

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 # S215F130255

Grants.gov Tracking#: GRANT11379322

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/12/2013"/>	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="Brevard Public Schools"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="59-6000522"/>	* c. Organizational DUNS: <input type="text" value="3646228860000"/>

d. Address:

* Street1: <input type="text" value="2700 Judge Fran Jamieson Way"/>
Street2: <input type="text"/>
* City: <input type="text" value="Viera"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="FL: Florida"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="32940-6601"/>

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"/>	* First Name: <input type="text" value="Robin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Ward"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="District Grant Administrator"/>	
Organizational Affiliation: <input type="text"/>	
* Telephone Number: <input type="text" value="321 633 1000"/>	Fax Number: <input type="text" value="321 633 3447"/>
* Email: <input type="text" value="ward.robin@brevardschools.org"/>	

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

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

13. Competition Identification Number:

84-215F2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Brevard Public Schools Nutrition Sustained Health And Physical Education ~ N'SHAPE Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Robin Ward	* TITLE Superintendent
* APPLICANT ORGANIZATION Brevard Public Schools	* DATE SUBMITTED 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:

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

PR/Award # S215F130255

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.

BPS PEP Final GEPA 4_12_13.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Action (GEPA) Section 427

Brevard Public Schools, Florida

Gender, Race, National Origin and/or Color Barriers

The proposed Carol M. White Physical Education Program (N'SHAPE Project) design will not impede equitable access or participation by gender, race, national origin, and color.

School Board Non-Discriminatory Policy

It is the policy of the School Board of Brevard County to offer the opportunity to all **students** to participate in appropriate programs and activities without regard to race, color, gender, religion, national origin, disability, marital status, or age, except as otherwise provided by Federal law or by Florida state law.

It is the policy of the School Board of Brevard County not to discriminate against **employees** or **applicants** for employment on the basis of race, color, religion, sex, national origin, participation and membership in professional or political organizations, marital status, age, or disability. Sexual harassment is a form of employee misconduct, which undermines the integrity of the employment relationship, and is prohibited. This policy shall apply to recruitment, employment, transfers, compensation, and other terms and conditions of employment.

A **student or employee** having a grievance concerning discrimination may contact Dr. Brian T. Binggeli, Superintendent, Brevard Public Schools or Mrs. Cindy Van Meter Associate Superintendent, Division of Curriculum, and Instruction **Equity Coordinator**.

Age Barriers

The project's comprehensive plan proposes services to students in K through 8th grade in 12 proposed schools. Delivery of research-based activities, curriculum, projects, and services

will be age and developmentally selected and implemented. Students receive curriculum designed for their identified need, age and developmental level. Therefore, it is not anticipated the project will impede equitable access or participation by the age of the student. Further the Project Director will ensure that curriculum and programmatic materials are age and developmental appropriate for selected target populations.

Disability Barriers

Students with disabilities will have equal access to all programs with special provisions and/or adaptations made to programmatic materials depending upon the nature, type, and multiplicity of disabilities presented in any single or among any group of students. The Physical Education Coordinating Teachers will work closely with ESE teachers, special education teachers, and/or any school staff to address and identify required adaptations and accommodations for these students. Accommodations may include but are not limited to the following:

- Interpreters for hearing impaired
- Translated parental involvement materials
- Braille or video recording for the visually impaired
- Hearing impaired
- Developmentally appropriate curricula and materials for children with mental handicaps
- Supportive classroom environments and structure (e.g. shorter classroom periods, frequent breaks, etc.).

Publications or portions of publications can be made available to persons with disabilities in a variety of formats including large print, Braille or audio-taped through the Exceptional Education Department.

Other Barriers: Language/Literacy Barriers

Brevard Public Schools provides routine assistance to students and families with language and/or literacy barriers by providing translated materials, interpreters, and assistance with reading. To overcome barriers, the project director will interface with the ESOL Language Resource Teacher for assistance with translating materials and instruction, with the ESE Resource Teacher for assisting students, and parents with literacy problems.

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		
<input style="width: 100%;" type="text" value="Brevard Public Schools"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Brian"/>	Middle Name: <input style="width: 150px;" type="text" value="T."/>
* Last Name: <input style="width: 300px;" type="text" value="Binggoli"/>	Suffix: <input style="width: 100px;" type="text" value="Ed.D."/>	
* Title: <input style="width: 250px;" type="text" value="Superintendent"/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="Robin Ward"/>		* DATE: <input style="width: 150px;" 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:

Carol M. White Physical Education Program Abstract

Through this project Brevard Public Schools (BPS) will focus on Nutrition Sustained Health And Physical Education (N'SHAPE). Project N'SHAPE is the catalyst to take the district to new levels of nutrition and physical education. BPS is committed to implementing a project to bring change and improvement to the physical education program. The goals and objectives target critical areas of need for improvement at the 12 targeted schools and will serve to provide results that can be replicated at schools across the district. The project is grounded in the following five goals and 12 corresponding objectives:

Goal 1: To increase the percent of students engaged in 60 minutes of daily physical activity.

Goal 2: To increase the percentage of students meeting the standard of a healthy fitness zone.

Goal 3: To increase student and family knowledge of healthy nutritional choices.

Goal 4: To achieve high levels of students reporting physical activities and nutritional requirements while maintaining fiscal integrity.

Goal 5: To develop, expand, and improve the district's health and physical education programs.

Central to the N'SHAPE program are four core areas of Nutrition Education, Fitness Assessment, Technology Integration, and Professional Development. The N'SHAPE project personnel together with the external partners will provide program support, equipment, and professional development to 12 targeted schools identified on the basis of demonstrated need and eligibility. A carefully analysis of programs, facilities, leadership, and geographic location for all schools in the district was conducted. Through this process three middle (grades 7 and 8) and their seven elementary (grades K-6) feeder schools were selected for participation in the project.

Two additional elementary schools were selected as model schools for project replication as follows:

N'SHAPE Schools			
Middle and Feeder Elementary Schools	Competitive Preference Priority 1, Invitational Priority 2 Designation	Student Pop.	FRPL %*
McNair Magnet		557	44.34
Endeavour ES	Title I, Focus School	856	95.56
Golfview ES	Title I	650	80.77
Central Middle		1,239	52.7
University Park ES	Title I, Prevent School	652	84.82
Jupiter ES	Title I	868	75.12
Meadowlane ES		891	38.50
Southwest Middle		985	62.03
Westside ES	Title I	768	60.29
Sunrise ES	Title I	764	56.54
N'SHAPE MODEL SCHOOLS			
Model Schools	Competitive Preference Priority 1, Invitational Priority 2 Designation	Student Pop.	FRPL %*
Fairglen ES	Title I	699	70.39
Port Malabar ES	Title I	733	66.71
Total proposed students to be served through the grant		9,662	
*Data Source: FLDOE Survey 2 data March 2013 and FLDOE School Accountability Reports			

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BREVARD PUBLIC SCHOOLS CAROL M. WHITE PHYSICAL EDUCATION PROGRAM

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I. Need For The Project

(I.A) Gaps/Weaknesses in services, infrastructure, or opportunities addressed in the project

Brevard County is located on the east coast of Florida, halfway between Jacksonville and Miami. It is 73 miles long, 20 miles wide, and bordered by the Atlantic Ocean on the east and the St. Johns River on the west. Guided by its strategic physical education **mission and vision**, Brevard Public Schools (BPS) seeks to *"actively educate all students to attain lifelong personal wellness and exceptional health thereby empowering students to make healthy choices."* BPS serves more than 72,000 students making it the 10th largest of 67 school districts in Florida and the 47th largest district in the United States.

Through this project Brevard will focus on Nutrition, Sustained Health And Physical Education (N'SHAPE). Central to the N'SHAPE project are four core areas of Nutrition Education, Fitness Assessment, Technology Integration, and Professional Development which align with the program absolute priority, competitive preference priorities one and two, and the invitational priorities one and two (See appendix A, pages 1-8 for the complete project design logic evaluation model). The N'SHAPE project together with the external partners (See appendix B, pages 9-15 for N'SHAPE partner agreements complying with competitive preference priority two) will provide nutrition and physical education program support, curricular instructional enhancement, fitness equipment, technology integration, and professional development to 12 schools identified on the basis of demonstrated need. A careful analysis of programs, facilities, leadership, feeder chains and geographic location for all schools in the district was conducted by a team of experts to select the schools. Through this process three middle (grades 7 and 8) and seven elementary (grades K-6) schools were selected for participation. Two additional

elementary schools (grades K-6) were selected as model schools for replication and demonstration as follows:

N'SHAPE Schools			
Middle and Feeder Elementary Schools	Competitive Preference Priority 1, Invitational Priority 2 Designation	Student Pop.	FRPL %*
McNair Magnet		557	44.34
Endeavour ES	Title I, Focus School	856	95.56
Golfview ES	Title I	650	80.77
Central Middle		1,239	52.7
University Park ES	Title I, Prevent School	652	84.82
Jupiter ES	Title I	868	75.12
Meadowlane ES		891	38.50
Southwest Middle		985	62.03
Westside ES	Title I	768	60.29
Sunrise ES	Title I	764	56.54
N'SHAPE MODEL SCHOOLS			
Model Schools	Competitive Preference Priority 1, Invitational Priority 2 Designation	Student Pop.	FRPL %*
Fairglen ES	Title I	699	70.39
Port Malabar ES	Title I	733	66.71
Total proposed students to be served through the grant		9,662	
*Data Source: FLDOE Survey 2 data March 2013 and FLDOE School Accountability Reports			

