive devices for equipment in our fitness labs should be purchased. Students with special needs will have access to medical treatment. Transportation for students with special needs to offsite activities is included in the district's transportation plan.

- **Diversity:** The planning team for *FITNESS* reflects diversity and includes persons of different genders, races, national origins, colors, disabilities, and ages. All teachers, students, and their families in our target schools, regardless of race, color, gender, or national origin, will be invited to participate in the program.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Iredell-Statesville Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Linda"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Rogers"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Healthy Living Coordinator"/>	
* SIGNATURE: <input type="text" value="Linda Rogers"/>	* DATE: <input type="text" value="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

Iredell-Statesville Schools' proposed program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, will create a high quality physical education program **servicing 6,388 students** in our nine middle schools and six target elementary schools. *FITNESS* has **three objectives**: ❶ cultivate a school environment that promotes healthy eating and physical activity; ❷ enhance awareness and skills through targeted curriculum for students and professional development for teachers; and ❸ tailor physical education to meet the needs of all students, including students with disabilities and students with low fitness levels.

Five strategies to achieve these objectives derive from our School Health Index results and align with the **Absolute Priority 1 and 2** and **Invitational Priority 1**: ❶ curricular and instructional enhancements in healthy eating and nutrition supported by experienced PE and Nutrition Education Specialists and evidence-based content; ❷ physical education tailored to each student's abilities, including students with disabilities; ❸ Interactive Health Program for students with very low fitness; ❹ targeted professional development to support curricular enhancements; and ❺ enhanced nutrition and physical education policies. Innovative pedagogical approaches apply the Let's Move! seven design filters and incorporate technology-enhanced interactive physical fitness equipment, both in adapted physical fitness stations for students with disabilities and self-contained Fitness Labs that also have popular cardio, flexibility, and strength training equipment to ensure all students develop lifelong fitness skills and motivation. Mobile interactive fitness technology available in each target school allows for anytime, anywhere access for PE and other classes. Utilizing a community partner model (**Competitive Preference Priority 2**) that includes local government and public health leaders as well as community-based organizations and our district child nutrition director, we will leverage our Student Wellness Policy and School Health Advisory Council to ensure district nutrition and physical activity policies and practices align with *FITNESS* goals.

Proposed Project Outcomes: *FITNESS* outcomes include the four GPRA measures, ensuring that participating students engage in 60 minutes of daily physical activity; consume two servings of fruit or three servings of vegetables daily; meet the healthy fitness zone; and cost per student decreases below baseline costs. Other outcomes include policies to promote healthy food and beverage choices; decreased sedentary behavior; curricular enhancements and related improvements to instructional practice; increased professional development for teachers; promotion of parent knowledge of physical fitness and nutrition; increased students knowledge of nutrition and healthy choices; increased physical activity in Fitness Labs; and lower BMI for students participating in the Interactive Health Program.

Location of Proposed Sites includes the following schools and community-based organization.

Nine Middle Schools	Six Elementary Schools
Brawley Middle: 132 Swift Arrow Drive, Mooresville, NC 28117	Cloverleaf Elementary: 300 James Farm Road, Statesville, NC 28625
East Iredell Middle: 590 Chestnut Grove Road, Statesville, NC 28677	East Iredell Elementary: 400 E. Elementary Road, Statesville, NC 28677
Lakeshore Middle: 244 Lakeshore School Road, Mooresville, NC 28117	Harmony Elementary: 139 Harmony School Road, Harmony, NC 28634
Mount Mourne IB: 1431 Mecklenburg Highway, Mooresville, NC 28115	Sharon Elementary: 880 Sharon School Road, Statesville, NC 28677
North Iredell Middle: 2467 Jennings Road, Olin, NC 28660	Shepard Elementary: 1748 Charlotte Highway, Mooresville, NC 28115
Northview Middle: 625 Carolina Avenue, Statesville, NC 28677	Troutman Elementary: 220 S. Main Street, Troutman, NC 28166
Statesville Middle: 321 Glegg Street, Statesville, NC 28677	Community Partner Site Boys and Girls Club of the Piedmont: 1101 Cochran Street, Statesville, NC 28677
Troutman Middle: 305 Rumble Street, Troutman, NC 28166	
West Iredell Middle: 303 Watermelon Road, Statesville 28625	

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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FITNESS Table of Contents

Flexible Integration of Techniques in Nutrition and Exercise for Student Success

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I. NEED FOR THE PROJECT

(A) Extent Gaps and Weaknesses are Identified and Addressed by Project. North Carolina ranks 37th worst in the nation for overall adult health (United Health Foundation, 2009) with more than 60% of all deaths in our state due to chronic diseases such as cancer, heart disease, stroke, and diabetes—conditions which could either be prevented or ameliorated by changing health behaviors (NC SCHS, 2011). A staggering 65% of NC residents are overweight and 27.8% are obese; non-surprisingly, data indicates that adults in our state are also far more likely to have sedentary lifestyles and unhealthy eating habits when compared to national averages (BRFSS, 2011). Yet more disturbingly, at a time when obesity and related health complications have dramatically increased in our state, NC residents typically underestimate their own weight issues and thus underplay the importance of nutrition and fitness (Blendon, 2013). For example, in Iredell County, NC, 33% of adult residents are overweight and another 30% are obese, yet only 8% considered themselves obese and only 49% self-identified as being overweight (Iredell County Healthy Carolinians, 2011). Data from Iredell-Statesville Schools (I-SS) found that 42% of elementary and 36% of middle school students in our district are either overweight or obese placing them at high risk for development of Type 2 diabetes, high blood pressure, and high cholesterol, which are associated with the development of cardiovascular disease and premature death in adulthood (NC-NPASS, 2009; Trasande, 2010). Yet when asked their “top concerns” about youth in our area, adults rated youth obesity fifth of fifteen issues, after pregnancy, drugs, sexual behavior, and alcohol. This disconnect is especially troubling as issues with weight and sedentary lifestyles often begin in childhood and families can play a vital role in communicating the importance of a healthy lifestyle including healthy nutrition and regular physical activity (Campbell, 2007; CDC, 2011). Parental preference for sedentary lifestyles and poor nutritional health habits and the impact on their children is reflected by data which shows that only a third of NC students participate in at least 60 minutes of daily physical activity as recommended by the US Department of Health and Human Services (YRBS, 2011). Additional data from I-SS

found that almost 50% of students reported less than an hour of physical activity daily but spent more than three hours per day watching TV (41%) or using their computers for fun (31%). This lack of regular physical fitness dramatically impacts students' physical health, as seen in Table 1 below, where 81% of elementary school students and 65% of middle school students failed to achieve a "Healthy Rate Zone" as measured by Fitnessgram.

Table 1: I-SS Students Not in Healthy Fitness Zone and Student Obesity Rates					
Grade Level	% Students Not in Healthy Fitness Zone				% Overweight or Obese
	2012-13*	2011-12	2010-11	2009-10	2009 (NC-NPASS)
Elementary	81	65	63	67	42
Middle	65	56	60	47	36

* Midyear measurement, January 2013

Beyond issues such as lowered self-esteem due to teasing from peers or from the inability to fully participate in daily physical or sports-related activities, overweight and obese children are significantly more likely to experience issues such as fatigue, asthma, and sleep apnea, which can negatively impact academic achievement and their quality of life. In fact, one landmark study found that obese children and adolescents scored similarly to children undergoing cancer treatments on quality of life indicators (Schwimmer, 2003). A further health concern is that 50% of our targeted students depend on I-SS for 1/3 of their nutrition; and statewide, 58% of middle schools offer less healthy competitive foods; 65% offer sugary drinks as competitive options; and 58% allow advertising of high sugar, fat, or empty calorie foods (CDC, 2011).

► **Needs Assessment:** It was these alarming statistics that compelled I-SS to convene a team comprised of our district's Healthful Living Coordinator, PE and health instructional staff, child nutrition staff, community service providers, and parents to assess need. The needs assessment process began with each elementary and middle school completing modules 1-4 of the CDC's School Health Index to better assess our district's instruction and policies as they relate to student physical fitness and healthy eating and to pinpoint areas of weakness in our current

health and physical education programs (*Requirement 1*). As seen in Table 2 below, this process jumpstarted conversations and identification of evidence-based solutions to identify issues as well as possible policy changes to our district’s current School Health Improvement Plan.

Table 2: Weaknesses and Needs Identified by School Health Index (SHI) Results
SHI Module 1 – School Health and Safety Policies and Environment
<p>Identified Weaknesses/Needs:</p> <ul style="list-style-type: none"> • Revisions to food-based fundraising policies • Curricula adaptations for students with disabilities • Student enrichment opportunities in nutrition education • Inadequate physical activity facilities • Communitywide strategies to promote healthy nutrition choices <p>Proposed Strategies to Address Needs:</p> <ul style="list-style-type: none"> • Revise school and district food-based policies • Incorporate curricula adaptations for students with disabilities (SWD) • Make improvements to school and community physical education and activity facilities • Provide parent/student education on incorporation of activity/nutrition in everyday life
SHI Module 2 – Health Education
<p>Identified Weaknesses/Needs:</p> <ul style="list-style-type: none"> • Health-related physical fitness • Focus on essential topics in healthy eating • Assignments about healthy eating to engage students with family and community • Promotion of healthy foods and beverages with opportunities to practice skills <p>Proposed Strategies to Address Needs:</p> <ul style="list-style-type: none"> • Revamp middle school health curriculum to provide greater focus on healthy eating • Incorporate project-based learning assignments on healthy eating habits and nutrition • Nutrition Specialists develop and deliver workshops on enhanced curriculum • Reinforce healthy food choices at home with parent education activities
SHI Module 3 – Physical Education and Other Physical Activity Programs
<p>Identified Weaknesses/Needs:</p> <ul style="list-style-type: none"> • Individualized physical activity and fitness plans • Health-related physical fitness • Intramural programs and physical activity clubs • PE class for recommended minutes <p>Proposed Strategies to Address Needs:</p> <ul style="list-style-type: none"> • Implement Interactive Health Program in all middle schools and six elementary schools • Revamp curriculum with individualized fitness approach • PE Specialists develop and deliver workshops on enhanced curriculum

Table 2: Weaknesses and Needs Identified by School Health Index (SHI) Results
<ul style="list-style-type: none"> • Mobile technology-enhanced equipment and adapted fitness labs in all target schools
SHI Module 4 – Nutrition Services
<p>Identified Weaknesses/Needs:</p> <ul style="list-style-type: none"> • Collaboration between nutrition services staff and teachers in middle schools • Healthy food and beverage items offered at non-cafeteria sites • School foods and fundraisers meet nutrition standards • Advertising foods and beverages <p>Proposed Strategies to Address Needs:</p> <ul style="list-style-type: none"> • Grades 6-8 Interactive Health Program students study nutrition policy and practices • Representatives from Advisory Committee present IHP suggested changes for the School Health Advisory Council to consider

► **Other Concerns:** While all I-SS PE classes adhere to NC state standards, the time devoted to PE during the school day is a concern. Consistent with federal guidelines, the NC State Board of Education’s Physical Education in Schools policy (April 2005) recommends, but does not mandate, 225 minutes weekly of physical education instruction in middle school and 150 minutes in elementary school. Only two of our nine middle schools meet this recommendation; the other seven range from 124-240 minutes in PE each week. Elementary schools also vary, but average around 90 minutes weekly. Our data revealed that the issues with physical fitness and overweight/obesity centered on all nine middle schools and six of our 17 elementary schools.

► **Project Goals:** As part of our needs assessment process, long-term goals were developed to positively impact I-SS PE and health programs and better support student development of lifelong, healthy habits by (1) cultivating a school environment that promotes healthy eating and provides access to engaging physical fitness and activity opportunities; (2) enhancing nutrition and physical education awareness and skills through a targeted curriculum for students and professional development for PE teachers; and (3) tailoring physical education to meet the needs of all students, including students with disabilities and students whose fitness is low. Our resulting initiative, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, centers on five key program components illustrated in Figure 1.

Figure 1: *FITNESS* Key Program Components and Strategies

Curricular and Instructional Enhancements	<ul style="list-style-type: none"> • Revamp Middle School Health/PE Curriculum • Improve Enhancements for SWD • Nutrition Education Specialists and PE Specialists
PE Tailored to Each Student's Abilities	<ul style="list-style-type: none"> • Middle School Fitness Labs • Self Contained Fitness Labs for SWD • Mobile Fitness Technology • Individualized PE Approach
Interactive Health Program	<ul style="list-style-type: none"> • In-school and afterschool Interactive Health Program • Individualized Fitness Plans • Parent Education and Engagement
Targeted Professional Development	<ul style="list-style-type: none"> • PE Specialists and Nutrition Education Specialists • Curricula Enhancements • Individualizing Fitness Plans
Enhanced Nutrition and PE/PA Policies	<ul style="list-style-type: none"> • <i>FITNESS</i> Advisory Committee, School Health Advisory Council • Project-Based Learning on Nutrition Practices

II. SIGNIFICANCE

(A) Likelihood Project will Result in System Change or Improvement. Iredell-Statesville Schools (I-SS) is among NC's largest school districts, with 21,000 students. Forty-four percent of our students qualify for free or reduce-priced lunch, but the rates are much higher in our six target elementary schools (58%) and nine middle schools (50%) (NC DPI, 2012). Our district has earned national recognition as a leader and innovator in educational reform beginning in 2008 with the Malcolm Baldrige National Quality Award, a 2010 US Department of Education Investing in Innovation grant, and a 2012 Race to the Top District grant. These reform efforts began in 2003 with the implementation of our Model of Performance Excellence which uses a system-based, continuous improvement approach to advance teaching and learning and increase the efficiency of operations to support teacher effectiveness and student achievement. Structured around an ongoing, continuous improvement approach PDSA (Plan-Do-Study-Act), our model

uses gap analysis to constantly improve delivery of services to staff and students. Since the model’s inception, our graduation rate has improved 61%, our dropout rate has decreased to 2.3%, and our students have made significant gains in closing the achievement gap between academic subgroups. These reforms have been achieved in an economic climate that limits per-pupil spending in our district (ranking 113th lowest of 115 LEAs in the state) indicating that our reform approach is not only effective, but cost-effective. In 2012, we refined our instructional approach further to advance our current teacher-focused model to emphasize a learner-driven approach based on the latest education research on school reform, professional learning, and technology. *FITNESS* will build on this successful framework as illustrated in Table 3 below.

Table 3: Alignment of I-SS Model of Excellence and <i>FITNESS</i> Program Components	
I-SS Model of Excellence	<i>FITNESS</i> Program Components
Professional development provided by instructional facilitators to improve teacher instruction	Targeted Professional Development
Innovative instructional approaches and curricula	Curricula and Instructional Enhancements Enhanced Nutrition and PE/PA Policies
Individualized content for students	PE Tailored to Each Student’s Abilities
Project and group learning experiences	Interactive Health Program

This approach will help ensure that long-term, sustainable improvements are made through *FITNESS* that directly impact our district’s PE and health curricula, and lead to increased customization that truly responds to each student’s individual fitness needs, while simultaneously improving instructional practices and school and districtwide policies. ► **Community/District Linkages** (*Requirement 3*): Our existing district structures and concurring county and state initiatives aimed at improving wellness in NC lend additional strength to *FITNESS*. For example, the I-SS Student Wellness Policy (2006) requires the 26-member School Health Advisory Council (SHAC), appointed by the I-SS Board of Education, to assist in planning, implementing, and monitoring implementation of the district Student Wellness Policy (SWP), and related health and nutrition issues. To leverage this authority and respond to Competitive Preference Priority 2,

a *FITNESS* Advisory Committee, comprised of designated SHAC members; principals and physical education and health teachers; our child nutrition director; community partners including Iredell County Health Department, Lake Norman Regional Medical Center, Statesville and Lowes YMCAs, Boys and Girls Clubs of the Piedmont, and Iredell County government leaders (see Appendix B for Partnership Agreement); and parents and students, will report to the SHAC and monitor project implementation to identify opportunities to better align district policies to meet *FITNESS* goals. Meeting bi-monthly, our committee will track progress toward success. If data reveals a struggle to attain an objective, we will use PDSA cycles to study the problem in-depth and develop strategies to address the issue. Our Executive Director of Student Services, who oversees efforts to support students' emotional, physical, and social well-being, will chair the Advisory Committee. Deliberately connecting decision-makers and educators this way will strengthen the likelihood of *FITNESS* catalyzing long-term systematic change. ► **State and Local Community Policy Alignment (Requirement 2 and 3):** We also benefit from state and local policies that align with *FITNESS* project goals, also emphasizing healthy eating and physical fitness for all ages. For example, NC's Plan to Address Obesity: Healthy Weight and Healthy Communities 2013-2020, part of the state's Eat Smart Move More initiative, has set student targets to reach by 2020: (1) at least 68% of middle school students will be neither overweight nor obese; and (2) at least 58% of youth ages 2 to 17 will exercise, play a sport, or take part in physical activity for at least 60 minutes four or more days a week. The plan also calls for at least 66% of middle schools to offer intramural or physical activity clubs, also a *FITNESS* strategy. Iredell County Health Department (ICHD) also operates a task force, Iredell Healthy Carolinians, a community initiative designed to seek public input for our county's annual health assessment on how to best improve area health policies and opportunities to improve and provide communitywide physical fitness. Sara Fink, Public Health Education Specialist for ICHD and Coordinator for Healthy Carolinians will serve on our Advisory Committee to ensure these efforts are coordinated. ► **Linkages with Other State and Federal Programs (Requirement 4):**

Further demonstrating commitment to districtwide improvement and innovation, our targeted schools currently participating in Farm to School and Fuel Up to Play 60 programs will coordinate activities to complement *FITNESS* activities. Through our work with the NC Prevention Partners, our SHAC has coordinated with the NC Alliance for a Healthier Generation to complete their healthy schools survey as a district.