BPS requires each school to submit a Coordinated School Health Plan (CSHP) every year (Supports requirement #3-Linkage with Local Wellness Policy). One aspect of the CSHP is the School Health Index (SHI) from the Centers for Disease Control. Data from the 2012-2013 CSHP was also used to select the three middle schools and seven feeder elementary schools. These schools indicated the greatest need for professional development, curriculum support, and family and community involvement. Two additional schools with strong expertise in curriculum development and willingness to provide support to colleagues were selected for inclusion in the grant as model schools. Thirty-three percent of schools chosen to participate self reported achieving 61 to 80 percent or lower in Module 2 of the School Health Index for Health Education. The following modified SHI scorecard reveals the CSHP and SHI weaknesses results for selected schools:

Targeted Schools Perceived weakness as indicated through CSHP and SHI								
Schools	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8
Endeavour				X				X
Westside							X	
Fairglen	X			X				
University Park		X					X	X
Jupiter	X	X			X			X
Golfview		X					X	
McNair Magnet		X						
Southwest					X			X
Central		X	X	X		X	X	X

Module Descriptions:

Module 1- School Health/Safety Policies/ - Module 2- Health Education - Module 3- PE & other physical activity programs - Module 4- Nutrition Services - Module 5- Health Services - Module 6- Counseling/ Psychological Services - Module 7- Health Promotion for Staff - Module 8- Family & Community Involvement

Additionally, the individual school CSHP narratives detailed specific needs for improvement. Endeavor Elementary specifically indicated a need to “create meaningful parent involvement nights that families will want to attend.” WestSide Elementary indicated they conduct a family fitness night, but it does not address the inclusion of nutrition. Fairglen Elementary School indicated a weakness in Nutrition Services. University Park Elementary school showed weakness in three modules on their SHI. Within the narrative of their CSHP they indicated a goal to increase instruction in health education and physical activity with the inclusion of an additional 30 minutes each day designated for that purpose. Sunrise Elementary did not indicate specific weaknesses through their SHI scorecard, however there were some specific areas of improvement noted through the narrative of their CSHP. The narrative spoke to the issue of availability of physical activity equipment outside of physical education class. One of the goals listed on their School Health Improvement Plan from the CSHP was to encourage greater participation in physical activity time both classroom directed and through school-aged child care after school. Jupiter Elementary had indicated four areas of weakness through the SHI in their CSHP. Their narrative discusses that “support of parents and the community is essential to the success of the school health and safety program. “ The administration and staff at Jupiter recognize the need to align with specific community partners, including parents, to increase the impact of their health and physical education program on students and families. While

Meadowlane Intermediate did not show a significant weakness through the overall SHI scorecard, their CSHP narrative indicated weakness in the collaboration between Food Services staff and teachers. Another area in need of improvement identified through Meadowlane's narrative of the CSHP was "ways to increase community involvement in health/nutrition programs" and dissemination of information to parents and families. Golfview Elementary indicated Health Education as an area of weakness in their SHI scorecard. Two of their goals are; to introduce students to different healthy food items as a means to improve nutrition and include parents in identifying and supporting healthy eating habits.

All Middle Schools chosen to participate in N'SHAPE indicated areas of weakness. McNair and Central Middle Schools indicated weakness in Health Education. These identified needs are the foundation of the N'SHAPE project design providing the schools, physical education teachers, and classroom teachers with technology that will meet their needs while facilitating nutrition instruction (as part of health education) and physical education. Currently, physical education teachers lack access to mobile technology for program integration. Utilizing specifically chosen applications to increase student exposure to text and information about nutrition and physical education is going to have a positive impact on student learning. Teachers will utilize the I Pads and Apple TV to give direct instruction, create performance tasks and have students create products based on health and physical education standards as well as embedded ELA common core standards. Additionally, physical education teachers lack the ability to efficiently, accurately, and effectively record fitness assessment. The implementation of FitStats software will allow teachers and students to input fitness and skills assessment data, track student progress and create reports to indicate areas of weakness or needs for improvement. The professional development that teachers will receive is going to directly impact our district

middle school curriculum. Teachers at the participating schools will work together on the development of a new Middle School Physical Education curriculum that includes increased instruction in nutrition education, addresses state health and physical education standards and inclusion of the common core standards aligned to each Middle School PE course. Both Southwest and Central Middle Schools indicated 'Family and Community Involvement' as an area in need of improvement. N'SHAPE partners University of Florida Extension Office will be going into those schools once a month for nutrition education lessons. Our partners at the Florida Department of Health, Brevard County will work closely with the project manager to exchange information and organize guest presenters for the Fitness And Nutrition (FAN) events. The project manager will also work closely with each school to assist them in reaching out to local community members for participation in FAN events. The FAN events will also provide the opportunity for parents to partner with their children in the Commit2Bfit challenge. Parents who attend the workshop will learn how to use the journal and other strategies to become a positive role model for their families to lead a healthy lifestyle.

By identifying middle and elementary school feeder chains N'SHAPE will create a K-8 continuum designed to increase the knowledge base that students will have when they reach high school and must pass the required high school course Health Opportunities through Physical Education (HOPE). Increasing the knowledge base that students enter the secondary level with allows teachers of HOPE to provide more rigorous instruction because students will come into that program with an already increased depth of understanding of health education concepts.

There are clear and evident needs represented as gaps/weaknesses in services, infrastructure, and opportunities. These needs have been identified by district personnel and

individual school CSHP and SHI reporting. The N'SHAPE project is design to address these needs and improve the district's nutrition and physical education programs.

II. Significance

(II.A) Project will result in system change and improvement

Project N'SHAPE is the catalyst to take the district to new levels of nutrition and physical education. Brevard Public Schools is committed to implementing a project that would bring improvement in both curriculum and instruction (see appendix C, page 16 for signed program specific assurances). The goals and objectives target critical areas of need at the 12 selected schools and will serve to provide results that can be replicated at schools across the district. The project is grounded in the following five goals:

- 1- To increase the percent of students engaged in 60 minutes of daily physical activity.
- 2- To increase the percent of students earning scores on Fitnessgram assessments that fall in the healthy fitness zone in at least five out of the six components.
- 3- To increase student and family knowledge of healthy nutritional choices
- 4- To achieve high levels of students reporting physical activity and nutritional requirements while maintaining fiscal integrity
- 5- To expand and improve the district's nutrition and physical education program

These overarching goals have embedded targeted professional development and resources to deliver system wide change. The physical education teachers at the 12 selected schools are among the top in our district, the state of Florida and one has earned national recognition for physical education teacher of excellence (NASPE STARS winner). They are leaders among their peers and possess deep passion for physical education that can only serve to strengthen this project. Their knowledge of best practices, creative lesson planning, curriculum

writing experience and assessment expertise will be shared with schools across the district to improve nutrition and physical education programs. The teacher leaders and district personnel involved in the grant will be able to facilitate professional development for years to come based on their growth and experience from N'SHAPE. Teachers, school administration, and strong district leadership will be the driving force behind implementing N'SHAPE leading to marked improvements in nutrition and physical education programs throughout Brevard County.

Along with professional development, each school will be implementing new forms of technology into their programs. Currently, physical education teachers do not have access to mobile technology that supports instructional delivery of physical or nutrition education. The professional development provided by Advanced Fitness Design (FitStats software) and Apple combined with teacher collaboration will catapult our students to new levels of understanding in physical education. Students will be able to experience physical education content in a dynamic interactive way enhancing 21st century skills. Teachers will use technology to help students reach Next Generation Sunshine State Standards and benchmarks for physical education and nutrition. The mobile technology will also allow teachers to easily access information that will assist in meeting Common Core English Language Arts and Math standards. The incorporation of Common Core State Standards is relatively new for physical education teachers in Florida and N'SHAPE will give them the resources needed to successfully implement lessons addressing those standards. Integrating technology with effective teaching strategies, the ability to track student fitness progress and the alignment of curriculum to Common Core Standards will be an incredible improvement for all physical education programs.

N'SHAPE will also make major and much needed improvements in student fitness assessment and data collection. Schools currently do not have fitness assessment equipment for

quick and accurate measurement of student's fitness levels or access to a data tracking/management system to help each student reach the healthy fitness zone in at least five of six components. The information system utilized now only holds student data for the current school term at their current school. In the event a student transfers within the district the fitness information does not transfer with them. Implementing the FitStats software, which is designed to track student progress, will lead to substantial improvements in scores. Fitstats has the capabilities to provide customized fitness data collection and varied reporting tools. Teachers can modify student information should a change in class or schools occur. The data stays with the students as they progress through their schooling in Brevard County. Teachers at the Middle School level will be able access the fitness scores for incoming students and plan their units and lesson based on existing data. Systemic improvements to implementing fitness assessment combined with the data tracking system will assist in meeting project goals and better physically educate students.

One of the final improvements leading to systemic change through the N'SHAPE project is the creation of a Fitness And Nutrition (FAN) event at each school. Coordinating efforts with strategic community partners and the creation of successful, educational events will serve as a model for other schools. Many schools throughout the district reported through their CSHP a weakness in Family and Community Involvement. Each of the twelve schools participation in the N'SHAPE project will work with community, district, and school resources to implement an event that will educate families on the importance of good health through physical activity and proper nutritional choices. We are confident that through the N'SHAPE FAN events will create exemplary models which can be used in schools throughout Brevard County.

III. Quality Of The Project Design

(III.A) Building capacity results beyond the period of Federal financial assistance

The N'SHAPE project is focused on four core areas: Nutrition Education, Fitness Assessment, Technology Integration and Professional Development. These four core areas are the foundation for building capacity and results beyond the grant period. Each core area has specific activities aligned with the project goals and objectives (see appendix A, pages 1-8 for complete project design logic model). Project milestones will be documented and shared across the district to improve the quality of nutrition and physical education programs outside the 12 participating schools. Teachers and schools chosen to participate will be able to sustain the improvements to their programs beyond the grant because of the extensive professional development, effective community partnerships established, and support provided by district content specialists. After each professional development training, teachers will be required to complete a follow up exercise and demonstrate through unit/lesson planning as well as reflective writings describing the impact the training will have on their program. Requiring follow up and reflection will assist in teachers internalizing the new information and allow them to contemplate appropriate implementation and lessons shortly thereafter. The district curriculum support specialist for physical education will visit each school to follow up with discussion and peer observation of lessons developed through N'SHAPE in the core areas. Model lessons can be archived and shared on the district physical education share point site.

Teachers will also be encouraged to maintain community partnerships beyond the life of the grant. The clearly stated roles and responsibilities from N'SHAPE will help both schools and community partners maintain a positive working relationship transcending beyond the funding period.

The inclusion of new data tracking software will sustain itself beyond the period of federal assistance as well. The ability to input and track fitness assessment data will establish a mentality for students that physical fitness is an ongoing process. This system will allow for continuity of instruction from grade level to grade level. The tracking progress will function as a motivator for students to continue to strive to reach their healthy fitness zones as they develop and requirements change. The N'SHAPE project will validate the effectiveness a fitness tracking system will have on physical education programs for modeling and replication in every school throughout Brevard County.

(III.B) Project design reflects up-to-date knowledge from research and effective practice

The four core areas are comprehensive and reflect up-to-date research and effective practice as follows:

Core Area One: Nutrition education is at the heart of the N'SHAPE project. Everyday students are bombarded by various advertisements and messages about food. As educators we need to make sure students are equip to combat the negative influences by understanding the importance of making healthy nutrition decisions. As acknowledged in 2008 by the New York State Department of Health, classroom settings provide opportunities for changing food and dietary practices, incorporating healthful eating, and offering avenues for reaching parents to encourage the same beneficial changes at home. Recognizing the impact schools have on nutrition it is important to infuse nutrition education into the educational program so students can learn, understand, and make healthy choices. Nutrition education will also he supported by joining with strategic external partners to maximize the impact of the N'SHAPE project. The University of Florida Extension Office will conduct nutrition education lessons with all participating schools once every month and will provide nutrition education professional

development for teachers. The N'SHAPE project director will work closely with the staff from Food Services to collect data and enhance the dining experience for students including aspects of nutrition education carried over to the real world setting of a school cafeteria. Partnership with HealthTeacher.com will provide online nutrition education lessons for all teachers to access, increasing student understanding of nutrition education concepts. Commit2BFit will provide each student with a daily planner that will enhance the nutrition education being taught. Students will track eating habits, set goals, self-monitor, and assess their own nutrition levels. Teachers can utilize the journals as a method for incorporating informational texts to meet both Next Generation Sunshine State Standards for Health and Common Core Literacy Standards. The FitStats software can also assist in tracking student intake of fruits and vegetables to provide a statistical analysis on the success of the program. Perhaps the greatest partner in the realm of nutrition is going to be parents/guardians and families. As a way to involve parents and families each school will conduct a family Fitness And Nutrition (FAN) event. These events will bring parents, school staff, and community members together to focus on increasing physical activity and the importance of making healthy food choices.

Core Area Two: Fitness assessment is vital to assisting students with setting goals, tracking, and monitoring progress toward improvement. According to Marzano (2007), goals, progress, and success have a straightforward relationship. The district currently does not have an electronic method for fitness data collection. Tracking student's fitness scores from year-to-year or even school to school within the district is simply not possible. Implementation of the FitStats software system will allow teachers the ability to track student results and provide a view of fitness test scores over time. Tracking and monitoring student's fitness scores will assist with goal setting, providing feedback to students and parents, and will document the assessments

being administered. The FitStats reporting functions will allow teachers to analyze data and create custom reports to help in developing meaningful lessons that enhance student fitness. Teachers can identify student's strengths and areas of weaknesses to help maintain or improve necessary areas.

Current methods of fitness assessment and data collection are antiquated and results once captured must be entered into a stand-alone program that only teachers have access to. This is a very time consuming process that takes away from lessons planning and instructional time. FitStats software allows for both teachers and students to input data. Once fitness assessments are completed, the teachers can unlock the input function in FitStats and students can log into the program on the iPads and input their own scores quickly and efficiently. This would save teachers hours of time and allow for greater use of the data analysis tools to modify instruction based on areas of weakness. Gopher Sport is the sole proprietor/developer for equipment that makes the actual administration of fitness assessment accurate, easy, safe, and fun for students. The equipment would assist with providing visual and written explanations of proper form for each fitness assessment area, electronic push-ups testers, curl up mats, cones, sit and reach testers and a cart for storage. As part of our data collection around student's daily physical activity, each school will receive two class sets of FitStep-Plus Pedometers from Gopher. These pedometers not only display accurate step count but, time in MVPA (moderate to vigorous physical activity) activity time and calibrate steps per minute. These pedometers are essential to data collection and will also motivate students to be more active. All fitness data including Pedometer readings can be input in the FitStats software for analysis. Fitness assessments and activities will help enhance the teaching of the Next Generation Sunshine State Standards for Physical Education.

Core Area Three: Technology Integration is at the forefront of education. Classroom teachers are integrating various forms of technology to enhance instruction. However, traditionally physical education teachers have had very limited access to technology. The possibilities for technology integration in physical education are limitless and access is vital to assisting physical education teachers with differentiating instruction. Teachers can use picture and video applications for self, peer, and teacher driven assessments. Direct instruction can be given through the use of electronic whiteboards or mobile devices. In the state of Florida, Common Core State Standards (CCSS) are embedded in physical education courses by the Florida Department of Education. Physical education teachers can use various forms to technology to teach to those standards. Teachers will be able to access texts of varying complexity and types including pictures and written text. Students would be able to perform math tasks and solve math problems easily using electronic mobile devices during physical education class time. Through the purchase of iPads and Apple TV, teachers will integrate technology into their physical education programs. The Apple TV would act as an interactive whiteboard with the ability to wirelessly receive information directly from the students via an iPad. Teachers will have the ability to create videos of the activities they will be teaching in class, and then show the video on the Apple TV. They can assist students who are struggling with a particular skill by having a video or picture to enhance understanding. Through the purchase of iTunes cards teacher will be able to download specific fitness and nutrition applications and music for individual or physical education station activities. In addition to applications, videos, and music, teachers can take pictures of students performing skills and analyze them for deeper meaning. Teachers will be able to use programs such as FaceTime or Skype for guest speakers and field experiences. Physical education teachers efficiency will

increase as they can use the iPad to take attendance, enter grades, interface with FitStats and access student information including parent contact information.

Core Area Four: Professional Development for Teachers participating in the N'SHAPE project will be extensive. In year one, the majority of professional development will focus on nutrition education. Experts from the University of Florida Extension office will work with teachers to enhance existing lessons and help with ideas for creating new lessons that focus on nutrition. N'SHAPE partner Elly Zanin, co-founder of Commit2BFit will also conduct professional development sessions focusing on the use of the Commit2BFit planners to support student and family engagement in fitness and nutrition. Random student journal entries will be reviewed and shared for verification of successful implementation. Gopher Sport will conduct professional development for the nutrition games and activities that will be purchased through their company. Representatives from Gopher will instruct our teachers on the rules, skills, and safety aspects for each game. Teachers will have the opportunity to participate in each game to enrich the experience. The representative from HealthTeacher.com, Kellie Flannery, will conduct professional development with not only physical education teachers but entire school faculties on the use of nutrition and health lessons from HealthTeacher.com.

In year two, the professional development will revolve around technology integration. Apple Computers will conduct various professional development sessions throughout the year on the function and integration of Apple TV and iPads in the physical education program. Apple professional development trainers will instruct teachers on how to use the devices and the embedded functions. Separate time will be given to explore the many applications that could be used to meet state standards. Apple representatives will also visit each teacher for one-to-one training with their Apple TV and iPads. Karen Karsh from Advanced Fitness Designs will

conduct professional development for teachers on the functions and uses of FitStats software. Teachers will learn the various components of the program, customizable features and the reporting functions that can all be used to enhance instruction. The N'SHAPE project director and evaluator will meet with participating teachers at least twice in years two and three to allow for discussion of technology integration, implementation, and sharing of best practices. Project partners from the University of Florida extension office and Commit2BFit will continue providing professional development and support for teachers as they continue increasing nutrition education in their schools.

In year three, professional development will focus on implementing new fitness assessment equipment and the implementing the new electronic data collection system FitStats. The professional development will revolve around utilizing new equipment specifically designed for fitness testing. Gopher Sport will assist teachers with the use of equipment to safely and effectively to conduct fitness assessments. The Brevard Public Schools Educational Technology Department along with Advanced Fitness Designs will assist teachers in continuing to learn the operations of FitStats. Teachers will continue learning how to input data, perform system updates, and run custom reports for parents, students and themselves. Apple Computers will continue to provide professional development and support for teachers with their second year using Apple TV and iPads. The University of Florida Extension Office and Commit2BFit will also maintain their presence in schools and provide support for teachers in the final year of the grant.