III. QUALITY OF THE PROJECT DESIGN

(A) Building Capacity for Results Beyond the Grant Period. The *FITNESS* project design was created using lessons learned from our district's decade long history of implementing successful, cost-effective reforms. *FITNESS* includes plans to build instructional capacity through each of our five key components: (1) Curricular and Instructional Enhancements: Nutrition and PE Specialists will work with curricula specialists in our district to strengthen our existing PE and health curricula that will extend beyond the grant period and provide parent and community education programs on the importance of daily physical activity and healthy nutritional habits. (2) PE Tailored to Students' Abilities: Our PE teachers will learn how to create individualized physical activity plans tailored to the child's fitness needs and abilities. In turn, our students will learn how to increase their physical activity levels and better understand, assess, improve, and maintain their own fitness levels leading to lifelong health. (3) Interactive Health Program: We will target students with extremely low fitness levels with an intensive fitness program designed to improve their overall health. Once developed, this will be offered for years to come. (4) Professional Development: Providing targeted professional development for all district PE and health teachers, informed by the seven design filters of Invitation Priority 1, will positively impact all 21,000 students in our district by building teacher capacity. Professional development will also be provided to teachers in other subjects to support the application of lifelong fitness and healthy eating habits districtwide. (5) Enhanced Policies: Changes to our district's Student Wellness Policy and enhanced school food service policies and practices to complement instruction in healthy eating habits and good nutrition will enable our students to

make healthier food choices both in and out of school. Those enhancements will positively impact our district’s curricula, instruction, and overall school environments for future student cohorts. ► **Leveraging Existing Investments:** I-SS has a strong record of securing investments from federal grant programs, private philanthropic foundations (i.e., \$1 million in i3 matching funds), state and local funding programs, and in-kind partner contributions. Our 2012 Race to the Top District grant has strengthened our ability to dynamically track and manage student progress while providing a platform for engaging content, resources, and practical application of skills that can be accessed anywhere, at anytime. Beginning in January 2014, every middle school student will be equipped with one-to-one mobile technology, which they can utilize to track progress on personal health and fitness goals and create and track their own individualized activity plans. ► **FITNESS Goals and Performance Measures:** Annual benchmarks will allow I-SS to monitor progress as the *FITNESS* program model matures to better inform and refine service delivery of key program components, as seen in Table 4 below.

Table 4: <i>FITNESS</i> Goals, Objectives, and Performance Measures*
Goal 1: Cultivate a school environment that promotes healthy eating and provides access to increased physical activity opportunities.
1a. Daily physical activity (GPRA): Increase percentage of students engaging in 60 minutes of daily physical activity by 10%/year beginning in Year 2, or until 70% of all students engage in 60 minutes of daily physical activity (2-year increase of 20 percentage pts. above baseline). Baseline: Establish Year 1. Measures: Pedometers, 3DPAR. Administration: Annual pre/post.
1b. Healthy food and beverage choices: By the end of Year 1, the <i>FITNESS</i> Advisory Committee will present at least 8 actionable recommendations to the SHAC to align I-SS food services with recommended nutritional standards; by the end of Year 2, SHAC will make recommendations to the I-SS Board of Education, with 50% coming directly from the Advisory Committee; by the end of Year 3, at least 50% of the recommendations will be implemented at each middle school. Measures: Administrative reports, compiled and reviewed annually in Years 1-2; Evaluator-designed Food Services Observational Scoring Protocol completed by Interactive Health Program students in Year 3.
1c. Decrease time spent on sedentary activities: 65% of students will report engaging in no more than 2 hours per day of sedentary behaviors in Year 1, increasing by 5% in each of Years

Table 4: FITNESS Goals, Objectives, and Performance Measures*

2-3, or until 75% of students report no more than 2 hours of sedentary behavior per school day. Measure: YRBS-Middle Schools, questions 45-46. Administration: Annual pre/post.

1d. Cost (GPRA): Reduce the cost per student of a successful outcome (where success is defined as meeting 60 minutes of daily physical activity) beginning in Year 2 by 10% over Year 1 baseline (total of 20% below baseline costs by Year 3). Baseline: Established in Year 1. Measure: Grant dollars/year/students achieving GPRA 1a. Administration: Compiled annually.

Goal 2: Enhance nutrition and physical education awareness and skills through a targeted curriculum for students and professional development for PE and health teachers.

2a. Nutrition (GPRA): Increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day, beginning in Year 2, by 10% over baseline per year, or until 70% of students meet this objective (2-year increase of 20 percentage points above Year 1 baseline). Baseline: Establish in Year 1. Measure: YRBS-High School, questions 73-77 modified for grades 4-8 readability. Administration: Annual pre/post.

2b. Curriculum enhancements: By end of Year 1, the *FITNESS* Advisory Committee will make no fewer than 8 recommendations designed to enhance middle school nutrition curriculum or related instructional practices, of which no fewer than 50% are targeted to students with disabilities; by end of Year 2, no fewer than 50% of recommendations will be implemented in 50% of targeted schools; by end of Year 3, no fewer than 50% of recommendations will be implemented in 75% of targeted schools. Measure: Advisory Committee reports/meeting minutes; curriculum revisions. Administration: Compiled annually.

2c. Increase professional development (PD) for PE teachers: At least 85% of PE teachers will participate in no fewer than 28 *FITNESS* related hours of PD in Year 1, increasing by 5% in Years 2-3, or until 95% of all PE teachers receive at least 28 hours of *FITNESS* PD each year. Measure: Attendance and duration records for each PD session.

2d. Promote parents' knowledge of physical fitness and nutrition: Seventy percent of parents in attendance at each family outreach activity will rate the activity as very helpful or extremely helpful in advancing their skills and/or knowledge in physical fitness and nutrition. Measure: Parent Response Form. Administration: Administered after each activity.

2e. Increase students' nutritional knowledge: Increase the average student score on a test of nutritional knowledge by 8% in Year 2 and by 15% in Year 3, or until 70% attain an average score of 70% correct on a research-based instrument. Baseline: Establish in Year 1. Measure: Student Food Knowledge Questionnaire, grades 6-8. Administration: Annual pre/post.

2f. Increase students' confidence in their ability to make good choices: Increase the average student food choice score by 1.4 and self-efficacy score by 1.5 in each of Years 2 and 3, or until

Table 4: FITNESS Goals, Objectives, and Performance Measures*

<p>the average student score is 5 or greater for food choice and 10 for self-efficacy. Baseline: Establish in Year 1. Measure: CATCH Health Behavior Questionnaire, grades 6-8. Administration: Annual pre/post.</p>
<p>Goal 3: Tailor physical education to meet the needs of all students, including students with disabilities and those with low fitness levels.</p>
<p>3a. Healthy fitness zone (GPRA): Increase the percentage of students who meet the standard that defines a healthy fitness zone by 5% over baseline per year, beginning in Year 1, or until 60% of all students meet the standard (2-year increase of 10 percentage points above baseline). Baseline: 46%, 2011-12. Measure: Fitnessgram. Administration: Annual pre/post.</p>
<p>3b. Engage students in interactive health program: At each middle school the Interactive Health Program will engage 20 students during school and 20 students afterschool, and 20 students will participate in an afterschool program in each of the target elementary schools in each program year. Measure: Enrollment records. Administration: Compiled annually.</p>
<p>3c. Maximize use of fitness labs: Beginning in Year 1, Fitness Labs at each school will be used by an average of 10 classes per week, increasing to at least 13 classes in Year 2, and 16 classes in Year 3. Method: Weekly sign in sheet; disaggregated by students with disabilities. Administration: Compiled and reported monthly and prorated by class size.</p>
<p>3d. Maximize effectiveness of individualized fitness plans: Seventy percent of overweight/obese students with a data-driven Individualized Fitness Plan will lower their BMI by 5% or more by the end of Year 1, increasing to 75% in Year 2, and 80% in Year 3. Method: Pre/post BMI in Individualized Fitness Plan. Administration: Compiled annually.</p>
<p><i>*Ceiling levels are upper limits of expected performance.</i></p>

(B) Research and Effective Practice. *FITNESS* curricular and programmatic enhancements were informed by research and identification of best/promising practices and the Invitational Priority 1 design filters. Alignment of key program components and this evidence-base are outlined in the following sections with full citations provided in Appendix F. ► **Expanding Effective Practices:** One of *FITNESS*'s most exciting innovations is a multi-faceted Interactive Health Program (IHP), which leverages experiential learning pedagogy to students struggling with weight and fitness issues by applying classroom concepts about health and nutrition in everyday, real-world settings, making healthy living tangible, while being fun and rewarding (Melaville, 2011). We pilot-tested IHP at one of our middle schools in 2011-12. Twenty-five

students in grades 7 and 8 with low Fitnessgram scores and high body mass indexes, were recruited for the elective, non-credit bearing class which met three times a week and included vigorous physical activities both in-school and at a local YMCA; nutrition education; and activity-related field trips. IHP also included parent education activities to reinforce healthy living strategies as supported by research which links a child's weight and health behaviors to those of their parents (McClain, 2009; Pekruhn, 2009). In less than nine months, 29% of IHP students lowered their BMI, 85% improved their Low Density/High Density Lipid ratios, 46% reduced their overall serum cholesterol levels, and 85% lowered their one-mile run-time. Not only did health outcomes improve, so did academic outcomes with 57% of students improving school attendance, 67% had fewer discipline issues, 55% raised their GPA, 82% improved their math scores, and 86% improved their reading scores from the previous year, consistent with research that finds positive effects from physical fitness on academic achievement in middle school (Coe, 2012). We will expand IHP to all nine middle schools and test an adapted grade 4-5 program at six targeted elementary schools. ► **Leveraging Technology for Physical Fitness:** Investing in technology-enhanced stationary and mobile fitness equipment for our 15 targeted schools responds to research linking exercise motivation with the instant rewards or incentives of personalized feedback, age-appropriate customization of workouts, and incorporation of non-sports game features that appeal to a generation whose lives are informed and driven by technology almost from birth (Berkovsky, 2010; Papastergiou, 2009). Tech-enhanced physical fitness equipment incorporating augmented and virtual realities has also been shown to improve fitness for those students with physical and developmental disabilities (Yang & Foley, 2011; Lotan, 2009), as it helps "level the playing field" for students with physical or cognitive disabilities (universal access) and for students who do not have the athletic ability for sports-based PE programs. Students will also be able to track their own progress while our teachers will learn to better utilize effective technology-enhanced fitness pedagogies. ► **Research-Based Curricular Enhancements and Professional Development:** *FITNESS* aims to infuse its

nutrition and PE curricula with exciting research-based enhancements selected by *FITNESS* Nutrition Education and Physical Education Specialists to support district learning goals and GPRA measures. Our teachers will receive advanced training on multiple evidence-based pedagogies and content related to nutrition, fitness, and health that augment healthy eating curricula including MyPlate used in several of our schools.

(C) Exceptional Approach to Meeting Statutory Purposes and Requirements. As detailed in Section I, the SHI results guided our planning committee in developing five *FITNESS* strategies and related activities to achieve student outcomes and policy goals. Table 5 connects key program components with PEP program requirements. Appendix C contains all assurances.

Table 5: Alignment of <i>FITNESS</i> Program Requirements	
<i>FITNESS</i> Component	PEP Requirement(s) Addressed
Strategy 1. Curricular and Instructional Enhancements in Healthy Eating and Nutrition	
<ul style="list-style-type: none"> • Nutrition Education Specialists and PE Specialists • Revamped middle school curriculum, adapted for students with disabilities (SWD) 	<ul style="list-style-type: none"> • Absolute Priority 1 • Requirements 1 and 5
Strategy 2. PE Tailored to All Students' Abilities Including those with Disabilities	
<ul style="list-style-type: none"> • Fitness Labs in all middle schools • Self-contained Fitness Labs for SWD • Mobile Fitness Technology in target schools • Individualized PE approach with personalized tracking of goals including adaptations for SWD 	<ul style="list-style-type: none"> • Absolute Priorities 1 and 2 (a,b,c,d) • Invitational Priority 1 (1-7) • Requirements 1-6
Strategy 3. Interactive Health Program for Students with Very Low Fitness	
<ul style="list-style-type: none"> • Interactive Health Program (in-school and afterschool) in elementary and middle schools • Health assessments for individualized plans • Parent education and engagement 	<ul style="list-style-type: none"> • Absolute Priorities 1 and 2 (a,b,c,d) • Competitive Priority 2 • Invitational Priority 1 (1-7)
Strategy 4. Targeted Professional Development to Support Curricular Enhancements	
<ul style="list-style-type: none"> • PE and Nutrition Specialists coach teachers • Individualizing fitness plans • Collaborating with other teachers/staff 	<ul style="list-style-type: none"> • Absolute Priority 2 (e) • Requirement 1 • Invitational Priority 1 (1-7)
Strategy 5. Enhanced I-SS Nutrition and Physical Education Policies	

Table 5: Alignment of <i>FITNESS</i> Program Requirements	
<i>FITNESS</i> Component	PEP Requirement(s) Addressed
<ul style="list-style-type: none"> • <i>FITNESS</i> Advisory Committee linked to School Health Advisory Council for policy advisement • Middle school projects on nutrition practices and policies as part of Interactive Health Program 	<ul style="list-style-type: none"> • Invitational Priority 1 (1,2,4,7) • Requirements 1, 2, 3, and 4

► **Strategy 1: Curricular Enhancements and Instruction in Healthy Eating and Nutrition:**

FITNESS Nutrition Education Specialists will revise and augment the state-mandated Healthy Living curriculum for all middle schools to more explicitly promote healthy eating behaviors throughout the day, at home, and in the community, using the Health Education Curriculum Analysis Tool (HECAT) to guide and assess their work. ► **Strategy 2: PE Tailored to all**