Teachers participating in the grant will receive membership for three years to state and national professional organizations for physical education and health (AAHPERD and FAHPERDS). Teachers will have the opportunity to attend the Florida Alliance for Health

Physical Education Recreation Dance and Sport (FAHPREDS) conference for all three years. Participating teachers will have the opportunity to attend at least one American Alliance for Health Physical Education Recreation and Dance (AHPERD) national conference during the three year period of the grant.

(III.C) Project represents an exceptional approach meeting statutory purposes and requirements

All of the goals and objectives for the N'SHAPE project are designed to assist teachers in meeting Next Generation Sunshine State Standards for Physical Education and Health (specifically nutrition). The integration of technology represents an exceptional approach to meeting not only Next Generation Sunshine State Standards, but Common Core English Language Arts and Math standards as well. Infusion of mobile technology has been typically reserved for the classroom. N'SHAPE will serve to break down this barrier and create a unique learning environment that integrates technology with activity to meet learning benchmarks. The first goal of N'SHAPE matches perfectly with the federal initiative for "Let's Move!" Both seek to increase the amount of students engaged in 60 minutes of daily physical activity. Through the use of pedometers, student planners, FitStats, and supplemental physical education resource carts students at all participating schools will plan to meet that goal for 60 minutes of daily physical activity. The inclusion of the physical education resource carts with supplies, equipment and activity ideas for school staff aligns itself with the second mission of 'Let's Move' which is creating "Active Schools". The carts will provide a variety of opportunities for schools to add more physical activity into the school day, including recess, and classroom teacher directed and supplemental physical education. The state of Florida requires students in Elementary schools to receive 150 minutes per week of physical education instruction. On the days where students participate in art, music or media/library, the classroom teacher is responsible for instruction in

supplemental physical education to meet the state requirement. Teachers can use that time for instruction in both physical activity and/or nutrition education. School staff can utilize the supplemental PE cart, excer-gaming equipment and our strategic partners to enhance instruction outside of physical education class. Guest speakers from University of Florida Extension Office or The Florida Department of Health, Brevard County will be scheduled to provide direct instruction to students on topics directly related to physical activity, fitness, and nutrition. The collaborative effort from physical education teachers, classroom teachers and community partners through N'SHAPE will enhance the effectiveness of instruction to meet state, federal, and local statutes.

IV. Adequacy of Resources

(IV.A) Project costs are reasonable in relation to the number of students and teachers served

Project N'SHAPE will serve over 9,662 students in grades K-8 at 12 school sites involving 22 physical education teachers. The project costs are reasonable in relation to these numbers as this represents total program cost of \$58.04 per student for year one, \$28.87 per student for year two, and \$28.28 per student for year three. The project costs were determined using experience the district acquired in successfully administering a former Carol M. White grant. As in the previous cycle the project focus is on program support, curriculum materials, and professional development. Great care was taken to keep administrative costs at a minimum by limiting the personnel hired through the grant. As in the previous grant and as shown on the budget narrative a part-time accounting clerk will be hired to assist the project director whose salary will be covered on local funds. This proved to be an effective strategy in administering the grant and sustaining beyond the funding cycle. Even though the former grant ended several years ago many aspects of the grant are still in place due to the efficiency of the district to invest

in the program. This strategy will prove to assist the district in maintaining the adequacy of resources for the N'SHAPE project.

V. Quality Of The Management Plan

(V.A) Management plan is aligned to achieve the objectives of the project

The management plan will support the goals and objectives of the project implementation with fidelity. N'SHAPE project management is organized into six areas of specific areas of project support:

1) Oversight from the School Board and Superintendent: **Oversight support provided by the School Board Members and the Superintendent** –Dr. Bingeli has 32 years of educational experience and is committed to the successful oversight of this project. His qualifications and experience are included in appendix D, page 17. **Shared Responsibilities**: The school board members and the superintendent will be responsible for providing governance, ensuring compliance with federal regulations, and monitoring key personnel to ensure implementation of the grant with fidelity.

2) Curriculum and Instruction, Food Services Support, Health and Wellness, and Educational Technology: **Director of Middle School Programs**: Barbara Rodrigues, (Resume appendix E, pages 18-20). **Responsibilities**: Ms. Rodrigues will direct and oversee all aspects of the duties and responsibilities assigned to the school administrators as a part of this grant. Additionally, she will coordinate all grant related activities with the project school administrators, internal and external partners, and will interface with the oversight members and the external evaluator.

3) Project Administration under the direction of the Project Director:

Project Director, Ms. Rachel Winsten, a minimum of 10 hours of her time and effort will be counted toward the match requirement, however it is expected that her actual time will far

exceed this percent. (Resume appendix F, pages 21-22). **Responsibilities:** Ms. Winsten will be responsible for the direct supervision of all aspects of the project including program compliance, monitoring, fiscal management, and programmatic evaluation. She will provide leadership and curriculum support for the physical education teachers at each school. As the project director will work with both internal and external auditors for formative and summative project evaluation.

Project Accounting/Data Specialist, upon award the district will select a project accounting/data specialist to work four hours a day assisting the project director with accounting, program, and fiscal management (See appendix G, pages 23-24 for job description).

4) Project Governance supported by a diverse School Health Advisory Council: The School Health Advisory Council (SHAC) will be comprised of school-based educator representatives, community agencies, and district personnel. The advisory council will be responsible to meet quarterly to review grant progress and provide advice as needed or required for program implementation.

5) Project Evaluation by an external evaluator: **External Evaluator**, upon award the district will select an external evaluator with a well established evaluation history. The evaluator will have successful experience with the Carol M. White Physical Education Program grant evaluation. Additionally, the evaluator will provide evidence of formative and summative program evaluation reports for school district comparable in size to Brevard Public Schools.

Responsibilities: The external evaluator will provide formal evaluations over the life of the grant. Additional responsibilities include compiling an annual report and final report as well as participating in national reporting efforts.

6) Project Implementation: Site Based Physical Education Teachers and school

administrators, all school administrators and physical education teachers committed in writing to implement the grant with fidelity. A minimum of one hour per day per physical educator involved in the grant will be counted toward the match requirement, however it is expected that their actual time will far exceed this amount.

VI. Quality Of Project Evaluation

(VI.A) Methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project

The evaluation methods for the N'SHAPE project are thorough and appropriate to its goals, objectives, and outcomes. As required in the Award Administration Information, section VI of the Federal Register Volume 78 number 38, page 13048 the district has in place necessary processes and systems to comply with the reporting requirements code of financial reporting (CFR) part 170, and will comply with the requirement to submit a final performance report at the end of the project period. The collection of data from various sources will provide clear evidence of the progress and alignment with the intent of the project. Evaluation methods include collection of both formative and summative evaluations taken at various intervals during the project, providing opportunities for examination of the effectiveness of the implementation strategies. Online assessments as well as face-to-face data will be collected from educators and students to measure effectiveness of the project. These methods include the use of objective performance measures related to the intended outcomes and will produce quantitative and qualitative data for each of the 12 project objectives.

Each goal has an objective and measurable outcomes. Based on benchmarks set for each performance measure outcome, data indicators will determine the extent to which the schools

meet their objectives. In Annual and Final Performance Reports, data for the Government Performance and Results Act program performance measures will be reported in appropriate program tables and project performance measure will be addressed in the ED 524B template provided by the USED. Reporting for each project performance measure will include four steps - 1) Document and Monitor Activities, 2) Determine Targets for the Current Performance Period, 3) Assess Progress, and 4) Explain Progress.

The evaluator will produce a series of reports over the project period: formative, summative and final. Formative evaluation is very important to the success of a project as it measures the degree of implementation fidelity, frequency with which students are exposed to new program related activities and physical education/nutrition curriculum units, and the use by physical teachers of the new instructional best practice strategies.

Formative evaluations are carried out on a regular basis (three times per year) and findings are used to guide program improvements. Site visits include: meetings with school-based physical education teachers and project leadership; school walkthroughs; classroom observations (using a rubric); focus groups and interviews (staff and students); reviews of implementation plans, staff development plans, and curriculum units; and attendance at professional development and/or other special events. Formative evaluation reports are generated from data collected during site visits. They include a listing of areas of strength and recommendations, and are summarized by school. During the visit, findings are presented to those administrators and supervisors directly involved with the N'SHAPE program. The evaluators follow-up on recommendations at the next site visit and, based on leading indicators, project implementation strategies will be reviewed and adjusted.

Summative evaluations will provide information calculating attainment of project objectives

and performance measures. These results will be summarized in each annual performance report and supported by relevant data. Government Performance and Results Act data will be submitted on the appropriate data collection forms. Summative evaluation reports are produced on an annual basis and progress on performance measures is reported using the ED 524B format. Annually, the reports will address each school individually, and results will be presented to school administrators and district staff at the conclusion of the school year. Recommendations for improvements based on a review of the data are also included and, based on these results, implementation plans may be adjusted.

A final report will be written at the conclusion of the project. The final report examines long-term outcomes of the project. While summative reports address issues on an annual basis, the final report looks at program effects over the project period (three years). This report includes data on each program performance measure and each project performance measure is addressed using the ED 524B format, provided by the USDE. In addition, the report will include General Performance and Results Act charts and program tables. The purpose of the final report is to share the results of this project with other stakeholders and audiences who may use the information to make major program decisions. Findings will be shared with school and district personnel, and an executive summary will be distributed to the schools and the district.

The evaluation plan is comprehensive. It 1) includes a data collection plan with both formative and summative data, 2) uses a variety of methods to analyze data, and 3) will produce both quantitative and qualitative data. Each performance measure includes quantitative benchmarks supported by both quantitative and qualitative data. By hiring an outside evaluator, the district further ensures objectivity. Although some data is collected directly by the district and others directly by the evaluator, all data will be analyzed by trained evaluators; a process that

increases the objectivity of results. Validity is increased by using multiple data sources (such as surveys, interviews, focus groups, walkthroughs, and classroom observations) to assess the same performance measure.

The following data collection instruments will be developed for this evaluation plan: student, parent, and staff surveys; standardized questions for interviews with school/district personnel; standardized questions for focus groups; a classroom observation rubric; templates for implementation and staff development plans; staff development spreadsheets; and site visitation templates (aligned with project objectives). These instruments will be designed by the evaluator with input and feedback from school and district personnel. The student, parent and staff surveys will include items that relate to specific objectives and performance measures. After the first year of the project, survey items will be reviewed to determine whether items need to be modified or deleted and/or new ones added. Standard sets of questions for interviews and focus groups allow evaluation team members to collect data from different sources using the same questions. These questions also will be reviewed annually to determine usefulness and applicability. Rubrics will be created for use in assessing the classroom environment and magnet curriculum/instruction. Finally, a site visitation template will be created to serve as a data collection tool for the assessment team when conducting site visits. Templates will also serve as outlines for the formative evaluation reports. Instruments will contain Likert-scale, multiple choice, and open-response items. The evaluator will train assessment team members on the proper use of all instruments. The purpose of this training is to reduce variability in interpretation in order to limit errors in scores.

A continuous improvement feedback loop will be used to draw inferences on the success or need for improvement of program strategies and structures. At the end of each school year, the

evaluation team and evaluators will use the continuous improvement loop to look at leading indicators, long-term indicators, and program implementation results to draw conclusions based on the totality of the information collected. While single data points are important, it is essential to look at the big picture to assess program progress.

Quantifiable Results: As mentioned earlier, the project has five goals and 12 performance measures outcomes. Each performance measure has a quantifiable target and annual benchmarks have been set for each year of the project. As appropriate for the ED 524B used in the annual performance reports, annual targets are either numbers or ratios and corresponding percentages. Quantitative data will be reported in the ED 524B tables, and supporting qualitative data will be included in the explanation of progress. Outcomes will include calculations and statistical analyzes for the following data elements: staff, teacher, student survey items; focus group/interview feedback; frequencies and percentages of parent involvement, community involvement, and theme-related instruction; classroom observation rubric measures; district and school percentages. A timeline for evaluation services may be found in appendix H, page 25.

BREVARD PUBLIC SCHOOLS CAROL M. WHITE PHYSICAL EDUCATION PROGRAM

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**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP-EVALUATION PROGRAM DESIGN LOGIC MODEL**

Goal 1: To increase the percentage of students engaged in 60 minutes of daily physical activity.

Objective: 1.1 Annually, a minimum of 80 percent of 3-8 grade students served by the grant will report 60 minutes of daily physical activity measured by data collected from pedometer readings. (Supports PEP GPRA performance measure one).

Need:	Activities:	Results/Outcome:	Data Source(s):	Personnel:	Timeline:
Schools currently lack the ability to collect data relating to individual 3-8 grade student activity creating a need to define a measurement tool to evaluate student engagement in daily physical activity.	<ul style="list-style-type: none"> *Purchase pedometers and the Commit2BFit planners for all 3-8 grade students. *Teach students how to use, read, and care for the pedometers. *Integrate the pedometers into the physical education curriculum using the Commit2BFit program. *Provide professional development for teachers on pedometers and Commit2BFit program. 	<ul style="list-style-type: none"> *Students will know how to use pedometers; they will be making daily, healthy physical activity decisions and logging their activity in the Commit2BFit planners. *Physical education teachers will receive professional development on integrating pedometers into the curriculum. 	<ul style="list-style-type: none"> *Pedometers readings for students in grades 3-8 *Lesson plans with pedometer integration *Professional development rosters, agendas, and evaluations *Random sample pages from student Commit2BFit planners 	Project Director, Physical Education Teachers, Evaluator, Commit2BeFit Partner	<ul style="list-style-type: none"> Jan-May 2014 June 2014 – May 2015 June 2015 – May 2016

Objective 1.2 Annually, a minimum of 80 percent of the 5-8 grade students served by the grant will demonstrate an increase in activity intensity as measured by data collected from the pre and post 3-DPAR instrument. (Supports PEP GPRA performance measure one).

Need:	Activities:	Results/Outcome:	Data Source(s):	Personnel:	Timeline:
Students in grades 5-8 currently have no instrument for recording physical activity and intensity creating a need for students to record daily physical activity and intensity levels.	<ul style="list-style-type: none"> *Create an electronic version of the 3DPAR for data collection using FitStat Software. *Administration of the pre 3DPAR instrument. *Students engage in nutritional lessons during physical education. *Record nutritional and daily physical activity in the Commit2BFit planner and transfer the data weekly to FitStat software. 	<ul style="list-style-type: none"> *Students will demonstrate ability to make conscious decisions about daily physical activity and intensity levels. *Through nutritional lessons received during physical education classes students will make the connection between physical 	<ul style="list-style-type: none"> *3-Day physical activity recall (3DPAR) instrument to collect data on students in grades 5-8 (pre and post student activity and intensity reporting) *Lesson plans with nutritional integration *Random sample pages from student Commit2BFit planners 	*Project Director, Physical Education Teachers, Evaluator, Commit2BeFit Partner	<ul style="list-style-type: none"> Jan-May 2014 June 2014 – May 2015 June 2015 – May 2016

PR/A/PPS/N'SHAPE/PEP PROJECT APPENDIX A, PAGE 1

**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP~EVALUATION PROGRAM DESIGN LOGIC MODEL**

	*Administer the post 3DPAR instrument.	activity and caloric intake.			
Objective 1.3: Annually, classroom teachers of students in grades K-6 will report increased engagement in physical activities conducted outside of the physical education class time to meet the state required 150 minutes of weekly physical education.					
Need:	Activities:	Results/Outcomes:	Data Source(s):	Personnel:	Timeline:
K-6 classroom teachers are responsible for engaging students in 40 minutes of physical activity time on day's students are not scheduled in regular physical education classes. Currently, teachers have little to no access to proper equipment or resources to engage student in meaningful physical activity.	*Purchase physical activity carts for K-6 teacher engagement of students in physical activities during regular classroom activity periods. *Physical education and K-6 classroom teachers' collaboration on care, proper use, and integration of equipment in physical activity. *Administer pre and post teacher survey of student physical activity engagement, equipment utilization, and other observed student improvement resulting from the use of adequate physical education equipment.	*K-6 students will engage in structured and meaningful physical activities during designated classroom activity time. *K-6 teachers will have access to resources and proper equipment to engage students in meaningful activities supporting the 150 weekly physical education requirements.	*Documentation of physical education and classroom teacher collaboration *Pre and post K-6 teacher surveys to measure utilization and student engagement	Project Director, Physical Education Teachers, K-6 Classroom Teachers Evaluator,	Jan-May 2014 Aug 2014 – May 2015 Aug 2015 – May 2016
Goal 2: To increase the percentage of students meeting the standard of a healthy fitness zone.					
Objective 2.1: Annually, a minimum of 80 percent of 3-8 grade students served by the grant will meet the required scores as established by Fitnessgram and the Presidential Youth Fitness Program (PYFP) to be in the Healthy Fitness Zone in at least five of the six assessed components. (Supports PEP GPRA performance measure two).					
Need:	Activities:	Results/Outcomes:	Data Source(s):	Personnel:	Timeline:
Targeted schools lack access to an efficient fitness assessment data collection system, effective equipment to quickly	*Implementation of FitStat fitness assessment data collection system. *Purchase fitness assessment equipment. *Work with personnel from Educational Technology to	*3-8 grade students at all schools will demonstrate 80 percent HFZ for upper body strength and above 80 percent in aerobic capacity and body	*Presidential Youth Fitness Program *Student progress toward meeting goal reaching the HFZ in five of the six assessed fitness	Project Director, Gopher Sport Partner, Advanced Fitness Design	Aug 2014 – Sept 2016 Final Report 2016

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**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP~EVALUATION PROGRAM DESIGN LOGIC MODEL**

and accurately assess student fitness components, and an electronic fitness data collection and tracking system for district wide student fitness data.	coordinate the integration of FitStats software that collects and houses student's fitness assessment data. *Professional development from Gopher Sport Partner on effective implementing equipment. *Professional development from Advanced Fitness Design partner on design and uses of the FitStats software *Prepare and distribute fitness assessment score reports for parents and/or guardians.	composition. *Physical education teachers will decrease time spent on fitness testing. *Teacher generated reports for each component and overall indicating student's scores and percentages in the HFZ for parents.	components. *FitStats physical education and fitness data collection system. *Pre and post survey results from physical education teachers regarding ease of fitness test administration and integration of new data collection system to analyze data.	partner, Educational Technology partner, physical education teachers	
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Goal 3: To increase student and family knowledge of healthy nutritional choices.

Objective 3.1: Annually, the percent of 3-8 grade students served by the grant reporting food consumption of fruit two or more times per day and vegetables three or more times per day will increase as measured by a district supported collection tool. (Supports PEP GPRA performance measure three).