Students' Physical Abilities: Investments in technology-enhanced fitness equipment and related professional development will enhance the middle school PE curriculum in alignment with the 'design filters' for physical activity programs, as described in Section B, to increase the range of options for indoor and outdoor physical activity at every middle school. The Physical Education Curriculum Assessment Tool (PECAT) will be used by the Physical Education Specialists to identify additional needs for curricular enhancement. Students will develop skills in physical activities that promote lifelong fitness, such as circuit training; cardio conditioning with technology-enhanced interactive stationary bicycles, treadmills, and elliptical trainers; group fitness activities using mobile interactive fitness technology to allow teachers to incorporate 15-minute "fitness bursts" into non-PE classes; and strength and flexibility conditioning with free weights, resistance bands, and balance balls. Self-contained Fitness Labs will be used to provide additional venues for physical activity during PE and provide opportunities to incorporate physical activity into academic classes. Fitnessgram scores improved 15% in our high schools where we piloted Fitness Labs, hence our goal to install Fitness Labs in our middle schools, open before and after school and during advisory periods to increase physical activity. Adapted physical fitness stations installed in each self-contained special education classroom in all nine

middle schools and six target elementary schools will allow students with physical and intellectual disabilities to benefit from on-demand and scheduled physical activity. Additionally, afterschool PE kits will allow for regular fitness programs in our target schools and I-SS students participating in the Boys and Girls Club afterschool program. These new, layered approaches will assist schools in better moving towards the recommended minutes of PE weekly (225 in middle schools and 180 in elementary schools) and enable implementation of individualized student physical activity and fitness plans. Evaluation equipment like pedometers, heart rate monitors, and body fat calculators will support individualized student progress assessment and reporting of GPRA measures. ► **Strategy 3: Interactive Health Program for Students with Very Low Fitness:** Our Interactive Health Program (IHP) combines cognitive instruction with experiential learning and practice to positively impact students in grades 5-8 whose Fitnessgram results at the end of the previous school year did not meet targets for the Healthy Fitness Zone. In each middle school, up to 40 students will participate in our IHP during class time and another 20 students per school will participate in an afterschool IHP program. We will also target approximately 20 students in grades 4-5 in each of our six target elementary schools. Students in each program meet three times a week for fitness activities – an extra “dose” of PE, instructional classes, and monthly experiential field trips. Community partners play an integral role in the IHP, providing real-world experiences during field trips for students to apply cognitive concepts about healthy eating and fitness and to practice new fitness motor skills in a variety of settings, both to improve fitness now and to build efficacy for lifelong fitness and health. Partners include the Statesville YMCA, Lowes YMCA, Boys and Girls Clubs of the Piedmont, and Lake Norman Regional Medical Center (*Competitive Priority 2*). IHP will use the Let’s Move! seven design filters to structure physical activities. The targeted curriculum tested during the pilot phase will be continually assessed by *FITNESS* PE and Nutrition Specialists to include effective pedagogy and content about physical education and healthy nutrition. This will be augmented by developing and delivering engaging educational programs for parents to reinforce concepts of

healthy eating and food selection, which will be provided quarterly. Assessments used will be inexpensive at scale: Fitnessgram with BMI, heart monitor, and pedometer readings. IHP will engage students in assessing the district's food and nutrition-related policies and identifying strategies to improve promotion of healthy eating. Equipping students with the tools and opportunities for positive self-transformation, while positively affecting their school setting, boosts self-efficacy and self-esteem, both essential for academic and personal growth (Wang & Holcombe, 2010; Cervone, 2013). ► **Strategy 4: Targeted Professional Development to Support Curricular Enhancements:** Teacher professional development will support introduction of healthy eating curricular enhancements, including MyPlate, and will encourage interdisciplinary professional development to promote nutrition instruction across the curriculum and between nutrition services staff and school faculty. *FITNESS* PE and Nutrition Specialists will be responsible for designing and delivering the professional development component based on assessment of teacher needs; approaches will be based on research of promising practices and will be evaluated for effectiveness. ► **Strategy 5: I-SS Nutrition and Physical Education Policies:** *FITNESS* creatively employs an intergenerational collaborative approach using service learning pedagogy for middle school students and community-engaged participatory action decision-making strategies for community partners to address potential policy enhancements and updates. A multi-stakeholder *FITNESS* Advisory Committee, reporting to the statutory-empowered Student Health Advisory Council (SHAC), will receive recommendations from I-SS student teams working as part of their Interactive Health Program (IHP), regarding solutions to gaps or weaknesses in policies and practices related to healthy food and beverage choices. In Year 1, IHP students at each middle school will apply lessons learned about healthy eating, including federal guidelines regarding school nutrition, to assess foods offered or sold during the school day and as part of fundraisers or school events, and recommend ways to improve or maintain nutritional standards, particularly promoting additional daily servings of fruits and vegetables. The students will prepare reports and presentations with specific recommendations

for the Advisory Committee. In Year 2, the Advisory Committee will use recommendations along with any required supplemental research and analysis to develop recommendations to present to the SHAC. The SHAC will leverage its authority as described in our district's Student Wellness Policy to review these proposals and recommendations and present to the I-SS Board of Education by the end of Year 2 to make any necessary adjustments or changes to current district policies. IHP students will also assess the impact from these policy changes in Year 3. Embedding such project-based decision-making activities into co-curricular and extracurricular programs motivates achievement and helps build and retain student interest (Strobel, 2008) while linking program activities with federal policy and community initiatives about healthy eating and exercise further invests students in problem-solving. ► **Transparency and Accountability:** Transparency and accountability (*Requirement 7*) are built into our continuous improvement strategies as part of our Performance Excellence Model. This helps ensure staff are empowered to make decisions that impact instruction and assessment and are involved in data-based decision-making about student learning, as well as finance, personnel, and building-level decisions. Our Board completes regular self-assessments and improvement plans like every school, department, and teacher in our district. Stakeholders also have input and easy access to our policies and processes through a variety of avenues to demonstrate openness and accountability allowing our district to maintain high standards of transparency (Sunshine Standard, 2012). Information is easily accessible by community members, parents, and staff via our website; parent, community, and board meetings; media advisories; and hard copy and digital reports. Our annual report, a key transparency tool, summarizes per pupil expenditures, external audit findings, student outcomes, and revenue v. expenditures. School-level expenditures of state and local funds also are reported on our website with data from Work 4 NC Schools, Civil Rights Data Collection, and American Recovery and Reinvestment Act. Social media also support transparency, as does Connect Ed (phone/text service sending weekly updates to families). We will apply these same policies and practices for *FITNESS*. A program focus

section on our website will post twice-a-year progress reports containing aggregated results including our GPRA measures. Stories about projects, which will comply with relevant federal, state, and district rules regarding privacy, including the Family Educational Rights and Privacy Act, will highlight successful strategies and outcomes. Pedagogical approaches or professional development practices that yield positive results also may be highlighted. We will devote a section to *FITNESS*, condensed from web content, in each issue of the district newsletter sent to all parents and community stakeholders.

IV. ADEQUACY OF RESOURCES

(A) **Extent Costs are Reasonable.** Children and adolescents who are overweight or obese are likely to carry their weight problems into adulthood and are far more likely to develop acute and costly health problems including heart disease, high-blood pressure, Type 2 diabetes, stroke, cancer, and osteoarthritis (U.S. Surgeon General, 2010). These diseases significantly impact the US health care system and economy through direct preventive, diagnostic, and treatment costs as well as indirect costs like lost income, reduced productivity, chronic work absenteeism, and premature death, estimated at more than \$190.2 billion per year, some 21% of overall health expenditures in the US (Cawley & Meyerhoefer, 2012). Establishing good eating habits and participating in regular physical activity during childhood and adolescence can establish lifelong positive health and exercise patterns as well as promote cognitive and psychosocial development (Cox & Williams, 2008; Graham, 2011). *FITNESS* will assist 6,388 I-SS elementary and middle school students in our 15 target schools with developing lifelong healthy living habits through in-depth education on the importance of incorporating regular physical activity and good nutritional habits into their daily routines, at a program cost of \$117 per student, per year. The Interactive Health Program for students in grades 4-5 and 6-8 with Fitnessgram scores outside the Healthy Fitness Zone will provide interventions for these students, at an estimated cost of less than sixty-five cents per student, per day (185-day school year) and has the potential to reap lifelong benefits for both the student and society (Cawley & Meyerhoefer, 2012). Inactivity and obesity

are higher in children with disabilities and can lead to and worsen secondary conditions associated with some disabilities (Rimmer, 2008; Rimmer, 2010). *FITNESS* will also establish mini-fitness labs with specially modified technology-enhanced fitness equipment in each self-contained classrooms located in our target schools. PE Specialists will work with these students and their teachers to create a tailored fitness improvement plan, assisting them with overcoming physical activity barriers and establishing lifelong healthy living habits. Similar programs have helped prevent childhood obesity, promote development of motor skills, and relieve anxiety and stress in special needs students (ED, 2011). In addition to PE and health teachers in our target schools, teachers districtwide will benefit from the in-depth professional development provided by our PE and Nutrition Specialists which will positively impact our district's entire student population, bringing the total cost of our program to less than \$36 per student, per year, or 19 cents a day. (b)(4)

(b)(4)

(b)(4)

V. QUALITY OF THE MANAGEMENT PLAN

(A) **Adequacy of Management Plan.** I-SS Executive Director of Student Services, Kelly Marcy, will assume responsibility for providing overall project leadership and direction for *FITNESS*, including guiding operations management and program accountability efforts as chair of the *FITNESS* Advisory Committee. Linda Rogers, I-SS Healthful Living Coordinator, will serve as *FITNESS* Project Director, directing all aspects of the program and ensuring timely implementation of program elements. Ms. Rogers has a Master's in Physical Education and over 40 years of teaching and program management experience including her current position supervising and providing professional development opportunities for our district's 82 PE and health teachers. Appendix D contains both Ms. Rogers' and Ms. Marcy's resumes, along with job descriptions for the following key project staff: (1) a full-time *FITNESS* Project Coordinator to manage day-to-day program activities, communications, and logistics; (2) two full-time Nutrition Education Specialists to promote instruction in healthy eating habits and good nutrition in both the regular classroom and afterschool settings, provide staff development on nutrition education, and present parent/family workshops centered on nutrition and promoting healthy eating habits; and (3) two Physical Education Specialists (one full-time and one at .50 FTE) to assist teachers and coordinators with implementing the realigned PE components and to provide professional development emphasizing instructional effectiveness. ► ***FITNESS* Advisory Committee:** The project implementation team will report to the *FITNESS* Advisory Committee, which will meet bimonthly to monitor overall grant progress and implementation including review of program data and charting progress towards attaining program goals and objectives. The Advisory Committee will comprise I-SS leaders including the Child Nutrition Services Director; participating schools' physical education and health teachers and principals; students and parents; and community partners like Iredell County Public Health Department, Iredell

County government, a local hospital, YMCAs, and Boys and Girls Club of the Piedmont. The Advisory Committee will gather data and information for recommendations to the I-SS School Health Advisory Council (SHAC), which plans and monitors the I-SS Student Wellness Policy. Linking the Advisory Committee with the SHAC helps ensure *FITNESS* enhances district policies on PE, health and nutrition education, and nutrition services. Table 6 presents the timeline, key milestones linked to each goal, and the entities responsible for implementation.

Table 6: <i>FITNESS</i> Management Plan		
Milestones	Timeline	Person Responsible
<i>Ongoing Management and Evaluation Activities</i>		
Begin start-up (staff recruitment, materials)	By 10/13	Project Director
Implement weekly management team meetings with Project Director and Coordinator	By 10/13	I-SS Executive Director, Student Services
Provide overall project direction, operations management, and program accountability	By 10/13, Weekly	Project Director, Project Coordinator
Monitor ongoing progress towards meeting objectives	By 10/13	External Evaluator (EE)
Collect data: baseline plus 2x in Year 1; 2x in Years 2-3	12/13	EE, PE Teachers
Recruit parents and students for Advisory Committee	By 12/13	Project Director
Develop and maintain web-based and print public reporting and news mechanisms for updates	By 12/13, Quarterly	Project Director, Project Coordinator
Facilitate periodic meetings, engaging key stakeholders on management team and Advisory Committee	By 2/13, Quarterly	External Evaluator
Convene monthly <i>FITNESS</i> Advisory Committee	By 1/14	Project Director
Collect post data annually to compare to baseline data	By 6/14	EE, PE Teachers
<i>Strategy 1: Curricular Enhancements and Instruction in Healthy Eating and Nutrition</i>		
Hire two full-time Nutrition Education Specialists	By 12/13	Project Director
Work with district curriculum specialists to improve health curricula	Start 1/14, Quarterly	District Curriculum Specialists, Nutrition Education Specialists
Identify and develop curricula, instructional materials		
<i>Strategy 2: PE Tailored to Students' Physical Abilities Including Students with Disabilities</i>		
Hire one full-time and one part-time PE Specialists	By 12/13	Project Director
Work with district curriculum specialists to enhance PE curricula for all students, including SWD	Start 1/14, Quarterly	District Curriculum Specialists, PE

Table 6: <i>FITNESS</i> Management Plan		
Milestones	Timeline	Person Responsible
Identify and develop curricula, instructional materials		Specialists
Order equipment and open Fitness Labs in two middle schools per year	By 2/14, 8/14, 8/15	Project Director, Project Coordinator, PE Specialists, PE Teachers
Order equipment and launch adapted physical fitness stations in five target schools per year	By 2/14, 8/14, 8/15	
Order and place mobile interactive fitness equipment in all target schools in Year 2, expand to adapted physical fitness centers in Year 3	By 8/14, 8/15	
Order and place afterschool PE kits at Boys and Girls Club in Year 1 and elementary schools in Years 2-3	By 2/14, 8/14, 8/15	
<i>Strategy 3: Interactive Health Program (IHP)</i>		
Review Fitnessgram results of students in grades 4-7 yearly; recruit/enroll in IHP	By 11/13, 8/14, 8/15	PE Teachers
Launch IHP at all target schools for Year 1	By 1/14, Ongoing	Project Coordinator, Nutrition Education Specialists, PE Specialists
Monthly travel to YMCA for in-school/afterschool IHP		
Quarterly parent education on nutrition and fitness		
Quarterly educational field trips for experiential learning in in-school and afterschool IHP		
<i>Strategy 4: Targeted Professional Development</i>		
Contract with professional development providers	Start 11/12	Project Director
Develop training schedule and notify target groups	Start 12/12	Project Director
Provide professional development to Health and PE teachers in targeted schools and districtwide	Start 1/14, Quarterly	PE and Nutrition Specialists
<i>Strategy 5: District Nutrition and Physical Education Policies</i>		
In-school IHPs present nutritional and physical activity findings to <i>FITNESS</i> Advisory Committee	By 6/14, Annually	PE and Nutrition Specialists
Annual Committee recommendations to SHAC	By 10/14	Advisory Committee
Annual SHAC policy recommendations to Board	By 1/15	SHAC

VI. QUALITY OF PROJECT EVALUATION

(A) Extent Evaluation is Thorough, Feasible, and Appropriate to Proposed Project. The main components of the evaluation design can best be depicted via the *FITNESS* Logic Model

which will be utilized to help guide the design and development of the program from beginning to end (see Appendix E). The model provides a logical base from which to conduct the program evaluation, spells out desired outcomes, and dissects the crucial pieces of our plan, including program inputs, activities, outputs, and the extent to which activities have targeted their intended audience (Kellogg Foundation, 2004). *FITNESS* will employ both formative and summative evaluation. The extent to which a program achieves its desired outcomes is linked to the fidelity of implementation (Rossi, 2002). The formative evaluation will assess the type, quality, and quantity of activities delivered (i.e., frequency, intensity, duration) and the extent to which participants engage in these activities. Summative evaluation measures progress toward outcomes, or the effects that can be reasonably attributed to the initiative, by tracking progress using valid and reliable objective performance measures. Table 7 summarizes the *FITNESS* evaluation framework including program components and evaluation questions.

Table 7: <i>FITNESS</i> Evaluation Framework
Formative - Program Fidelity
Nutrition: What changes in nutritional policy, practices, and curricula have been proposed and implemented to promote healthy eating habits and improve and enhance the food choices available to our students?
Interactive Health Program: To what extent have the in-school and afterschool Interactive Health Programs been implemented as designed? To what extent have they reached the targeted students, and with what frequency, intensity, and duration?
Professional Development: To what extent has the professional development reached the intended PE teachers and with what level of frequency, intensity, and duration?
Opportunities for Physical Activity: To what extent have opportunities for students to engage in physical activity been expanded? To what extent have students engaged in these new opportunities?
Summative - Outcomes
Student Nutrition: To what extent have changes in school nutritional policies affected the food choices of students?
Student Physical Fitness: To what extent have students increased their level of physical activity, decreased sedentary behaviors, and improved physical fitness?