Need:	Activities:	Results/Outcomes:	Data Source(s):	Personnel:	Timeline:
Currently, targeted schools lack a method for capturing daily student food consumption of fruits and vegetables. Capturing this data is needed to support the state proposed changes integrating health education into physical education course descriptions.	*Professional development from strategic partners, University of Florida extension office presentations on nutrition. Professional development from Advanced Fitness Design on the capabilities of FitStats software to collect and report nutrition data. *During the summer between years one and two of the grant, a team of teachers will attend summer workshops to redesign the district Physical Education curriculum for K-6 and Middle school to include health education standards and a specific nutrition education unit planning.	*Targeted schools will have a method for data collection that can be replicated at schools across the district. *Students will demonstrate increased fruit and vegetable consumption. *Physical education teachers will engage in specific professional development for integration of health standards into the physical education courses.	*District supported collection tool for 3-8 grade students. *Professional development rosters, agendas, and evaluations *Commit2B Fit planners *FitStats reports	Project Manager, physical education teachers, strategic LEA and CBA partners, Advanced Fitness Design partner (FitStats software)	Jan 2014 – May 2014 Aug 2014- May 2015 Aug 2015- May 2016 Final Report Sept 2016

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**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP-EVALUATION PROGRAM DESIGN LOGIC MODEL**

	<ul style="list-style-type: none"> *Address the embedding of health education state standards proposed for inclusion in physical education course descriptions. *Commit2Bfit planners will be used to collect daily data with weekly input electronically into FitStats to track and create reports on fruit and vegetable consumption. 	<ul style="list-style-type: none"> *Quick and accurate reports can be created to support the efforts of the grant. 			
Objective 3.2 Annually, all schools targeted in the grant will hold a minimum of one Fitness And Nutrition (FAN) event for the parents/guardian of students at to increase awareness of nutritional education and fitness initiatives.					
Need:	Activities:	Results/Outcomes:	Data Source(s):	Personnel:	Timeline:
Currently, schools lack consistent delivery of family education activities creating a need to support schools in creating a unified family awareness event.	<ul style="list-style-type: none"> *Purchase the K-2 Commit2Bfit student and parent journals; purchase the 3-8 Commit2Bfit parent journals for all targeted schools. *Plan and conduct a FAN event at each school. *Advertise the event through district and school websites and newsletters, and promotional support through the district resource teacher for parent involvement. *Collaborate with University of Florida Extension Office and the Department of Health, Brevard County to create presentations, workshops, and informational materials for FAN events. *Share results for the FAN events across the district. 	<ul style="list-style-type: none"> *FAN events will enable parents/guardians to be involved in their child's fitness and nutrition education. *Families will make plans with their children through the Commit2Bfit program to engage in health lifestyles. 	<ul style="list-style-type: none"> * FAN event agendas, rosters, sign in sheets, and parent FAN evaluations *Results from the district wide parent survey regarding FAN events 	Project Manager, physical education teachers, parent Involvement resource teacher, and external partners	<p>Sept 2014</p> <p>Sept 2015</p> <p>Sept 2016</p>

PRI/AR/MS/N'SHAPE/PEP PROJECT APPENDIX A, PAGE 4
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**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP-EVALUATION PROGRAM DESIGN LOGIC MODEL**

Objective 3.3: Annually, maintain or increase student understanding of nutrition education concepts through literary activities as measured by performance on the physical education common assessment.

Need:	Activities:	Results/Outcomes:	Data Source(s):	Personnel:	Timeline:
Physical Education teachers have little to no access to grade appropriate health education "texts" to incorporate NGSSS for Health and CCSS for literacy.	<ul style="list-style-type: none"> *Commit2BFit planner will be used to promote literacy and nutrition education. *During physical education classes students will be challenged to engage literacy focused activities by using Commit2BFit planner activities and Ipad applications. 	Students will be more aware of appropriate nutritional choices as well as increased vocabulary related to health and nutrition topics.	<ul style="list-style-type: none"> *Physical education common assessment *School Health Index survey results *Feedback and usage statistics for Commit2BFit Planners 	Project manager, physical education teachers, CBO partner	Jan 2014 – May 2014 Aug 2014- May 2015 Aug 2015- May 2016

Goal 4: To achieve high levels of students reporting physical activities and nutritional requirements while maintaining fiscal integrity.

Objective 4.1 The cost per student achieving the level of physical activity required to meet the physical activity measures identified in goals one, two, and three. (Supports PEP GPRA performance measure four).

Need:	Activities:	Results/Outcomes:	Data Source(s):	Personnel:	Timeline:
Targeted schools must be held accountable for implementing the N'SHAPE project with fidelity.	<ul style="list-style-type: none"> *Monitor the number of students achieving the required percentages for goal one, two, and three. *Maintain current and accurate program and financial records. *Conduct all formal program and financial reporting as required by the grant. 	<ul style="list-style-type: none"> *The cost per student achieving the required goals will be reasonable and cost effective. *All program and financial reporting will be maintained with fidelity. 	<ul style="list-style-type: none"> *Actual number of students reported annual achieving target outcomes for goals one, two, and three *Copies of all program and financial reporting 	*Project director, physical education teachers, external evaluator, accounting/ data specialist	Oct -2013 – Sept 2016

Goal 5: To develop, expand, and improve the district's health and physical education programs.

Objective 5.1: Schools involved in the grant will integrate a minimum of one weekly healthy eating habits and good nutrition lesson aligned with state physical education and health standards. (Supports PEP absolute priority 1).

Need:	Activities:	Results:	Data Source(s):	Personnel	Timeline:
Improvement of physical education program by addressing state physical education standards, state health	<ul style="list-style-type: none"> *Collaborate with UF extension office once a month for nutrition lesson development. *Plan and deliver nutritional professional development from UF, food services department, and 	*Physical education teachers will receive well rounded professional development to integrate healthy	<ul style="list-style-type: none"> * Professional development rosters, agendas, and evaluations *Lesson plans with nutritional integration *Random sample pages 	Project director, physical education teachers, external partners, and	Jan 2014-May 2015 June 2015 – May 2016

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**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP-EVALUATION PROGRAM DESIGN LOGIC MODEL**

<p>education standards, and provide targeted professional.</p>	<p>Healthteacher.com to regular and/or physical education teachers leading to increased/improved instruction in nutrition *Collaborate with district food services personnel to provide real opportunities for students to use nutrition education concepts in school cafeterias *Use Commit2BFit student planners to students track and journal eating habits and transition to increased awareness of healthy food choices and balanced eating goals.</p>	<p>eating habits and good nutrition lessons enhancing the physical education program. *School staff will receive professional development to integrate healthy eating habits and good nutrition enhancing lessons from HealthTeacher.com partner</p>	<p>from student Commit2BFit planners</p>	<p>external evaluator</p>	<p>June 2016- Sept 2016</p>
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Objective 5.2: Physical education teachers involved in the grant will engage all students regardless of ability or disability in a minimum of two lessons weekly that focus on physical well-being, motor development, cognitive concepts of health lifestyle, and/or social/cooperative skills designed to improve the physical education program (Supports PEP absolute priority 2[a-d] and invitational priority 1[1-7]).

Need:	Activities:	Results:	Data Source(s):	Personnel	Timeline:
<p>Physical education teachers must differentiate instruction to meet the needs of all students regardless of ability or disability. Currently, schools included in the grant have no access to current mobile technology devices</p>	<p>*Collaborate with Florida Diagnostic and Learning Resource Systems (FDLRS) division to plan and coordinate universal access strategies designed to meet the needs of all students. *Collaborate with adaptive physical education itinerant teachers to implement the universal access strategies developed with FDLRS. *Purchase ipads and applications for the student use during PE instruction.</p>	<p>*Physical education program will be improved and state physical education standards will be integrated into the curriculum. * Utilization of mobile technology and 21st century skills to meet NGSSS for Health and Physical Education as well as Common Core</p>	<p>*Pre-survey, mid-term, and post survey of PE teacher utilization of technology. *Published technology integration PE lesson plans with associated standards posted on district share point site. * Rosters and sign sheets from professional development trainings</p>	<p>Project Manager, physical education teachers, external Apple partner</p>	<p>Jan 2014-May 2015 June 2015 – May 2016 June 2016- Sept 2016</p>

**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP~EVALUATION PROGRAM DESIGN LOGIC MODEL**

for physical education instruction.	*Purchase Mac laptops and Apple TV capability for each PE instructor *Professional development for PE teachers on the integration of technology in the PE program.	Literacy and Math Standards. * All schools included in the grant will have PE set of ipads for instructional use.			
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Objective 5.3: Annually, physical education teachers involved in the grant will take advantage of a minimum of two professional development opportunities designed to keep current on latest research, issues, and trends in the field of physical education **(Supports absolute priority 2[e]).**

Need:	Activities:	Results:	Data Source(s):	Personnel	Timeline:
Physical education teachers currently have only one opportunity annually to participate in physical education professional development.	*Collaborate with external partners (UF, food services, the health department, Commit2BeFit, Healthteacher.com, and Gopher Sport to deliver professional development opportunities focusing on nutrition education, use of planners and pedometers to increase physical activity and encourage healthy food choice, latest games and activities that encourage nutrition education concepts, and fitness assessment equipment that aligns with the latest trends for data collection. *Provide opportunities for teachers to attend state yearly conferences held by the professional organization (FAHPERDS) or the national professional organization (AAHPERD).	*Physical education teachers will have access to a variety of professional development opportunities to strengthen their instructional programs and enhance physical education lessons for the students.	* Rosters and sign sheets from professional development trainings *Professional development evaluations and follow-up methods	Project director, physical education teachers, external partners, and external evaluator	Jan 2014-May 2015 June 2015 – May 2016 June 2016- Sept 2016

Objective 5.4: Annually, administer the PECAT and HECAT to determine the effectiveness of the schools physical education and nutrition instruction. **(Supports program requirement #5-Updates to Physical Education and Nutrition Instructional curricula).**

Need:	Activities:	Results:	Data Source(s):	Personnel	Timeline:
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BREVARD COUNTY PUBLIC SCHOOLS N'SHAPE PROJECT APPENDIX A, PAGE 7

**Brevard Public Schools "N'SHAPE" Nutrition Sustaining Health And Physical Education
PEP~EVALUATION PROGRAM DESIGN LOGIC MODEL**

<p>Currently the district does not administer the HECAT or PECAT.</p>	<ul style="list-style-type: none"> *Administer both PECAT and HECAT according to the steps outlined by the CDC. *Analyze results *Make program adjustments based on data results *Disseminate program information 	<p>*District will have data for PECAT and HECAT score cards to monitor progress toward improving physical and nutrition education.</p>	<p>*Results from the PECAT and the HECAT</p>	<p>Project director, physical education teachers, external evaluator</p>	<p>May 2014, 2015, 2016</p>
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Carol M. White Physical Education Program (PEP)
Nutrition Sustained Health And Physical Education ~ N'SHAPE
Partner Agreement for Competitive Preference Priority #2:

Agency Name: Brevard Public Schools

DUNS #364622886

1A of 5 (LEA Partner)

LEA Authorized Representative Name: University of Florida Brevard County Extension Service:
Elizabeth Shephard

Roles and Responsibilities:

University of Florida will support the LEA with nutrition education, that is research science based on the core curriculum with established evaluation methods, at the school sites once a month. University of Florida has an established practice of working with schools that have a student population of 51% or higher free and reduced lunch. Professional development will be provided on the curriculum and physical education activities.

Contribution to the Project:

UF will provide the nutrition education to the school sites once a month for the three year period of the grant and professional development for teachers each year.

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

Signature of LEA's Authorized Representative: (b)(6)

Dated: 4-4-13

Carol M. White Physical Education Program (PEP)
Nutrition Sustained Health And Physical Education ~ N'SHAPE
Partner Agreement for Competitive Preference Priority #2:

Agency Name: Brevard Public Schools

DUNS #364622886

IB of 5 (LEA Partner)

LEA Authorized Representative Name: HealthTeacher.com ; Kellie Flannery

Roles and Responsibilities:

HealthTeacher, will serve as a partner for the School District of Brevard County PEP Grant proposal. In assuming this role, HealthTeacher will assist in coordinating and implementing facets of the PEP activities as seen in this proposal including: Supporting school and community policy development for physical activity and nutrition. Facilitate efforts with district physical education/health resource teacher to coordinate participation in health lessons via healthteacher.com increasing health and fitness curriculum materials for students, teachers, and parents. Support additional policies designed for healthy eating

Contribution to the Project:

HealthTeacher.com will provide professional development of the utilization and implementation of the HealthTeacher.com resources.

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

Signature of LEA's Authorized Representative:

(b)(6)

Dated: 4/4/13

Carol M. White Physical Education Program (PEP)
Nutrition Sustained Health And Physical Education ~ N'SHAPE
Partner Agreement for Competitive Preference Priority #2:

Agency Name: Brevard Public Schools

DUNS #J64622886

2 of 5 (CBO Partner)

CBO Name: Commit 2B Fit – Elly Zanin

Roles and Responsibilities:

Commit 2B Fit will provide customized academic planners that are imbedded with fitness and nutrition education components that align with the NGSSS for Physical Education Health and common core standards for literacy. Professional development for Physical Education teachers will be provided for the use and implementation of the planners.

Contribution to the Project:

Planners will be provided for every student, grades 3-8, to track their physical activity and nutritional choices as well as pedometers. Nine week fitness and nutrition journals will be available for parents and students at the Fitness and Nutrition events. Professional development will be provided for Physical Education teachers as well as the availability of online or phone program support for the three year period of the grant.

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

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: 04/08/2013 _____

Mission:

To protect, promote & improve the health of all people in Florida through integrated state, county & community efforts.



Rick Scott
Governor

John H. Armstrong, MD, FACS
State Surgeon General & Secretary

Vision: To be the Healthiest State in the Nation

Letter of Support ...

Carol M. White Physical Education Program (PEP)
Nutrition Sustained Health and Physical Education ~ N'SHAPE
Partner Agreement for Competitive Preference Priority #2:

Agency Name: Brevard Public Schools

DUNS #364622886

3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Florida Department of Health, Brevard County

Roles and Responsibilities:

- Participation in the school Fitness and Nutrition (FAN) events providing information on local health resources, materials, and guest speakers.
- Professional development will be provided as needed or requested for nutrition education.
- Health partners will share strategies for universal access to assist students with disabilities during physical education classes.

Contribution to the Project:

Collaboration between Brevard Public Schools and the Florida Department of Health, Brevard County will be important to the success of the N'SHAPE project. The more information students and families have regarding nutrition and wellness services, the more likely they will be to seek out the services of the health department.

This letter of support for Brevard N' SHAPE PEP project was developed after timely and meaningful consultation between the partners.

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Heidar Heshmati, M.D., M.P.H., Ph.D.
Director
Florida Department of Health, Brevard County

April 10, 2013
Date

Carol M. White Physical Education Program (PEP)
Nutrition Sustained Health And Physical Education ~ N'SHAPE
Partner Agreement for Competitive Preference Priority #2:

Agency Name: Brevard Public Schools

DUNS #364622886

4 of 5 (LEA's Food and Nutrition Services Director)

Food and Nutrition Services Director Name: Kevin Thornton

Roles and Responsibilities:

The LEA's Office of Food and Nutrition will provide personnel for Fitness and Nutrition events, Wellness Nights, professional development for Physical Education teachers and presentations directly to students.

Contribution to the Project:

The LEA's Office of Food and Nutrition will support the professional development of the teachers utilizing their current curriculum resources, online resources and reporting systems for implementation of nutrition education. The Office of Food and Nutrition school site cafeterias will continue with establishing connections between nutrition education and providing healthy food choices as required by the United States Department of Agriculture National School Lunch Program.

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

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Dated: 4/4/2013



2725 Judge Fran Jamieson Way, Bldg. B
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Fax: (321) 690-6827
www.spacecoasttpo.com

Carol M. White Physical Education Program (PEP)
Nutrition Sustained Health and Physical Education – N'SHAPE
Partner Agreement for Competitive Preference Priority #2:

Agency Name: Brevard Public Schools

DUNS #364622886

Head of Space Coast Transportation Planning Organization: Executive Director: Robert S. Kamm

Roles and Responsibilities:

The Space Coast Transportation Planning Organization will provide informational resources and offer education programs to support the community resources that connect to the N'SHAPE goals of physical fitness.

Contribution to the Project:

The Space Coast TPO will provide informational resources as requested at various events that align with physical fitness activities. The Space Coast TPO will continue to cultivate the partnership between Brevard Public Schools on events such as Walk to School Day, Bike to School Day, Commit to Be Fit, bicycle and pedestrian safety curriculum and providing safety and awareness information to students and parents.

This agreement is in support of Brevard N'SHAPE PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of Head of Space Coast Transportation Planning Organization or Designee:

(b)(6)

Robert S. Kamm, Executive Director

Dated: _____

April 8, 2013

Carol M. White Physical Education Program (PEP) SPECIFIC ASSURANCE

Agency Name: Brevard Public Schools

DUNS # 364622886

Nutrition Sustained Health And Physical Education ~ N'SHAPE

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

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

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

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

- Coordinated School Health Program
- Team Nutrition Training Grant
- Recovery Act Communities Putting Prevention to Work – Community Initiative
- Others not listed here
- We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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

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

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

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

(b)(6)

(b)(6)

(b)(6)

Brian T. Binggeli, Ed.D.
Signature of Authorized Representative

Brevard Public Schools
Applicant Organization

Superintendent

Title

Date

4/8/13

Dr. Brian T. Binggeli
Superintendent of Schools

(b)(6)

Dr. Brian T. Binggeli became Superintendent of Brevard Public Schools on July 1, 2009. In his position he is responsible for over 72,000 students, approximately 9,000 school board employees, and 86 schools, 8 charter schools and 17 special centers in a county that encompasses some 1,300 square miles. Due to Brevard's unique geographical footprint, the district stretches 75 miles from the most northern school, Pinewood Elementary in Mims, to the most southern school, Heritage High in Palm Bay.

In his first year as Superintendent of Brevard Public Schools, Dr. Binggeli took the organization through a line-by-line analysis of the operating budget to reduce expenditures by over \$18 million while capturing efficiencies and prioritizing support for schools and classrooms. To balance building utilization and service to students, the district changed the attendance boundaries of 32 elementary and 4 middle schools. Parents and community members were actively involved in this challenging process from beginning to end making the ultimate transition remarkably smooth. Dr. Binggeli led the development of a School Improvement Plan model where school teams merge performance data with self-assessment and best-practice research to create focused, action-oriented objectives and work plans.

Dr. Binggeli holds a doctorate in educational leadership and policy studies from Virginia Tech. He earned his master's degree from Virginia State and his undergraduate degree from Miami University in Oxford, Ohio. Dr. Binggeli began his career as a teacher in Elyria, Ohio in 1981 and served as a teacher, coach, assistant principal and principal in Virginia. He has been a principal at both the middle and high school level. Dr. Binggeli has served as an adjunct professor in Virginia Tech's Educational Leadership and Policy Studies Doctoral program and in the University of Virginia's administrative licensure program.