► **Types of Data to be Collected:** Our evaluation plan combines qualitative and quantitative data into a cohesive mixed-methods approach that significantly contributes to the validity of the

evaluation process. Sources of quantitative data include Fitnessgram results, pedometer data, 3DPAR, Youth Risk Behavior Survey, and school-level administrative data. Qualitative data includes key informant interviews with PE teachers; open-ended student survey questions; minutes from project meetings; and documents and artifacts such as teacher logs, lesson plans, equipment sign-in/sign-out logs, attendance sheets, and Fitness Lab reservation logs. ► **Data Collection Schedule:** Data will be collected in annual cycles. Summative data linked to student outcomes will be collected pre/post (early fall and late spring). Formative data will be collected throughout the year as core program components are implemented. ► **Methods:** The methods used to collect data include the use of surveys; key informant interviews; fitness metrics, including a criterion-referenced fitness test; pedometer data; record review (meeting minutes, logs, attendance sheets, schedules, sign-out forms); and the use of school-based administrative data. ► **Evaluation Instruments:** The evaluator will develop the Food Services Observational Scoring Protocol by the end of Year 2 for use by IHP students in Year 3; the Parent Response Form, by January 2014 for use with all parents attending family outreach events. All other measures are based on existing instruments (i.e., questions or modified questions from YRBS, CATCH Health Behavior Questionnaire). ► **Data Analysis:** Quantitative data collected both within and between school-level and grade-level cohorts will be analyzed annually using t-test, multiple regression, and ANOVA to determine the impact of the program on student fitness and nutrition. Data analysis will include frequencies, means, and standard deviations. In addition, because we have five years of Healthy Fitness Zone (HFZ) data (2007-12) on each middle school, the evaluation team will conduct an interrupted time-series analysis comparing the percentage of students meeting the HFZ standard in each of the five years prior to *FITNESS* to the percentage of students meeting the HFZ standard in each program year, 2013-16. Interrupted time series designs can provide a strong basis for establishing causal inferences and is recognized by the *What Works Clearinghouse* as impact design that *meets the standard of evidence without reservation*. Qualitative data from interviews and open-ended survey questions will be analyzed

thematically. ► **Available Results and Outcomes:** Our external evaluator will have regular, ongoing communications with the Project Director and other key informants (i.e., task forces, committees, district or school personnel) through several mechanisms including face-to-face meetings, telephone calls, and e-mails. Evaluation results will be available quarterly and at end of each academic year. ► **Use of Information to Monitor Progress and Provide Accountability:** As presented in Table 4, annual benchmarks are established and embedded within our performance objectives and will be used to graphically chart our actual progress against our targeted progress. Quarterly feedback from the evaluator to key informants and decision-makers will be used to monitor progress, identify program adjustments, provide information on accountability, and encourage positive program outcomes. The formative evaluation will ensure our program is well-documented for replication by describing the strategies we used to overcome barriers and promote facilitators to maximize our success. The Evaluation Group (TEG), selected through a procurement process following federal and local guidelines, will serve as the independent third-party evaluator. TEG is a South Carolina-based evaluation firm with 22 years of demonstrated experience in planning, implementing, and evaluating large education programs funded at the federal, state, foundation, and corporate levels. TEG's evaluation team includes experienced evaluators, research analysts, and data management specialists currently conducting independent evaluations of several federal grant programs in the southeast, including Smaller Learning Communities, Mentoring, Investing in Innovation, and Full Service Community Schools. *FITNESS* aims to improve the nutrition and physical fitness of all middle school students and a pilot group of students in grades 4-5 in Iredell-Statesville Schools, including students with disabilities. With investments in teaching expertise, physical education equipment, healthy eating and physical education curricula, in-school and afterschool programming, parent involvement, and school policy, with rigorous evaluation testing the effectiveness of these strategies, *FITNESS* aims to be a model that can be adapted for other grades and/or other school districts and even taken to larger scale nationally.

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

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School Health

Welcome Lakeshore MS

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- Modules/Questions**
- Overall Scorecard**
- Plan for Improvement**

Overall Scorecard

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

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

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Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

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Modules	Low		Medium		High
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Module 1 - School Health and Safety Policies and Environment				X	
Module 2 - Health Education				X	
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Module 4 - Nutrition Services			X		
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

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

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Modules/Questions

Overall Scorecard

Plan for Improvement

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Module 2 - Health Education					X
Module 3 - Physical Education and Other Physical Activity Programs				X	
Module 4 - Nutrition Services			X		
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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School Health

Welcome Statesville MS

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Modules/Questions

Overall Scorecard

Plan for Improvement

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Module 4 - Nutrition Services			X		
Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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Modules/Questions

Overall Scorecard

Plan for Improvement

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Module 5 - Health Services					
Module 6 - Counseling, Psychological, and Social Services					
Module 7 - Health Promotion for Staff					
Module 8 - Family and Community Involvement					

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Modules/Questions

Overall Scorecard

Plan for Improvement

Overall Scorecard

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Module 8 - Family and Community Involvement					

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Iredell-Statesville Schools' Physical Education Program LEA Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

To achieve our program goals, we understand this transformation commands our active involvement to ensure success during program implementation as well as beyond the length of the grant. The following highlights commitments from our district as well as community partners that build on successful past joint endeavors and form the team necessary for the successful execution and sustainability of *FITNESS*.

LEA (or designee):

- Kelly Marcy, Executive Director of Student Services, Iredell-Statesville Schools

Roles and Responsibilities:

- Serve as chair of the Iredell-Statesville Schools' *FITNESS* Advisory Committee;
- Provide fiscal oversight for the *FITNESS* program;
- Collaborate with *FITNESS* Project Director and Project Coordinator to ensure successful program implementation; and
- Provide updates to senior leadership in the school district regarding the *FITNESS* program.

Contribution to the Project:

- As chair of the *FITNESS* Advisory Committee, contribute 0.10 FTE and assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Contribute Linda Rogers, Healthful Living Coordinator as Project Director at 0.50 FTE;
- Contribute target middle and elementary schools' principals and assistant principals attending *FITNESS* Advisory Committee meetings at 0.05 FTE to the project;

- Contribute target middle and elementary schools' school nurses to assist with Interactive Health Program class pre/post health assessments for six hours per class;
- Provide supplies to support ongoing professional development at each school for an estimated cost of \$3,390 per year;
- Create a dedicated program website to support dissemination of aggregate student data for *FITNESS* and support of the Interactive Health Program for an estimated cost of \$1,860 per year;
- Support costs estimated at \$5,625 per year to run background checks for parent and community volunteers participating in school based or afterschool programs;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for better aligning district physical activity and nutrition policies to meet the goals of *FITNESS*;
- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of I-SS as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP grant project, *FITNESS*, and was developed after timely and meaningful consultation between the required partners.

Signature of LEA or Designee:

Dated:

4/12/2013

(b)(6)

Iredell-Statesville Schools' Physical Education Program LEA Child Nutrition Director Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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LEA Child Nutrition Director (or designee):

- Trish Campbell, Director of Child Nutrition, Iredell-Statesville Schools

Roles and Responsibilities:

- Serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee.

Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for better aligning district physical activity and nutrition policies to meet the goals of PEP;
- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of I-SS as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP grant project, *FITNESS*, and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Trish Campbell, CN Director

Dated: April 8, 2013

Iredell-Statesville Schools' Physical Education Program Community Based Organization Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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Community Based Organization Name (or designee):

- Anna L. Eaton, Chief Professional Officer, Boys and Girls Club of the Piedmont

Roles and Responsibilities:

- Serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee; and
- Support afterschool *FITNESS* Interactive Health Program targeting I-SS elementary and middle school students from *FITNESS* schools through weekly use of Boys and Girls Club facilities, program staff, and physical fitness equipment.

Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for better aligning district physical activity and nutrition policies to meet the goals of *FITNESS*;

- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of the local community as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP grant project, *FITNESS*, and was developed after timely and meaningful consultation between the required partners.

Signature of Community Based Organization (or Designee):

(b)(6)

Dated: 4/4/13

Iredell-Statesville Schools' Physical Education Program Community Based Organization Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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Community Based Organization Name (or designee):

- Angela R. Blakley, Executive Director, Statesville Family YMCA

Roles and Responsibilities:

- Provide at least one YMCA staff person to serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee;
- Support the expanded Interactive Health Program by providing weekly use of YMCA facilities and programming, including physical fitness equipment; indoor swimming pool, educational courses, and Wellness-Fitness classes; and
- Assist I-SS *FITNESS* program staff with annual pre/post fitness assessments.

Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for

better aligning district physical activity and nutrition policies to meet the goals of *FITNESS*;

- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of the local community as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP grant project, *FITNESS*, and was developed after timely and meaningful consultation between the required partners.

Signature of Community Based Organization (or Designee):

(b)(6)

Dated: April 4, 2013

Iredell-Statesville Schools' Physical Education Program Community Based Organization Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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Community Based Organization Name (or designee):

- Richard Reinholz, YCommunity Health & Wellness Senior Director, Lowe's YMCA

Roles and Responsibilities:

- Provide at least one YMCA staff person to serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee;
- Support the expanded Interactive Health Program by providing weekly use of YMCA facilities and programming, including physical fitness equipment, indoor swimming pool, educational courses, and Wellness-Fitness classes; and
- Assist I-SS *FITNESS* program staff with annual pre/post fitness assessments.

Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for

better aligning district physical activity and nutrition policies to meet the goals of *FITNESS*;

- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of the local community as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP grant project, *FITNESS*, and was developed after timely and meaningful consultation between the required partners.

Signature of Community Based Organization (or Designee):

(b)(6)

RICHARD
REINHOLD

Dated:

4/11/13

Iredell-Statesville Schools' Physical Education Program Head of Local Government Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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Head of Local Government Name (or designee):

- Ron Smith, Iredell County Manager

Roles and Responsibilities:

- Serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee

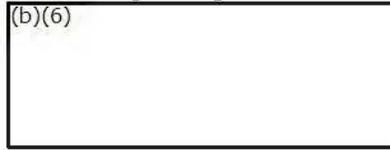
Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for better aligning district physical activity and nutrition policies to meet the goals of *FITNESS*;
- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of the local community as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP project, *FITNESS*, and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:

(b)(6)

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Dated: 3/22/13

Iredell-Statesville Schools' Physical Education Program Public Health Entity Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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Public Health Entity (or designee):

- Sara Fink, Public Health Education Specialist and Iredell Healthy Carolinians Coordinator, Iredell County Public Health Department

Roles and Responsibilities:

- Serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee

Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for better aligning district physical activity and nutrition policies to meet the goals of PEP;
- Assist with tracking progress of the grant activities to ensure success; and
- Address concerns of the community as it relates to physical activity and nutrition.

This agreement is in support of the Iredell-Statesville Schools' PEP grant project, FITNESS, and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of Public Health Entity (or Designee):

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Dated:

4-3-13

Iredell-Statesville Schools' Physical Education Program Local Hospital Partnership Agreement

Iredell-Statesville Schools' (I-SS) proposed Carol M. White Physical Education grant program, *FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success*, aims to enhance and improve physical education and nutrition education for all middle school students and a subset of elementary school students, with special emphasis on students with disabilities and students not scoring in the Healthy Fitness Zone of the Presidential Youth Fitness Program. Leveraging the power of its Student Wellness Policy, I-SS will enhance and align school nutrition and physical activity policies and practices to complement instruction in healthy eating habits and good nutrition and increased access to physical activity opportunities so that students can make healthy choices both in school and out of school. District structures as well as concurrence among county and state initiatives to combat rising obesity rates and to improve the health and well being of North Carolina residents means *FITNESS* has a significant opportunity for system change and improvement.

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Local Hospital (or designee):

- Mitzie McCurdy, Community Outreach Director, Lake Norman Regional Medical Center

Roles and Responsibilities:

- Serve as a member of the Iredell-Statesville Schools' *FITNESS* Advisory Committee

Contribution to the Project:

- As a member of the *FITNESS* Advisory Committee, assess gaps in current policies, define solutions, recommend policy adjustments, and monitor results;
- Using recommendations from the middle schools' Interactive Health Program, along with any required supplemental research and analysis by the *FITNESS* Advisory Committee, present recommendations to Iredell-Statesville's School Health Advisory Council for better aligning district physical activity and nutrition policies to meet the goals of PEP;
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This agreement is in support of the Iredell-Statesville Schools' PEP grant project, FITNESS, and was developed after timely and meaningful consultation between the required partners.

Signature of Local Hospital (or Designee):

(b)(6)

Dated:

4-11-13

Iredell-Statesville Schools' Physical Education Program

FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success

Program Specific Assurance

Agency Name: Iredell-Statesville Schools

DUNS: #07-105-7160

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

1. Use needs identified by completing Modules 1-4 of the School Health Index to 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, *FITNESS*.

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

5. Report through our district and school websites and *FITNESS* Newsletter project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures.

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

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

(b)(6)

Signature of Authorized Representative

Iredell-Statesville Schools
Applicant Organization

Healthful Living Coordinator
Title

April 11, 2013
Date Submitted

Chair, FITNESS Advisory Committee

KELLY MARCY



Kmarcy@iss.k12.nc.us

EXPERIENCE

2004-Present Iredell Statesville Schools Statesville, NC

Executive Director of Student Services

- Design and implement programs to support students and stakeholders in achieving mission and vision of school system
- Supervise Nurses, Social Workers, Mental Health Counselors and provide program oversight and direction
- Expanded School-Wide Behavior Initiative from 5 School Systems in MidWest Region of North Carolina to 20 School Systems in North Carolina using presentations and client relationship building
- District 504 Coordinator
- Provide professional development in key Student Service initiative areas

2002-2004 Mooresville Graded Schools Mooresville, NC

Behavior Specialist

- Consultation with school personnel in creating effective behavior plans.
- Provided training to faculty on common behaviors of psychiatric disorders.
- Established relationships with difficult faculty to motivate change.

1996-2002 Crossroads Behavioral Healthcare Mt Airy, NC

Lead Clinical Therapist

- Provided outpatient psychiatric counseling to adult and children in a psychiatric clinic
- Consultation with Staff Psychiatrist on symptom management and medication compliance of patients
- Provided clinical assessment and treatment to patients in crisis
- Provided group therapy to patients addicted to alcohol and drugs

EDUCATION

2002 Master of Science in Counseling.

1992 Bachelor of Science in Education

FITNESS Project Director

Linda Rogers

lwrogers@iss.k12.nc.us

(b)(6)

Professional Profile

- Teaching and administrative experience in both public and private school settings from kindergarten through college level.
- Masters Degree in Education
- Experienced in grant writing.
- Grant project director experience.

Education, Honors and Certifications

Masters of Science in Physical Education for the Handicapped

Southern Connecticut University New Haven, CT 06515

1977

Bachelor of Science in Physical Education

Cortland State University Cortland, NY 13045

1972

Professional Certifications

New York State Physical Education K-12.

Tennessee Physical Education K-12

North Carolina Physical Education and Health K-12

Woodland Middle School Teacher of the Year 2001-2002

Key Qualifications

Certified in Physical Education and Health.

Iredell- Statesville Schools Healthful Living Coordinator.

Supervise and provide professional development to 82 Physical Education and Health teachers in the district.

Carol White PEP grant project director.

OAH PARC grant project director.

Forty years experience in teaching and administration.

Experience in preparing and submitting federal budget reports.

Employment History

- **Grant Project Director**
Iredell-Statesville Schools
410 Garfield Street Statesville, NC 2008-present
- **Physical Education and Health Teacher**
South Iredell High School
Iredell- Statesville Schools 2003-2008
- **Physical Education Teacher, Department Head and Athletic Director**
Woodland Middle School
Williamson County Schools Brentwood, TN. 37027
1994-2003
- **Physical Education teacher, Athletic Director and Coach**
University School of Nashville Nashville, TN 37201
1987-1994
- **Physical Education Teacher and Coach**
Mamaroneck High School Mamaroneck, NY 10543
1986-1987
- **Physical Education Teacher and Coach**
Tappan Zee High School Orangeburg, NY 10962
1983-1986
- **Director of Physical Education and Athletics**
Birch Wathen School New York, NY 10021
1979-1982
- **Head Women's Basketball Coach and Director of Intramurals**
Marist College Poughkeepsie, NY 12601
1978-1979
- **Physical Education Teacher, Coach and After School Coordinator**
Orangetown Central School District Orangeburg, NY 10962
1972-1978

Professional Affiliations

NC American Alliance for Health, Physical Education, Recreation and Dance

Adolescent Pregnancy Prevention Campaign of North Carolina

Independent Evaluator

MONICA LABELLE OLIVER, PHD

(b)(6)

SUMMARY

Monica Oliver has over ten years of experience in policy and program evaluation. She has conducted evaluations of varying size and scope primarily in the areas of public health, education, and international development. She has a particular interest in policy and systems change initiatives. As Senior Managing Evaluator for The Evaluation Group, she designs and leads evaluations for federally-funded and non-federally funded health and education programs in the southeastern U.S.

PROFESSIONAL EXPERIENCE

Senior Managing Evaluator, The Evaluation Group, January 2010-present

- Project Manager for evaluation of PACE (Partners Advancing Childhood Education, formerly PEPI), a Kellogg Foundation-funded two-year multisite early childhood education initiative.
- Technical Advisor on a HIV/AIDS systems change initiative evaluation for metro Atlanta financed through the Social Innovation Fund.
- Qualitative Lead for evaluation of a three-year USDOE i3-funded college preparedness program.

Public Health Evaluator, Centers for Disease Control and Prevention (CDC), July 2009-December 2010

- Technical monitor for a multiple-state evaluation of a federally sponsored stroke registry.
- Co-technical monitor for a multi-site cardiac registry evaluation.
- Policy advisor to the five-year evaluation of the National Heart Disease and Stroke Prevention program.
- Technical assistance provider in evaluation to CDC's state grantees in heart disease and stroke.

Independent Consultant in evaluation, June 2008-March 2009

- Process evaluation designer and researcher for the planning phase of a large-scale parent-and-child education program, PEPI (Parent Engagement and Policy Initiative), sponsored by United Way of Metropolitan Atlanta.

Evaluation Researcher, CARE International Emergency Response Group, January 2006-March 2008

- Primary evaluator for meta-evaluation of CARE's use of evaluations over five years to improve its humanitarian assistance efforts.
- Research design advisor to Humanitarian Accountability Partnership International.
- Advisory group member for ALNAP on an evaluation use inquiry.

Lecturer, Georgia State University, 2004-May 2007

Evaluation research, Georgia State University, Summer 2009

- Taught graduate course in evaluation research theory and practice.
Research Methods I, Georgia State University, Spring 2007
- Taught undergraduate course in social science research design and methods.
Research Methods II, Georgia State University, Fall 2005

- Taught undergraduate course in applied statistics for social science.
Public Policy Process, Georgia State University, Spring 2004, Summer 2005, Spring 2006
- Taught undergraduate survey course on the rudiments of the policy process.

Research Assistant, Georgia Health Policy Center, 2004-2005

- Designed and conducted process evaluation of state-wide health vision shift summit initiative.

Research Intern, CARE USA, 2004-2005

- Conducted meta-evaluation research project and synthesized data on “Making Markets Work for the Poor”, an economic development initiative.

Research Assistant, Georgia State University, 2003-2004

- Managed survey data, including database upkeep and survey scanning, for large CDC-funded health care evaluation project.

Small Enterprise Development Specialist, Ouélessébougou-Utah Alliance, Peace Corps, Mali, 2000-2002

- Conducted qualitative evaluation of a micro-lending program for a small non-profit.

Community Development Research Specialist, Camden Neighborhood Renaissance, NJ 1999-2000

- Surveyed building code enforcement for three neighbourhoods and analyzed data.
- Synthesized data for survey of 200 community members on safety perceptions.

Research Assistant, AFEPT Formation, Jesuit Volunteer Corps, Bordeaux, France 1996-1997

- Conducted and synthesized qualitative interviews (in French) on partnership for nonprofit organization.

PUBLICATIONS

Dunet D, Gase L, Oliver M, and Schooley, M. March 2012. “Evaluative Thinking: A Tool to Inform Policy Development and Policy Impact Evaluations.” American Journal of Health Promotion.

Oliver, Monica. 2009. “Metaevaluation as a means of Means of Examining Evaluation Influence.” Journal of Multidisciplinary Evaluation, 6(11) 32-37.

Oliver, Monica. 2009. “The Transfer Change Process.” In P. Hawe and J. Ottoson, eds., *Theories Of Change And Their Implications For Evaluation: Knowledge Utilization, Diffusion, Implementation, Transfer, And Translation*. New Directions in Evaluation, #124, Winter.

PRESENTATIONS

Oliver, Monica, and Rachel Barron-Simpson. Evaluating State-level Surveillance Efforts: the CVH Exam Survey. Paper Presentation at the American Evaluation Association Annual Conference. San Antonio, Texas, November 2010.

Dunet, Diane, and Monica Oliver. Evaluative Thinking for Policy Development. Presentation at the Centers for Disease Control and Prevention Division for Heart Disease and Stroke Prevention Annual Grantee Training, September 2010.

Oliver, Monica. Evaluating the Coverdell program : What Is My Role? Presentation at the Centers for Disease Control and Prevention Division for Heart Disease and Stroke Prevention Annual Grantee Training, September 2010.

- Oliver, Monica. Integrating Program Evaluation and Planning : Policy and Environment. Plenary presentation at the Centers for Disease Control and Prevention Division for Diabetes Translation Annual Grantee Training, August 2009.
- Oliver, Monica, and Shena Ashley. Think Globally, Act Accountably:An Exploration of Cross-cutting Issues in Domestic and International Nonprofit Evaluation. Paper Presentation at the American Evaluation Association Annual Conference. Baltimore, Maryland, November 2007.
- Oliver, Monica. Learning from Evaluations : CARE as a case study. Paper Presentation at the American Evaluation Association Annual Conference. Portland, Oregon, November 2006.
- Panelist with Ambassador Andrew Young, Millard Fuller, Mark Bixler, and Glory Kilanko for Heritage High School's Symposium, "Combating Poverty in the 21st Century: What One Person Can Do," Rockdale County, Georgia, May 2006.
- Oliver, Monica. More than Just Bean-Counting : The Role of NGOs in Making the Coffee Market Work for the Poor. Paper Presentation at the Southeast Political Science Association Annual Conference. Atlanta, Georgia, January 2006.
- Oliver, Monica. Evaluation for Multiple Stakeholders in International Development: Lessons Learned from CARE. Paper Presentation at American Evaluation Association Annual Conference. Toronto, Ontario, October 2005.
- Oliver, Monica, and Shena Ashley. Bridging the Gap Between the "I" and "We" in Focus Groups. Paper Presentation at American Evaluation Association Annual Conference. Toronto, Ontario, October 2005.
- Oliver, Monica. More Than Bean Counting : NGOs in the World Coffee Market. Graduate Research Symposium, Georgia Institute of Technology, April 2005. *Winner, best poster, Ivan Allen College.*
- Oliver, Monica. Making Markets Work for the Poor. Innovations in Economic Development Speaker Series. Georgia Institute of Technology, Atlanta, Georgia, March 2005.
- Ottoson, Judith, Shena Ashley, Sarah Blake, Amy DeGroff, and Monica Oliver. Evaluation Implications of Different Process Lenses: Knowledge Utilization, Diffusion, Implementation, and Transfer. Panel Presentation at American Evaluation Association Annual Conference. Atlanta, Georgia, November 2004.

EDUCATION

- PhD** Public Policy, *Policy and Program Evaluation*
Georgia State University and Georgia Institute of Technology
Dissertation: "Evaluation of Emergency Response: Humanitarian Aid Agencies and Evaluation Influence"
- MPA** Public Administration, *International Public Service and Development*
Rutgers University, Camden, NJ
Thesis: "An Evaluation of the Jikiseme Microcredit Program in Mali"

BA Independent Studies in the Liberal Arts, *Romance Languages*
Loyola Marymount University, Los Angeles May

OTHER TRAINING

Evaluation Capacity-Building. Attended professional workshop, American Evaluation Association Annual Meeting, San Antonio, Texas, November 2010.

Qualitative Methods in Evaluation. Attended professional workshop, The Evaluator's Institute, Chicago, Illinois, April 2010.

Storytelling In Evaluation. Attended professional workshop, American Evaluation Association Annual Meeting, Orlando, Florida, November 2009.

AWARDS

Excellence in Teaching Policy Award, Andrew Young School of Policy Studies, GSU 2008
Excellence in Promoting Student Learning Outstanding Teaching Award, Georgia State Univ, 2007
Dean's Scholar Fellowship, Andrew Young School of Policy Studies, Georgia State University, 2003-6
MPA Peace Corps Project Scholarship, Rutgers University, 1999-2000
Graham Alumni Award for Outstanding Service, Loyola Marymount University, 1996
Presidential Scholar, Loyola Marymount University, 1992-1996
National Endowment for the Humanities Younger Scholars Award 1992

AFFILIATIONS

American Evaluation Association member
Atlanta Area Evaluation Association member
Southeast Evaluation Association member
National Peace Corps Association member
Pi Alpha Alpha National Public Administration Honor Society member

FOREIGN LANGUAGE SKILLS

Fluent French (written and spoken)

Independent Evaluator

Curriculum Vita

(b)(6)

Education

Claremont Graduate University, Claremont, CA

Concentration: Applied Developmental Psychology and Program Evaluation

Degree: Ph.D. March 2013

Dissertation: Youth Empowerment Programs: Using a Program Evaluation Framework to Identify Developmental Outcomes of Youth Empowerment

Degree: M.A., May 2010

Thesis: Increasing Attendance and Retention in After-School Programs: The Link between Personality Traits, Activity Type, and Student Engagement

Vanderbilt University, Peabody College, Nashville, TN

Degree: M.Ed., May 2007

Concentration: Applied Child Studies

Degree: B.S. 2006, cum laude

Concentration: Child Studies and Cognitive Studies

Minor: Oboe Performance

Areas of Expertise

Project Management: Program Development, Training and technical assistance, Strategic decision-making, Engaging stakeholders, Team supervision, Proposal development and grant writing, Fiscal management, Report writing, Database management, Formal and informal presentation

Developmental Psychology: Positive Youth Development (Empowerment, Leadership, Civic Engagement, Advocacy), PreK-12 Education, After-School Programs, Developmental Interventions, Socio-Emotional Development, Risk and Resiliency, Child and Adolescent Developmental Theory, Child Assessment

Research and Evaluation Methods: Survey design, Randomized Control Trials, Mixed-Method design, Quasi-Experimental design, Participatory Evaluation, Capacity-Building, Logic Models and Program Theory

Statistical Analysis: SPSS, Mplus, Atlas t.i., ANOVA, Multiple Regression, Categorical Data Analysis, Factor Analysis, Secondary Data Analysis, Multilevel Modeling, Structural Equation Modeling, Qualitative Analysis

Professional Experience

The Evaluation Group Atlanta, GA

March 2013 - present

Evaluation Associate

- Project manager, including oversight of evaluation design, instrumentation, data collection, database management, quantitative and qualitative analysis, and report writing targeted to a variety of stakeholders.
- Provide ongoing support to all research and evaluation activities as needed.

Claremont Graduate University Claremont, CA

May 2012 – February 2013

Research and Evaluation Manager for Dr. Tiffany Berry

- Initiated organizational restructure to facilitate efficient working practices for an expanding workgroup with an increasing number of evaluation projects.
- Provided ongoing support across all research and evaluation activities (proposal writing, budget development, methodology and data collection, statistical analysis, report writing, and presentation) for staff working on various educational evaluation projects.
- Generated conference submissions and academic article topics to promote dissemination of ongoing research and evaluation projects
- Coordinated all staff and project activities to assure a balanced and efficient work-flow throughout the year.

Los Angeles County Office of Education Los Angeles, CA

April 2012 – February 2013

Evaluation Consultant for Division of Curriculum and Instructional Services

- Project coordinator, including development of evaluation proposal and budget, graduate research assistant management, and scheduling of all evaluation activities.
- Developed, administered, and analyzed data collection instruments, including teacher and student surveys, professional development evaluations, classroom observations, and student academic data.
- On-going communication with team members and LACOE staff, including evaluation updates and a final written report to support district policies and program development.

Houghton Mifflin Harcourt Boston, Ma

May 2011 – November 2012

Evaluation Consultant

- Supported evaluation activities for *Intervention by Design* and *California Gateways*, two K-12 literacy interventions designed to facilitate grade-level performance among youth academically at-risk, including both English Language Learners and students with developmental delays.
- Developed instruments and analyzed quantitative and qualitative data collection activities, including teacher surveys, monthly implementation logs, site observations, and student pretest-posttest assessment.
- Conducted and presented statistical analyses on program outcomes through formal and informal written report to teachers, school district officials, and Houghton Mifflin Harcourt executives to support curriculum development and implementation.

Los Angeles County Office of Education Los Angeles, CA

November 2010 – June 2012

Professional Expert for Head-Start State-Preschool Research and Evaluation Department

- Re-designed and facilitated self-assessment of Head Start management systems for Grantee and Delegate Agencies in alignment with Office of Head Start federal guidelines.
- Developed, analyzed and disseminated findings of quantitative and qualitative instruments for parents, classroom teachers, community members, agency staff, and grantee administration.
- Collected and analyzed comprehensive program data to facilitate strategic decision-making and inform organizational policy.
- Support all other research, evaluation and grant activities, including program goals and objectives, School Readiness initiatives, Parent Engagement, Community Assessment, Response to Intervention (RTI) studies, and program outcomes using the Desired Results Developmental Profile (DRDP).

Revolution Prep Los Angeles, CA

May – September 2010

Evaluation Consultant

- Collaborated with Revolution Prep and After-School All-Stars Los Angeles (AAS-LA) to identify usage patterns and academic impact of Algebra Readiness online curriculum for AAS-LA middle school students.
- Examined existing database and identified relevant variables and format needed to facilitate secondary data analyses at site and grade-level.

- Reported on student usage patterns and program outcomes to Revolution Prep and AAS-LA directors, with an emphasis on the contextual factors that influence program success.

After-School All-Stars Los Angeles Los Angeles, CA

September 2009 – December 2012

Project Manager

- Project coordinator, including graduate research assistant supervision, fiscal monitoring, and scheduling of all evaluation activities.
- Led a collaborative effort with program staff to develop and test program theory to examine program effectiveness, with an emphasis on youth leadership, civic engagement and character education.
- Direct longitudinal quantitative and qualitative data collection efforts with students, parents, and program staff.
- Database management requiring merge of participant responses with state test results, grade reports, and archival program attendance.
- Regular communication with program executives to inform program development and support rapid program expansion.
- Complete all formal written and oral presentations, including evaluation proposals, monthly updates, mid-year report, and final report to program staff and executives, board of directors, and school district administration.

Kids Come First Clinic Ontario, CA

September 2008 – March 2010

Evaluation Consultant

- Principal investigator of health education program targeting uninsured Latino youth at risk for obesity-related health challenges.
- Managed multi-phased evaluation, including instrument development, data collection, and analysis of quantitative and qualitative data from youth, parents and pediatricians.
- Constant communication with medical practitioners and clinic administration, including formal written report and oral presentation.

Pearson Education Chicago, IL

June 2008 – September 2009

Research and Evaluation Associate

- Responsible for district and teacher recruitment across 11 sites for quasi-experimental national elementary reading curriculum evaluation.
- Quantitative and qualitative statistical analysis of online teacher survey, monthly implementation logs, phone interviews, site observations, and student pretest-posttest academic assessment.
- On-going communication with Pearson executives including informal site-level findings and formal written report.

After-School All-Stars Los Angeles Los Angeles, CA

September 2007-September 2009

Research and Evaluation Associate

- Integral team member of two-year LAUSD after-school program evaluation serving primarily Latino, at-risk middle school aged youth.
- Infused developmental theory into English/Spanish quantitative and qualitative measure development and data analysis for student, parent, and staff responses.
- Formal written and oral presentation to various stakeholders at funding, organizational, district and school level.

Monroe Carell Jr. Children's Hospital at Vanderbilt Nashville, TN

August 2005 – May 2007

Research Associate

- Primary contact between schools and project to coordinate visits for parent-sibling bereavement grant.
- Administered psychological assessments and qualitative interviews to adults and children during school and home visits.

Milieu Teaching Project Nashville, TN

June 2004-May 2007

Research Assistant

- Primary responsibilities included transcription, coding and data analysis of video-taped language building sessions for children diagnosed with Autism, Down's syndrome, and other forms of developmental delay.
- Administered language sample assessments and conducted qualitative observations of children in unstructured play.
- Assisted in the writing and editing of grant proposals.

Daniel Levin Lab: Memory and Cognition Nashville, TN

January 2003-May 2005

Research Assistant

- Designed and administered computer-based cognitive experiments focused on phenomenon of change blindness.
- Collected and analyzed quantitative data through survey methodology and eye-tracking technology.
- Assisted in writing and submitting the final report for publication, and delivered conference presentation.

Teaching Experience

Applied Developmental Psychology Claremont Graduate University

Spring 2012

Teaching Assistant

Evaluation Procedures Claremont Graduate University

Fall 2010

Teaching Assistant

Publications and Technical Reports

Berry, T., Murphy, K., Collins, K., Sloper, M., & Bialosiewicz, S. (2012). *An Evaluation of After-School All-Stars, Los Angeles: Final Report 2011-2012*. Claremont Evaluation Center: Claremont, CA.

Berry, T., Jacobson, M., Hughey, M. & Collins, K. (2012). *An Evaluation of California Gateways: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Berry, T., Jacobson, M. & Collins, K. (2012). *An Evaluation of Intervention by Design: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Los Angeles County Office of Education. (2012). *Early Care and Education Professional Learning Communities Project: 2011-2012 Annual Evaluation Report*.

Berry, T., Murphy, K., Collins, K., Bialosiewicz, S. & Sloper, M. (2011). *An Evaluation of After-School All-Stars, Los Angeles: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Los Angeles County Office of Education – Head Start State Preschool (2012). *Head Start State Preschool Self-Assessment 2010-2011: Final Evaluation Report*.

Collins, K. (manuscript in progress). Is empowerment evaluation empowering? Strategies to promote and measure empowerment within adult and youth programs.

LaVelle, K., Berry, T., Menkes, S., & Collins, K. (manuscript in progress). Enhancing evaluation quality of programs serving youth: Data collection strategies and ethical issues.

Collins, K. & Berry, T. (manuscript in progress). Promoting Attendance and Retention in After-School Programs: The Link between Individual Characteristics, Activity Type and Engagement.

Berry, T., Collins, K., & Murphy, K. (2010). *An Evaluation of After-School All-Stars, Los Angeles: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Collins, K. (2010). *An Evaluation of the ShapeN' Up and Slimmin' Down Program: Final Report*. Claremont Graduate University: Claremont, CA.

Berry, T., Collins, K., Menkes, S., Murphy, K., & Shuster, C. (2009). *An Evaluation of After-School All-Stars, Los Angeles: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Berry, T., Byrd, K. K., & Collins, K. (2009). *The Effects of Reading Street on Reading Achievement: A Focus on Second-Year Curriculum Users: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Berry, T., Byrd, K.K., Shuster, C., Collins, K., & Menkes, S. (2008). *An Evaluation of After-School All-Stars, Los Angeles: Final Report*. Institute of Organizational and Program Evaluation Research, Claremont Graduate University: Claremont, CA.

Varakin, D.A., Levin, D.T., & Collins, K. (2007). Failure to represent or failure to compare change-relevant information can cause change blindness. *Perception*, 36(5), 737-749.

Conference Presentations

Berry, T., Murphy, K., Sloper, M. & Collins, K. (2013). Using Program Evaluation to Enhance Youth Programs: The Importance of Definitions, Partnerships, Implementation, and Theory. Panel presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Collins, K., Berry, T. & Wray-Lake, L. (2013). Defining Youth Empowerment: Testing a Structural Model of Empowering Context, Psychological Empowerment and Behavioral Empowerment. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.

Collins, K., Berry, T., Bialosiewicz, S., Murphy, K. & Sloper, M. (2012). Evaluating programs for positive youth development: Guidelines for evaluation design and practice. Paper presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Collins, K., Murphy, K., Mahajan, N., Meyer, L., & Berry, T. (2012). Educational evaluation with vulnerable youth: Challenges and best practices with foster care, migrant students, ESL classrooms, and urban schools. Panel session presented at the meeting of the American Evaluation Association, Minneapolis, MN.

Collins, K. (2011). Is empowering evaluation empowering? Is empowerment evaluation empowering? Strategies to promote and measure empowerment within adult and youth programs. Paper presented at the meeting of the American Evaluation Association, Anaheim, CA.

Murphy, K., Collins, K., & Berry, T. (2011). Parental monitoring and single parenting: A contextualist perspective. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Collins, K., Murphy, K., & Berry, T. (2011). Contextual variables impacting after-school outcomes: The interaction of student motivation, after-school supervision and perceived safety. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.

LaVelle, K., Berry, T., Menkes, S., & Collins, K. (2010). Enhancing evaluation quality of programs serving youth: Data collection strategies and ethical issues. Paper presented at the meeting of the American Evaluation Association, San Antonio, TX.

Murphy, K., Berry, T. & Collins, K. (2010). Aligning evaluation tools in curriculum and non-curriculum based after school programs. Paper presented at the meeting of the American Evaluation Association, San Antonio, TX.

Berry, T. & Collins, K. (2010). Measuring the distinctive needs of high school students after school. Poster presented at the meeting of the American Evaluation Association, San Antonio, TX.

Collins, K. & Berry, T. (2009). Promoting Attendance and Retention in After-School Programs: The Link between Individual Characteristics, Activity Type and Engagement. Paper presented at the meeting of the American Evaluation Association, Orlando, FL.

Collins, K., Terris, E., Mahajan, N., & Azzam, T. (2009). An Evaluation of the ShapeN' Up and SlimN' Down Program: Investigating the Effects of Parents and Physicians to Understand the Impact on Child Health Behavior. Poster presented at the meeting of the American Evaluation Association, Orlando, FL.

Collins, K., Mahajan, N., Terris, E., & Ponce, L. (2009). An Evaluation of the ShapeN' Up and SlimN' Down Program: Investigating the Processes of an Effective Childhood Obesity Intervention Program. Poster presented at the Biennial Childhood Obesity Conference, Los Angeles, CA.

Berry, T., Byrd, K., Collins, K., & Menkes, S. (2008). Promoting Developmentally Sensitive Programming and Analysis of Afterschool Programs for Middle School Youth. Paper presented at the meeting of the American Evaluation Association, Denver, CO.

Varakin, D.A., Levin, D.T., & Collins, K. M. (2005). Failure to represent change-relevant information causes change blindness. Poster presented at the meeting of the American Psychological Society, Los Angeles, CA.

Volunteer Experience

Psychiatric Hospital at Vanderbilt Nashville, TN
Adolescent Ward Intern

August - December 2006

- Supervised patient's education through specific assignments determined through contact with their school and parents.

Prevent Child Abuse Tennessee Nashville, TN
Volunteer

August - December 2005

- Assisted with weekly parenting classes and volunteered at shelter.

Professional Associations

Psi Chi	2011-present
Society for Research in Adolescence	2011-present
Society for Research in Child Development	2009-present
American Evaluation Association	2008-present

Honors and Awards

Dean's Travel Award	2010-2012
Dean's Merit Award	Spring 2011
CGU Travel Award	Fall 2010
CGU Fellowship	2007-2010
Laverne Noyes Scholarship	2006-2007
<i>Kappa Delta Epsilon</i> , Honorary Educational Fraternity	2003-2006

Activities

<i>Psi Chi</i> : Chapter Treasurer and Founding Member	2011- present
<i>American Evaluation Association</i> : PreK-12 Leadership Team	2010 - present
<i>Vanderbilt University Alumni Association</i> : Volunteer Recruiter	2010 - present
<i>SBOS Peer Mentoring Program</i> : Student Mentor	2008 – present
<i>Student Advocacy Association</i> : President	2008-2009
<i>Alpha Chi Omega</i>	2003-2006



POSITION: *FITNESS* Project Coordinator

SALARY: State Salary Schedule

REPORTS TO: Iredell-Statesville Schools' Healthful Living Coordinator

QUALIFICATIONS: Requires a master's degree or higher in health and physical education and a North Carolina teaching license in physical education, health education, family and consumer science, or other related field. At least five years of prior experience serving as a project coordinator or in an educational management position preferred. Must hold current CPR and first aid certifications.

RESPONSIBILITIES:

- Assist Project Director in developing and implementing project plans including coordinating activities of all *FITNESS* project staff and organizing, planning, and maintaining minutes at management team and *FITNESS* Advisory Committee meetings.
- Schedule project activities and coordinate agreements and timetables for provision of services with community partners.
- Assist Physical Education Specialists, Interactive Health Program Instructors, and Nutrition Education Specialists with planning and arranging for various physical education and nutrition activities, handling logistics, and securing and providing supplies.
- Assist Project Director in ensuring all activities correspond to the approved timeline and workplan and follow all district, state, and grant program policies.
- Coordinate all communications with *FITNESS* Advisory Committee, community partners, and among participating schools and their administrators and teachers.
- Coordinate and administer communications consistent with the workplan for transparency and accountability, including the *FITNESS* components on the I-SS website, in the

district newsletter, and as part of other district or program communication tools.

- Consult as appropriate with physical education and special education teachers, parents, and students, advising on that may be used to enhance a student's school function.
- Coordinates inventorying and maintenance of all *FITNESS*-purchased physical fitness equipment and assists team members with determining equipment needs, and ordering equipment following system procedures.
- Upholds confidentiality guidelines pertaining to students and their families.
- Assists Project Director with creating and maintaining all *FITNESS* documentation and filing systems conforming to district, state, and federal regulations.
- Maintains knowledge of recent instructional trends (i.e., course work, professional literature).
- Serves on *FITNESS* Advisory Committee.
- Assists Project Director in conducting evaluations annually on all program staff.
- Represents *FITNESS* in district, community, state, and other settings and promote the work of *FITNESS* consistent with applicable guidelines.
- Follows the I-SS system and North Carolina Code of Ethics.
- May plan and lead instructional segments as part of Interactive Health Program or other *FITNESS*-related classes, including parent workshops and teacher professional development consistent with licensure and certification(s).

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to constantly monitor the safety and well-being of students, particularly when a student is participating in an inclusive activity.
- Ability to motivate students.
- Ability to maintain a clean and orderly environment.
- Ability to perform general clerical duties, including maintaining files and records.
- Ability to maintain order and discipline in a classroom.

- Ability to operate common office machines.
- Ability to understand and follow oral and written instructions.
- Ability to establish and maintain effective working relationships supporting work tasks.

POSITION: *FITNESS* Nutrition Education Specialist

SALARY: State Salary Schedule

REPORTS TO: *FITNESS* Project Director

QUALIFICATIONS: Requires a bachelor's degree or higher in health, nutrition, or food and nutrition science, with appropriate North Carolina certification, at least five years of prior experience in providing nutrition education, and registered dietician credential preferred. Candidates must hold valid CPR and first aid certifications.

RESPONSIBILITIES:

- Review existing curricula for grades 6-8 in healthy eating and identify opportunities to augment or enhance curriculum to meet *FITNESS* project goals.
- Review Interactive Health Program curriculum and identify opportunities to augment or enhance curriculum to best meet need of students' individual and collective healthy eating goals.
- Collaborate with *FITNESS* and other I-SS colleagues to implement nutrition education programs and coordinate work with efforts to promote regular physical activity in qualifying schools and county-based programs according to *FITNESS* program goals.
- Plan, organize, and present instruction to assist students in learning subject matter and skills contributing to their academic and social development.
- Collaborate with Interactive Health Program instructors to implement nutrition education within the classroom and afterschool setting, and to help students develop and track personal healthy eating goals.
- Plan and conduct nutrition education workshops and learning activities for parent groups.

- Work directly with Project Director and Project Coordinator to set goals and priorities for professional development activities connecting healthy eating and good nutrition to content in core or elective academic courses, then design and deliver effective professional development programming
- Design and conduct activities that foster shared understanding and support between teachers and food services staff in *FITNESS* schools.
- Participate on *FITNESS* Advisory Committee and management team.
- Disseminate program information to appropriate groups and individuals. Provide technical assistance on developing federally mandated school wellness policies.
- Support community efforts toward nutrition education and physical activity promotion by collaborating with community-based organizations.
- Collaborate with *FITNESS* team and independent evaluator to complete necessary *FITNESS* assessment, data collection, and reporting requirements.
- Consult with physical education teachers, special education teachers, parents, and students on techniques and activities that may enhance a student's school function, as appropriate.
- Uphold confidentiality guidelines pertaining to students and their families.
- Maintain knowledge of recent instructional trends (i.e., course work, professional literature).
- Follow the I-SS system and North Carolina Code of Ethics.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to constantly monitor the safety and well-being of students, particularly when a student is participating in an inclusive activity.
- Ability to motivate students while maintaining order and discipline in a classroom.
- Ability to maintain a clean and orderly environment.
- Ability to perform general clerical duties, including maintaining files and records.
- Ability to understand and follow oral and written instructions.
- Ability to establish and maintain effective working relationships supporting work tasks.

POSITION: *FITNESS* Physical Education Specialist

SALARY: State Salary Schedule

REPORTS TO: *FITNESS* Project Director

QUALIFICATIONS: Requires bachelor's degree or higher in health and physical education, with current North Carolina teaching license, at least five years of prior experience, and demonstrated excellence in instruction and leadership preferred. Must hold current CPR and first aid certifications.

RESPONSIBILITIES:

- Review existing curricula for grades 6-8 in physical education and identify opportunities to augment or enhance curriculum to meet *FITNESS* project goals.
- Review Interactive Health Program curriculum and identify opportunities to enhance the physical activity components to better align with school curricula and state standards.
- Help students achieve physical fitness goals, including the Healthy Fitness Zone.
- Collaborate with *FITNESS* colleagues and PE teachers in *FITNESS* schools to enhance physical education using stationary and mobile interactive technology-enhanced PE equipment; coordinate with efforts to promote healthy eating according to *FITNESS* program goals.
- For students with disabilities in *FITNESS* schools, collaborate with teachers to assess each student's skills and abilities and personal interests and utilize that information with information regarding the student's disability to craft an individualized physical fitness plan leveraging adaptive and interactive technology-enhanced physical activity equipment.
- Help students develop and track personal fitness goals particularly related to the Healthy Fitness Zone using Fitnessgram.
- Collaborate with *FITNESS* team and independent evaluator to complete necessary assessment,

data collection, and reporting requirements.

- Plan and conduct physical fitness education for parent groups.
- Work directly with Project Director and Project Coordinator to set goals for professional development activities connecting physical activity and fitness to content in core academic courses and design and deliver effective professional development supporting *FITNESS*.
- Participate on *FITNESS* Advisory Committee and management team.
- Disseminate *FITNESS* program information to appropriate groups and individuals. Provide technical assistance on developing federally mandated school wellness policies.
- Support community efforts toward nutrition education and physical activity promotion by collaborating with community based organizations and groups.
- Consult with physical education teachers, special education teachers, parents, and students on techniques and activities that may enhance a student's school function, as appropriate.
- Uphold confidentiality guidelines pertaining to students and their families.
- Maintain knowledge of recent instructional trends (i.e., course work, professional literature).
- Follow the I-SS system and North Carolina Code of Ethics.

KNOWLEDGE, SKILLS, AND ABILITIES:

- Constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.
- Motivate students while maintaining order and discipline in a classroom.
- Maintain a clean and orderly environment.
- Perform general clerical duties, including maintaining files and records.
- Understand and follow oral and written instructions.
- Establish and maintain effective working relationships supporting assignments.

POSITION: *FITNESS* Interactive Health Program Instructor (Part-Time)

SALARY: State Salary Schedule

REPORTS TO: *FITNESS* Project Coordinator

QUALIFICATIONS: Requires a bachelor's degree or higher in health and physical education with current North Carolina teaching license in health and physical education and at least three years of prior relevant experience preferred. Must hold valid CPR and first aid certifications.

ESSENTIAL JOB FUNCTIONS:

- Assesses current curriculum and identifies with *FITNESS* PE Specialists and Nutrition Specialists areas for enhancement and adjustment.
- Collaborates with colleagues and PE teachers to develop and implement student recruitment strategies for in-school and afterschool programs. Conducts or facilitates program pre- and post-tests consistent with *FITNESS* and Interactive Health Program assessment protocols, including Fitnessgram, and pedometer and heart rate monitor readings.
- Utilizes assessments and one-on-one discussions to write and modify physical education, activity, and fitness plans for each participating student.
- Collaborates with *FITNESS* Nutrition Education Specialists to ensure compatibility between each student's personalized healthy eating and physical fitness plans.
- Coordinates instruction in physical education and healthy eating to ensure core concepts are reinforced and instruction is consistent with North Carolina curricular standards.
- Develops and provides fitness coaching sessions to address each student's needs and facilitates activities that foster student development and independence.
- Consults with school physical education teachers, *FITNESS* staff, parents, and students on techniques to enhance a student's function, as appropriate.

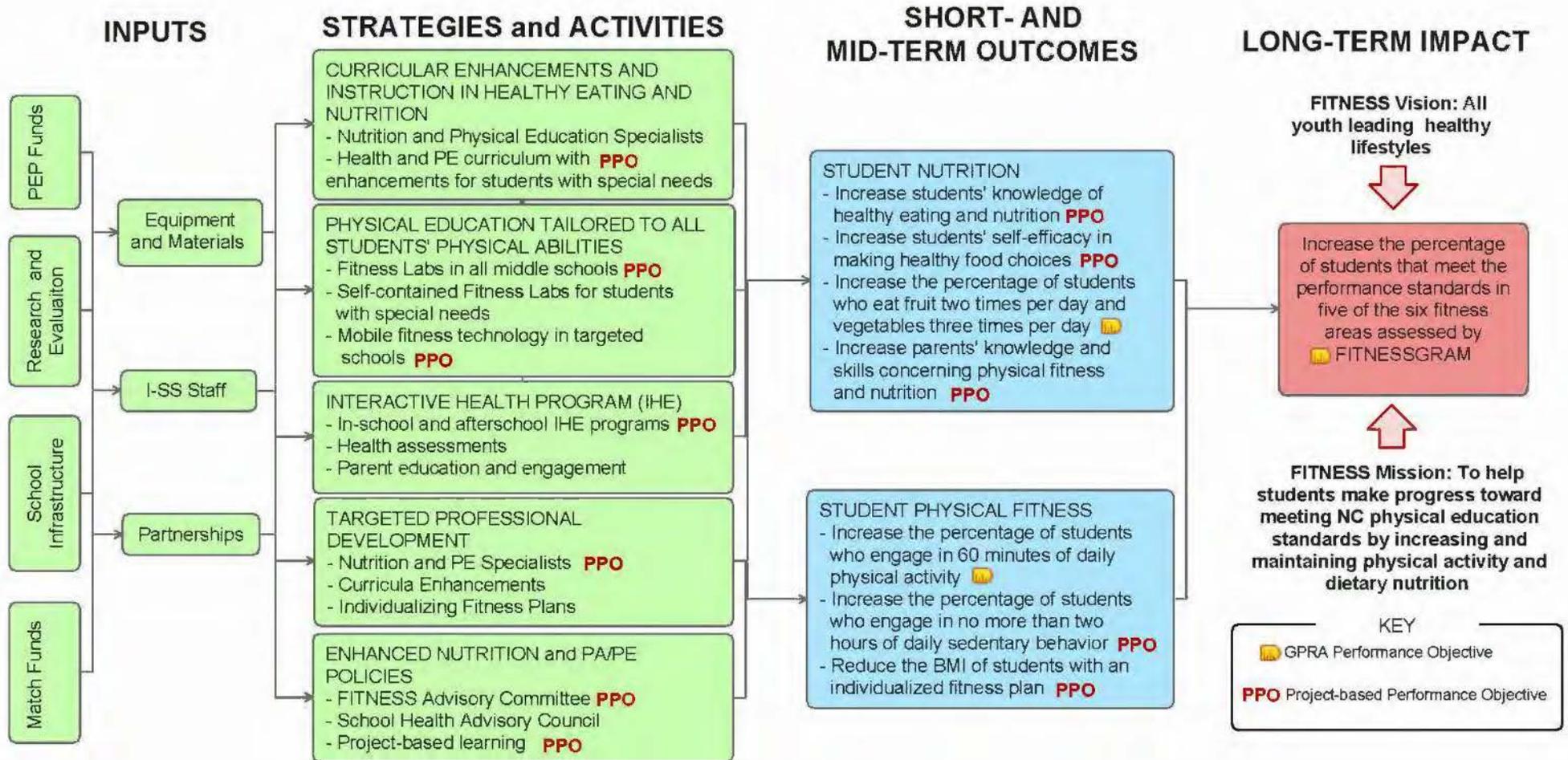
- Leads, plans, and organizes community-based field experiences for students to apply motor skills and cognitive concepts about physical activity and fitness, and healthy eating in real world settings to complement and reinforce program learning objectives.
- Assists in maintaining and storing *FITNESS* equipment and determining equipment needs.
- Maintains individual records for each student participant, ensuring confidential and secure record storage and up to date and complete information, consistent with *FITNESS* protocols and I-SS district policies.
- Upholds confidentiality guidelines pertaining to students and their families.
- Maintains knowledge of recent instructional trends (i.e., course work, professional literature).
- Follows the I-SS district and North Carolina Code of Ethics.
- Encourages student growth by developing strategies and protocols for student assessment and presentation of findings regarding healthy eating practices and policies in their school.
- Engages colleagues and/or community volunteers to coach students in public speaking and presentation skills for making recommendations to I-SS School Health Advisory Committee.
- Serves on *FITNESS* Advisory Committee and management team.

KNOWLEDGE, SKILLS, AND ABILITIES

- Ability to constantly monitor the safety and well-being of students, particularly when student is participating in an inclusive activity.
- Ability to motivate students.
- Ability to maintain a clean and orderly environment.
- Ability to perform general clerical duties, including maintaining files and records.
- Ability to maintain order and discipline in a classroom.
- Ability to operate common office machines.
- Ability to understand and follow oral and written instructions.
- Ability to establish and maintain effective working relationships supporting work tasks.

APPENDIX E

Logic Model



APPENDIX F

References

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FI045A

REPORT REFLECTS FY2011 DATA
RATES FOR USE IN FY2013

FEDERAL PROGRAMS SECTION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RESTRICTED INDIRECT COST COMPUTATIONS
FOR
490-IREDELL-STATESVILLE SCHOOLS

PAGE 0

DATE 06/14/2013

PURPOSE CODE	EXCLUDED COST	INDIRECT COST	DISALLOWED/DIRECT COST	CARRY FORWARD	
5110	(b)(4)	.00	70,253,603.00		
5120		.00	6,158,497.00		
5210		.00	10,755,663.00		
5220		.00	57,209.00		
5230		.00	278,371.00		
5240		.00	1,002,865.00		
5250		.00	.00		
5260		.00	1,238,663.00		
5270		.00	1,348,666.00		
5310		.00	1,246,098.00		
5320		.00	626,546.00		
5330		.00	4,076,769.00		
5340		.00	252,268.00		
5350		.00	76,549.00		
5400		.00	8,924,854.00		
5500		.00	568,762.00		
5810		.00	2,083,238.00		
5820		.00	1,225,821.00		
5830		.00	3,788,013.00		
5840		.00	1,529,913.00		
5850		.00	160,596.00		
5860		.00	418,653.00		
5870		.00	193,727.00		
5880		.00	18,563.00		
6110		.00	2,053,127.00		
6120		.00	48,017.00		
6200		.00	796,621.00		
6300		.00	288,742.00		
6400		1,252,002.00	.00	.00	
6510		.00	.00	168,956.00	
6520		42,865.00	.00	.00	
6530		.00	.00	4,752,822.00	
6540		.00	.00	6,234,161.00	
6550	.00	.00	6,823,857.00		
6560	36,476.00	.00	.00		
6570	.00	.00	100,120.00		
6580	.00	.00	3,636,867.00		
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6620	537,110.00	.00	.00		
6710	.00	.00	87,388.00		
6830	.00	.00	286.00		
6850	.00	.00	23,188.00		
6860	.00	.00	9,279.00		
6910	.00	.00	52,816.00		

FI045A

REPORT REFLECTS FY2011 DATA
RATES FOR USE IN FY2013

FEDERAL PROGRAMS SECTION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
RESTRICTED INDIRECT COST COMPUTATIONS
FOR
490-IREDELL-STATESVILLE SCHOOLS

PAGE

DATE 06/14/2

PURPOSE CODE	EXCLUDED COST	INDIRECT COST	DISALLOWED/ DIRECT COST	CARRY FORWARD
6920	(b)(4)	.00	.00	(b)(4)
6930		.00	.00	
6940		.00	330,378.00	
6950		.00	256,544.00	
7100		.00	1,606,840.00	
7200		.00	4,656,228.00	
TOTALS		3,073,233.00	148,210,144.00	

COMPUTATION: (INDIRECT COST TOTAL + CARRY FORWARD) DIVIDED BY (DISALLOWED-DIRECT COST) EQUALS: 02.073 PERC

FI045B

REPORT REFLECTS FY2011 DATA
RATES FOR USE IN FY2013

FEDERAL PROGRAMS SECTION
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
UNRESTRICTED INDIRECT COST COMPUTATIONS
FOR
490-IREDELL-STATESVILLE SCHOOLS

PAGE 0

DATE 06/28/2013

PURPOSE CODE	EXCLUDED COST	INDIRECT COST	DISALLOWED/DIRECT COST	CARRY FORWARD
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5230		.00	278,371.00	
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5250		.00	.00	
5260		.00	1,238,663.00	
5270		.00	1,348,666.00	
5310		.00	1,246,098.00	
5320		.00	626,546.00	
5330		.00	4,076,769.00	
5340		.00	252,268.00	
5350		.00	76,549.00	
5400		.00	8,924,854.00	
5500		.00	568,762.00	
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5830		.00	3,788,013.00	
5840		.00	1,529,913.00	
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5880		.00	18,563.00	
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6200		.00	796,621.00	
6300		.00	288,742.00	
6400		1,252,002.00	.00	
6510		.00	168,956.00	
6520		42,865.00	.00	
6530		4,752,822.00	.00	
6540		6,234,161.00	.00	
6550		.00	6,823,857.00	
6560		36,476.00	.00	
6570		.00	100,120.00	
6580		3,636,867.00	.00	
6610		1,204,780.00	.00	
6620		537,110.00	.00	
6710		.00	87,388.00	
6830	.00	286.00		
6850	.00	23,188.00		
6860	.00	9,279.00		
6910	.00	52,816.00		
6920	.00	.00		

FI045B

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UNRESTRICTED INDIRECT COST COMPUTATIONS
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PAGE

DATE 06/28/2

PURPOSE CODE	EXCLUDED COST	INDIRECT COST	DISALLOWED/ DIRECT COST	CARRY FORWARD
6930	(b)(4)	.00	.00	
6940		330,378.00	.00	
6950		.00	256,544.00	
7100		.00	1,606,840.00	
7200		.00	4,656,228.00	
TOTALS		18,188,057.00	133,095,320.00	755,086.79

COMPUTATION: (INDIRECT COST TOTAL + CARRY FORWARD) DIVIDED BY (DISALLOWED-DIRECT COST) EQUALS: 14.233 PERC

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): _____ * Other (Specify): _____		
* 3. Date Received: Completed by Grants.gov upon submission.		4. Applicant Identifier: _____
5a. Federal Entity Identifier: _____		5b. Federal Award Identifier: _____
State Use Only:		
6. Date Received by State: _____		7. State Application Identifier: _____
8. APPLICANT INFORMATION:		
* a. Legal Name: Iredell-Statesville Schools		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 57-1744267		* c. Organizational DUNS: 0710571600000
d. Address:		
* Street1: 549 North Race Street		
Street2: _____		
* City: Statesville		
County/Parish: _____		
* State: NC: North Carolina		
Province: _____		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 286773915		
e. Organizational Unit:		
Department Name: _____		Division Name: _____
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Ms.		* First Name: Linda
Middle Name: _____		
* Last Name: Rogers		
Suffix: _____		
Title: Healthful Living Coordinator		
Organizational Affiliation: _____		
* Telephone Number: 704-832-2550		Fax Number: 704-978-0078
* Email: lwrogers@iss.k12.nc.us		

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Local Education Agency

*** 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 (OESB): Carol M. White Physical Education Program
CFDA Number 84.215F

13. Competition Identification Number:

84-215P2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

FITNESS: Flexible Integration of Techniques in Nutrition and Exercise for Student Success

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="749,916.00"/>
* b. Applicant	<input type="text" value="(b)(4)"/>
* 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:

4/12/13

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 178(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 1998 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
Completed on submission to Grants.gov	Healthful Living Coordinator
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Iredell-Statesville Schools	4/8/13 Completed on submission to Grants.gov

(b)(6)

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION Iredell-Statesville Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Linda"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Rogers"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Healthful Living Coordinator"/>	
* SIGNATURE: <input type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input type="text" value="Completed on submission to Grants.gov"/>
<input type="text" value="(b)(6)"/>	4/8/13

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Iredell-Statesville Schools * Street 1: 549 North Race Street Street 2: _____ * City: Statesville State: NC: North Carolina Zip: 28677 Congressional District, if known: NC-05		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: _____		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: n/a Middle Name: _____ * Last Name: n/a Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ 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: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. (b)(6)		
* Signature: Completed on submission to Grants.gov		
* Name: Prefix: _____ * First Name: Linda Middle Name: _____ * Last Name: Rogers Suffix: _____		
Title: Healthful Living Coordinator Telephone No.: 704-832-2550 Date: Completed on submission to Grants.gov		
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Budget Narrative File(s)

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Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
1. PERSONNEL				
a. Chair, <i>FITNESS</i> Advisory Committee: Kelly Marcy, I-SS Executive Director of Student Services, will assume responsibility for providing overall project direction, including guiding operations management and program accountability efforts as chair of the <i>FITNESS</i> Advisory Committee. Annual salary of \$75,400 x .10 FTE to the project as an in-kind contribution of \$7,540/year x 3 years = \$22,620 total match contribution .	7,540	7,540	7,540	22,620
b. Project Director: Linda Rogers, I-SS Healthful Living Coordinator, will serve as Project Director at .50 FTE for <i>FITNESS</i> . She will assume responsibility for directing all aspects of the program and ensuring all proposed activities are implemented according to the project timeline. Annual salary of \$73,816 x .50 FTE to the project as an in-kind contribution of \$36,908/year x 3 years = \$110,724. Salary information is provided for informational purposes only and will not be tracked to meet the match requirement.	<i>In-kind</i>	<i>In-Kind</i>	<i>In-kind</i>	<i>In-kind</i>

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
<p>c. Project Coordinator: <i>FITNESS</i> will employ a full-time Project Coordinator, with at least a master's degree in physical education and five years of experience or more preferred, who will coordinate and schedule all program activities, including planned realignment of current physical education programs to emphasize lifelong, healthy lifestyle development through physical activity, our Interactive Health Program, incorporation of nutrition focused education, and all related project activities at each of our 15 targeted high-risk schools. Will also coordinate delivery of professional development to school and district staff, and coordinate delivery of services provided by project partners. Salary estimated at \$53,250 per 11-month contract. Year 1 is prorated to 9 months due to 10/1/13 start date.</p>	43,568	53,250	53,250	150,068
<p>d. Nutrition Education Specialists: <i>FITNESS</i> will employ two full-time Nutrition Education Specialists with at least a bachelor's degree in nutrition with five years or more of experience providing nutrition education preferred, to promote instruction in healthy eating habits and good nutrition in both the regular classroom and afterschool settings. Specialists will also conduct staff development on nutrition education topics, as well as provide nutrition education sessions with students' family members to further promote student development of a lifelong, healthy lifestyle. Specialists will each devote 1.0 FTE to program activities at an annual salary of \$43,350 per 10-month contract x 2 Nutrition Education Specialists. Year 1 is prorated to 9 months due to 10/1/13 start date.</p>	78,030	86,700	86,700	251,430

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
<p>e. Physical Education Specialists: <i>FITNESS</i> will employ one full-time (1.0 FTE) and one part-time (.50 FTE) Physical Education Specialist to assist teachers and afterschool instructors in implementation of physical activity-focused education programs to support student development of lifelong, healthy lifestyles, including our Interactive Health Program, Adaptive PE components, and related activities in each of our 9 targeted middle schools and 6 elementary schools within both the classroom and afterschool settings. Requires a bachelor's degree or higher in health and physical education, current NC teaching licensure, plus at least five years of experience with demonstrated excellence in instruction and leadership. Calculated at an annual salary of \$43,350 per 10-month contract for one 1.0 FTE Specialist; and \$21,765 per 10-month contract for one part-time (.50 FTE) Specialist. Year 1 is prorated to 9 months due to 10/1/13 start date.</p>	58,604	65,115	65,115	188,834
<p>f. Interactive Health Program Instructors: <i>FITNESS</i> will provide PE teachers to support the afterschool Interactive Health Program outside of normal contract hours three days per week for two hours per day. Estimated at 1 teacher/school x \$25/hour x 2 hours/day x 3 days/week x 38 weeks/year x 15 elementary and middle schools = \$85,500.</p>	85,500	85,500	85,500	256,500
<p>g. Principals: Principals at our 9 targeted middle schools and 6 elementary schools will devote .05 FTE to the project attending <i>FITNESS</i> Advisory Committee meetings as an in-kind contribution by I-SS estimated at an average principal salary of \$74,438 x .05 FTE x 15 principals = \$55,829 yearly total match contribution .</p>	55,829	55,829	55,829	167,487

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
h. Assistant Principals: Assistant Principals at 12 of our targeted schools will devote .05 FTE to the project attending <i>FITNESS</i> Advisory Committee meetings as an in-kind contribution by I-SS estimated at an average assistant principal salary of \$56,208 x .05 FTE x 12 assistant principals = \$33,725 yearly total match contribution.	33,725	33,725	33,725	101,175
i. School Nurses: School Nurses at our 15 target schools will devote six hours per Interactive Health Program class as an in-kind contribution by I-SS to assist with pre/post health assessments for individualizing student physical activity and fitness plans including Fitnessgram measurements with BMI and heart rate monitor and pedometer readings. In-kind match by I-SS estimated at 6 hours/IHP class x \$29/hour x 3 classes/middle school x 9 schools = \$4,698 and 1 class/elementary school x 6 schools = \$1,044 for a yearly total match contribution of \$5,742 .	5,742	5,742	5,742	17,226
Subtotal Personnel	265,702	290,565	290,565	846,832
2. FRINGE BENEFITS				
a. Standard Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus \$5,192 per full-time employee for Workers' Compensation, and health and life insurance (Project Coordinator, two Nutrition Education Specialists, and two Physical Education Specialists).	65,388	70,828	70,828	207,044

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
b. Part-Time Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for part-time employees.	18,707	18,707	18,707	56,121
c. Standard Fringe Benefits: Standard fringe benefits required by North Carolina and federal law at a rate of 21.88% for Social Security, Medicare, and retirement plus \$5,192 per full-time employee for Workers' Compensation, and health and life insurance (Chair, <i>FITNESS</i> Advisory Committee; Principals; Assistant Principals; and School Nurses). In-kind match by I-SS estimated at \$29,733 yearly total match contribution.	29,733	29,733	29,733	89,199
Subtotal Fringe	84,095	89,535	89,535	263,165
3. TRAVEL				
a. PEP Program Office Grantee Meeting (Year 1 Only): Based on federal PEP program office guidance, we have budgeted for 2 staff to attend a REQUIRED initial project year grantee meeting in Washington, DC. Costs include lodging and meals at \$235/person/day x 2 days = \$940; round-trip air travel of \$430/person = \$860; and \$50/person/day for ground transportation x 2 days = \$200.	2,000	0	0	2,000
b-1. Transportation to YMCA for In-School Interactive Health Program: Costs to transport middle school students participating in our in-school Interactive Health Program to the YMCA to participate in physical fitness activities calculated at 3 visits/month x 10 months/year x 1 bus/school x 20 miles roundtrip x 3.18/mile x 9 middle schools = \$17,172/year.	17,172	17,172	17,172	51,516

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
b-2. Transportation to YMCA for Afterschool Interactive Health Program: Costs to transport elementary and middle school students participating in our afterschool Interactive Health Program to the YMCA to participate in physical fitness activities calculated at 3 visits/month x 10 months/year x 1 bus/school x 20 miles roundtrip x 3.18/mile x 15 elementary and middle schools = \$28,620/year.	28,620	28,620	28,620	85,860
c-1. Educational Field Trip Transportation for In-School Interactive Health Program: Costs to provide students participating in our in-school Interactive Health Program in our 9 targeted middle schools with educational field trips to walking trails, and local recreational facilities and events; plus attend nutrition education programs at supermarkets, farmer's market, grocery stores, etc. In-school program costs calculated at 4 trips/year x 9 middle schools x 40 miles roundtrip x \$3.18/mile for bus driver, fuel, and related costs = \$4,579/year.	4,579	4,579	4,579	13,737
c-2. Educational Field Trip Transportation for Afterschool Interactive Health Program: Costs to provide students participating in our afterschool Interactive Health Program in our 15 targeted elementary and middle schools with educational field trips to go to walking trails, and local recreational facilities and events; plus attend nutrition education programs at supermarkets, farmer's market, grocery stores, etc. Afterschool program costs calculated at 4 trips/year x 15 schools x 40 miles roundtrip x \$3.18/mile for bus driver, fuel, and related costs = \$7,632/year.	7,632	7,632	7,632	22,896

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
d. Local Travel: Travel for full-time project personnel to travel to 15 participating schools. Includes costs for Project Coordinator, two Nutrition Education Specialists, and one full-time PE Specialist estimated at .565/mile x 95 miles/week x 38 weeks/year x 4 full-time staff = \$8,159.	8,159	8,159	8,159	24,477
<i>Subtotal Travel</i>	68,162	66,162	66,162	200,486
4. EQUIPMENT				
None	0	0	0	0
<i>Subtotal Equipment</i>	0	0	0	0
5. SUPPLIES				
a. Professional Development Materials: Iredell-Statesville Schools will provide supplies to support ongoing professional development at each school. Estimated cost of \$226/school/year x 15 schools = \$3,390 yearly total match contribution .	3,390	3,390	3,390	10,170
b. Indoor Fitness Labs: Costs to create Indoor Fitness Labs at each targeted middle school. Costs per lab include 3 ellipticals x \$1,995 each = \$5,985; 4 treadmills x \$3,799 each = \$15,196; 4 upright cycles x \$1,529 each = \$6,116; 1 rower at \$1,699; 1 curl bench at \$355; and 1 set of rubber encased dumbbells at \$260 = \$29,611 per lab x 2 middle schools in each year of the program = \$59,222 (3 middle schools already have fitness labs).	59,222	59,222	59,222	177,666
c. Adaptive PE Classroom Centers: Costs to create physical activity centers for special needs students in each self-contained classroom in our 15 targeted schools. Costs calculated at 1 adaptive PE classroom kit featuring games and activities to promote physical activity for special needs students calculated at \$4,100 each. Year 1 costs include seven target schools, three target schools in Year 2, and five target schools in Year 3.	28,700	12,300	20,500	61,500

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
<p>d. Afterschool PE Kit: To promote lifelong physical fitness and development of healthy lifestyles, our PE Specialists will lead physical fitness activities for students attending afterschool programs in each of our targeted elementary schools, including an additional 105 Iredell-Statesville Schools' students in grades 1-8 attending the Piedmont Boys and Girls Club afterschool program. Each afterschool program kit estimated at: 5 junior size basketballs at \$25 each = \$125; 5 official size basketballs at \$25 each = \$125; 5 junior footballs at \$9.75 each = \$48.75; 5 foam footballs at \$9 each = \$45; 2 ball goals at \$175 each = \$350; 2 youth mini goals at \$605 each = \$1,210; 3 shuttlecock sets at \$10.25 per set = \$30.75; 25 badminton racquets at \$10.50 each = \$262.50; 1 game net system at \$135; 1 table tennis tables at \$345; and 1 box of ping pong balls at \$45 = \$2,722 total per afterschool kit. Total supply costs for 1 kit at the Boys and Girls club afterschool program in Year 1 = \$2,722, three of our target elementary schools in Year 2 = \$8,166, and Year 3 costs include three remaining elementary schools = \$8,166.</p>	2,722	8,166	8,166	19,054
<p>e. Mobile Interactive Fitness Technology: To include 1 interactive fitness game center per school plus 1 interactive fitness game center in each self-contained classroom to provide fitness experiences including yoga, strength training, aerobics, and balance games for students. Year 2 costs includes 30-station console with interactive program software/cartridges plus practice boards = \$1,410 for 30 student stations; locking A/V cart at \$225 each and flat panel TV monitor at \$250 each = \$1,885 per center x 1 center per school x 15 target schools = \$28,275. Year 3 costs to provide 1 center per each self-contained special needs classroom in each targeted school = \$1,885 x 15 classrooms = \$28,275.</p>	0	28,275	28,275	56,550

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
<p>f. Pedometers: We will purchase pedometers for student fitness assessment purposes in our 15 target elementary and middle schools. Costs calculated at 16.68/pedometer x 100 pedometers/set x 2 sets/school x 15 targeted schools = \$50,040 in Year 1. Year 3 costs for lost or broken pedometers calculated at 5% loss/replacement cost rate.</p>	50,040	0	2,502	52,542
<p>g. Student Fitness Assessment Web Interface: <i>FITNESS</i> will use the NC state approved student physical fitness assessment, Fitnessgram, to assess improvements in students' physical fitness levels in grades 4-8. Upgrade costs to provide teachers and students with anywhere, anytime Fitnessgram reporting access via a web-based software interface of \$699 site license/school which includes test kit and technical support x 15 schools = \$10,485/year in Years 2 and 3.</p>	0	10,485	10,485	20,970
<p>h. Heart Rate Monitors: To allow for individual assessment of students' activity levels via calories burned, average and maximum heart rate, plus target zone. Costs calculated at 1 classroom set/school x \$1,795/set for 30 monitors x 9 middle schools in Year 1 = \$16,155. Year 2 costs include 1 classroom set/elementary school x 6 schools = \$10,770.</p>	16,155	10,770	0	26,925
<p>i. Blood Pressure Cuffs: To assess student blood pressure pre- and post-participation in Interactive Health Program. Costs calculated at 1 classroom set/school x \$49.99/unit x 9 middle schools and 6 elementary schools in Year 1 = \$750.</p>	750	0	0	750

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
j. Program Website: I-SS will provide a dedicated program website to support dissemination of aggregate student data for <i>FITNESS</i> and support our Interactive Health Program by allowing students and parents to access program schedules, healthy recipes, fitness tips, and suggestions for how to incorporate physical activity throughout the day as well as field trip registration. Costs to create and host website estimated at \$155/month x 12 months = <i>\$1,860 yearly total match contribution.</i>	1,860	1,860	1,860	5,580
k. Background Checks: I-SS will support costs to run background checks for parent and community volunteers participating in school-based or afterschool programs. Cost of \$25/check x average of 15 background checks per school x 15 schools = <i>\$5,625 yearly total match contribution .</i>	5,625	5,625	5,625	16,875
<i>Subtotal Supplies</i>	157,589	129,218	129,150	415,957
6. CONTRACTUAL				
a. Professional Development: Costs of consultants to provide two days of professional development opportunities for PE teachers in addition to district's current three days per year. Calculated at \$1,838/day X 2 days/year.	3,676	3,676	3,676	11,028
b-1. Lowes YMCA Programming for In-School Interactive Health Program (middle schools): Costs to provide a series of Wellness-Fitness classes (such as Zumba, Circuit Training, Boot Camp, BodyPump, Strength Building) and nutrition classes for our Interactive Health Program. Calculated at \$50/hour x 2 hours/visit x 3 visits/month x 10 months/year x 4 middle schools.	12,000	12,000	12,000	36,000

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
b-2. Lowes YMCA Programming for Afterschool Interactive Health Program (middle schools): Costs to provide a series of Wellness-Fitness classes (such as Zumba, Circuit Training, Boot Camp, BodyPump, Strength Building) and nutrition classes for our Interactive Health Program. Calculated at \$50/hour x 2 hours/visit x 3 visits/month x 10 months/year x 4 middle schools.	12,000	12,000	12,000	36,000
c-1. Lowes YMCA Facilities for In-School Interactive Health Program (middle schools): As an in-kind donation for matching purposes, the YMCA has agreed to provide the cost of facility rentals for our Interactive Health Program including usage of their facilities which include classrooms, gymnasium, and indoor pools at three visits per month. Estimated at a cost of \$100/hour x 2 hours/visit x 3 visits/month x 9 months/year = \$5,400 yearly total match contribution.	5,400	5,400	5,400	16,200
c-2. Lowes YMCA Facilities for Afterschool Interactive Health Program (middle schools): Costs to provide facility space for our Interactive Health Program including classrooms, gymnasium, and indoor pools at three visits per month. Estimated at a cost of \$100/hour x 2 hours/visit x 3 visits/month x 9 months/year = \$5,400 yearly total.	5,400	5,400	5,400	16,200

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
d-1. Statesville YMCA Programming for In-School Interactive Health Program (middle schools): Cost to provide a series of 8 swim lessons at \$50/series x 10 students/class x 5 middle schools = \$2,500/year; plus 1 water safety course at \$10/student x 20 students/class x 5 middle schools = \$1,000/year; and 1 Wellness-Fitness class (such as Zumba, Circuit Training, Boot Camp, BodyPump, Strength Building) at \$10/student x 10 students/class x 3 visits/month x 10 months/year x 5 middle schools = \$15,000. Total cost of \$18,500/year. 50% of costs provided as an in-kind match by the YMCA at \$9,250/year as shown in line d-2 below.	9,250	9,250	9,250	27,750
d-2: Statesville YMCA Programming for In-School Interactive Health Program (middle schools): Calculated at 50% of total costs at \$18,500/year x .50 = <i>\$9,250 in yearly total matching contribution.</i>	9,250	9,250	9,250	27,250
e-1. Statesville YMCA Programming for Afterschool Interactive Health Program (elementary and middle schools): Cost to provide a series of 8 swim lessons at \$50/series x 10 students/class x 11 schools = \$5,500/year; plus 1 water safety course at \$10/student x 20 students/class x 11 schools = \$2,200/year; and 1 Wellness-Fitness class (such as Zumba, Circuit Training, Boot Camp, BodyPump, Strength Building) at \$10/student x 10 students/class x 3 visits/month x 10 months/year x 11 schools = \$33,000. Total cost of \$40,700/year. 50% of costs provided as an in-kind match by the YMCA at \$20,350/year as shown in line e-2 below.	20,350	20,350	20,350	61,050

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
e-2. Statesville YMCA Programming for Afterschool Interactive Health Program (elementary and middle schools): Calculated at 50% of total costs at \$40,700/year x .50 = \$20,350 in yearly total matching contribution.	20,350	20,350	20,350	61,050
f. Boys and Girls Club Facilities: As an in-kind donation for matching purposes, the Boys and Girls Club of the Piedmont has agreed to provide the cost of facility rentals I-SS students attending the clubs afterschool program and participating in our afterschool Interactive Health Program including use of their gymnasium and classroom space estimated at a cost of \$40/hour x 2 hours/visit x 3 visits/week x 38 weeks/year = \$9,120 yearly total match contribution .	9,120	9,120	9,120	27,360
g. Evidence-based Program Guidance: To ensure the expansion and improvement of our comprehensive physical education program which addresses the physical fitness and nutrition of our students, experts will provide program guidance and offer best practices to augment district knowledge and skills needed for effective PEP program practices, relevant to: (1) preparing students for lifelong fitness; (2) improving partnerships with community organizations, (3) developing strategies for parent outreach, education, and participation; (4) fostering effective implementation of our grant program, and (5) sustainability planning to build school district capacity and embed program components at each school. Resources, expert facilitation and guidance, and related material costs estimated at \$1,995 per school X 9 middle schools and 6 elementary schools.	29,925	29,925	29,925	89,775

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
<p>h. Program Evaluation: Chosen through a bid process following district procedures and EDGAR regulations, The Evaluation Group is a highly qualified external evaluator with prior experience assessing Department of Education grant programs. Through formative and summative evaluation, TEG will assess the link between <i>FITNESS</i> and its effects on students and their families, teachers, and our schools by developing data collection strategies, tailoring evaluation instruments to match project activities, conducting pre/post surveys, conducting site visits, reporting on required GPRA measures and program objectives, and assisting with the APR. This will be necessary to achieve the goals of our project, monitor progress, embed proven strategies into our district culture, and inform program replication in other settings. Based on similar evaluation projects within our district, we estimate \$375 per month x 12 months at each of our participating 9 middle schools and 6 elementary schools, including costs of personnel (Ph.D. evaluator, Master's level data analyst), supplies, materials, technology, software applications, and assessment protocols.</p>	67,500	67,500	67,500	202,500
Subtotal Contractual	160,101	160,101	160,101	480,303
Total Direct Costs	735,649	735,581	735,513	2,206,743
<p>INDIRECT COSTS: Federally approved restricted indirect cost rate for Iredell-Statesville Schools is 2.073%. Note: Rate Confirmation Letter for Iredell-Statesville Schools is included in Appendix G.</p>	14,267	14,265	14,264	42,796
PROGRAM TOTAL	749,916	749,846	749,777	2,249,539
PROGRAM MATCH TOTAL	(b)(4)			

Iredell-Statesville Schools
FITNESS Budget Narrative

	Year 1	Year 2	Year 3	Total
The district superintendent and project staff will follow all established procedures for the procurement of services in adherence with Iredell-Statesville Schools' current board policies. These procedures, which fall under the jurisdiction of the NC DHHS Office of Procurement and Contract Services, shall provide for the consistent and complete accountabilities of all grant funds in compliance with 34 CFR Parts 74040-74048 and Part 80.36.				

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

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

Name of Institution/Organization

Iredell-Statesville Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	265,702.00	290,565.00	290,565.00			846,832.00
2. Fringe Benefits	84,095.00	89,535.00	89,535.00			263,165.00
3. Travel	68,162.00	66,162.00	66,162.00			200,486.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	157,589.00	129,218.00	129,150.00			415,957.00
6. Contractual	160,101.00	160,101.00	160,101.00			480,303.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	735,649.00	735,581.00	735,513.00			2,206,743.00
10. Indirect Costs*	14,267.00	14,265.00	14,264.00			42,796.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	749,916.00	749,846.00	749,777.00			2,249,539.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): North Carolina Department of Public Instruction

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Linda		Rogers	

Address:

Street1:	410 Garfield Street
Street2:	
City:	Statesville
County:	
State:	NC: North Carolina
Zip Code:	28677
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
704-832-2550	

Email Address:

lwrogers@iss.k12.nc.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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