Now in his 30th year in public education, Dr. Binggeli has served in school administration for 21 years. He was director of middle education and then executive director of Curriculum and Instruction for Spotsylvania County Schools in Fredericksburg, Virginia. Prior to being selected as Superintendent for BPS Dr. Binggeli was the Cluster IV Assistant Superintendent for Fairfax County Public Schools in Falls Church, Virginia. This position gave him overall programmatic responsibility for 29 schools and 22,000 students while placing him on the Leadership Team of the 12th largest school district in the nation (170,000 students). In 2000, Dr. Binggeli was selected as Henrico County Public Schools Instructional Leader of the Year. Henrico County Public Schools is host to 66 schools and over 47,000 students. He was nominated by the Richmond Area Counselors Association for the Virginia School Counselors Association School Administrator of the Year Award in 2001 and named by the Virginia Association of Secondary School Principals as Outstanding Middle School Principal of Virginia in 2002.

Career Profile:

Dedicated, resourceful education professional with proven ability to create and monitor policies and practices that provide a safe learning environment; ensure a school culture that encourages continuous improvements for teachers and students; develop an environment that encourages open communication with colleagues, students and the community; and mentor educators in the creation and implementation of class instruction, lesson plans, and student assessment in conjunction with state education regulations.

Professional strengths:

- Possess excellent verbal and written communication skills
- In-depth knowledge of finance and accounting
- Possess good leadership and analytical skills
- Ability to manage and develop periodic assessment and activities
- Knowledge of basic operating systems like Microsoft Word, Excel and PowerPoint
- In-depth knowledge of educational trends, general practices and legislations
- Possess positive attitude and ability to work under pressure
- Possess good organizational and management skills
- In-depth knowledge of day to day school administration activities
- Ability to handle multiple tasks

EXPERIENCE

Brevard Public Schools

Director of Middle School Programs – Curriculum & Instruction **2011 to present**

- Direct and evaluate middle school curriculum studies and projects. Prepare budget and review budget performance for department and middle school activities. Supervise the selection and purchase of middle level schools' textbooks to be recommended for adoption. Ascertain needs and relate communications to and from middle school guidance counselors and the Student Services department. Assist principals and departments in identifying program needs, materials and equipment. Coordinate the annual revision and publication of the middle school instructional program booklet. Supervise special projects assigned to middle school programs.

South Area Superintendent's Office

South Area Coordinator **2010 to 2011**

- Assist the Area Superintendent with the management, coordination, administrative and advocacy duties related to an area consisting of high schools, their feeder schools, and associated alternative and special education facilities; and perform related duties as required or assigned. Confer with members of educational committees and advisory groups to obtain knowledge of subject areas, and to relate curriculum materials to specific subjects, individual student needs, and occupational areas. Assists schools with identification of needs and areas for growth; assists with the assessment of student achievement for each school within the designated area to include special student populations; and makes recommendations to the Area Superintendent.

Herbert C. Hoover Middle School

Principal **2005 to 2010**

- Plan, control, and direct the overall activities for middle school with 430 students and 60 staff members. Scope of position includes: staff recruitment, development, and evaluation; fiscal management; record and administration organization and maintenance; student discipline; program initiatives; team-building; shared decision-making; school values promotion; and creation of a safe and respectful environment.

West Shore Jr. /Sr. High School

Assistant Principal for Curriculum and Instruction

2000 to 2005

- Devised and coordinated master schedules; assigned student activities; kept abreast of developments in school curriculum and instruction; provided leadership in determining the appropriateness of recent trends for the school's educational program; encouraged and supported the development of innovative instructional programs, helped teachers pilot such efforts; ensured that all facilities were operated effectively and efficiently and that applicable health and safety standards were met; observed employee performance, recorded observations, and conducted evaluation conferences, helped plan daily school activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules.

Assistant Principal for Discipline and Attendance

1998 to 2000

- Supervised a team of professionals including support staff. Assisted teachers in lesson planning and class room activities. Liaise with cafeteria, custodians, and maintenance staff on a daily basis, ensuring a safe and healthy learning environment for all school members. Managed systems for tracking teachers and students attendance. Attended conferences with parents, teachers and students. Consulted school counselors, social workers, psychologists and nurses to evaluate the needs and challenges of correcting behavior of students in the school and on the bus. Conducted post and pre conferences with teaching staff to review evaluations and observations. Handled the tasks of evaluating teachers' performance and formulated personal policies for students

Satellite High School

Athletic and Activities Director

1996 to 1998

- Lead, assigned, and evaluated athletic coaches and staff members. Fostered good school-community relations keeping community aware of and responsive to the athletic program. Hired coaches, officials, team physicians, and security as required for home games supervision. Responsible for the organization and scheduling of all athletic events. Prepared and administered the athletic program budget, requisitioning program supplies and equipment. Managed the insurance program covering school athletes and processing of reports and claims. Oversaw the overall program of extracurricular athletics for the school. Verified each student participant's eligibility according to physical and academic requirements for each sport. Arranged for non-school use of playing fields and gym facilities.

Southwest Jr. High

Teacher/Athletic Director

1988 to 1996

- Developed and facilitate required curriculum; actively participate in instructional program planning for regular and special education students. Created and implemented daily lessons, to promote the improvement of physical cognitive, and collaborative skills, as well as emotional and personal improvement. Provided clear and consistent directions to keep the class focused and productive. Coordinated with other colleagues to allocate resources and revise teaching methods. Established a safe and secure learning environment for all students.

EDUCATION – PROFESSIONAL – PERSONAL

- Coursework for Educational Leadership, Nova Southeastern University, 1997
- Master's degree in Education, Georgia Southern College University, 1987
- Bachelor's of Science degree, University of Georgia, 1979

PROFESSIONAL DEVELOPMENT

- Advanced Coaching and Mentoring in Brevard County
- Brevard Public Schools Accreditation Committee
- Duval County STEM Conference - Presenter
- Bay County STEM Conference - Presenter
- Harris Corporation sponsored Teacher In-services - Coordinator
- Superintendent's Forum
- Strategic Plan Development Committee

- Florida Principal PROMiSE – Secondary Principal Cohort
- William Cecil Golden Leadership Academy
- Progress Energy Leadership Academy
- Prioritizing, Mapping & Monitoring the Curriculum
- SREB - Creating a High Performing Learning Culture
- SREB – High Schools that Work
- Facilitative Leadership
- Budget Essentials
- Planning/Revision Committee for Excellence in Physical Education Award

SIGNIFICANT ACCOMPLISHMENTS AND RECOGNITIONS

- Lead – Cocoa HS 7-12 transition – 2013
- Presenter for Principal and Curriculum Contacts – Common Core – 2012-13
- Presenter for Curriculum Contacts – Differentiated Instruction – 2011-12
- Middle School Principal of the Year – 2010
- Outstanding Support of Visual Arts in Brevard County - 2009
- Middle School Assistant Principals of the Year – 2002
- Brevard County Teacher of the Year Finalist – 1993
- Outstanding Service Award for the National Middle School Association - 1992

Rachel Winsten

(b)(6)

CERTIFIED PHYSICAL EDUCATION TEACHER (K-12)

Currently a full time Physical Education and Health Resource teacher for Brevard Public Schools in Viera Florida. Offer a proven track record of commended performance teaching, facilitating professional development, a passion for education and a commitment to optimizing school and district success.

Professional Experience

Brevard County Public Schools, Viera Florida

Resource Teacher: K-12 Health, Physical Education, Drivers Ed & JROTC, August 2012-Present

- Provide guidance, leadership, and support for K-12 health and physical Education teachers, drivers Education teachers and JROTC Instructors.
- Organize and facilitate professional development trainings and workshops for health and physical Education teachers, drivers Education teachers
- Plan and collaboratively facilitate professional development trainings and workshops for middle and high school assistant principals and K-12 principals.
- Conduct quarterly meetings with the Physical Education Leadership Team
- Update curriculum when necessary and appropriate
- Conduct peer evaluations, upon request, to support teachers and colleagues

Martin Van Buren High School, Queens Village, New York

Physical Education Teacher (9-12), April 2002 – June 2012

- Conducted all aspects of teaching team sports, individual and dual sports, aerobics, yoga and weight training classes
- Health Education Teacher. Curriculum included: human anatomy, human development and reproduction, drugs & alcohol, first aid, HIV/AIDS prevention, birth control and mental health
- Physical Education Department Deputy- maintained equipment inventory, assist department assistant principal with day-to-day running of department matters, awards committee co-chair
- Originated and organized the annual Senior Class Badminton Tournament

In addition to teaching I have held a variety of compensatory time and extra-curricular positions at Martin Van Buren H.S including:

- Dean of Students; September 2002- June 2003
- Senior Class Activities Advisor; September 2003-June 2005
- Girls J.V. Volleyball Head Coach; 2002, 2003, 2004
- Girls Varsity Softball Head Coach; 2003-2006 (Division Champions 2005 & 2006)
- Leaders Advisor; Spring 2003 & Spring 2007
- Dance Team Advisor; 2003-2005 and 2011-2012
- Lead Teacher School Wide Inquiry Team; 2010-2012
- Testing Coordinator; 2011-2012
- Data Specialist; 2011-2012

PR/Award # 8215F430255 **BPS N:SHAPE PROJECT APPENDIX F, PAGE 21**

Herbert G. Birch Western Queens Early Childhood Center, Long Island City, New York

Adapted Physical Education Teacher; March 2000- February 2002

Conducted all aspect of teaching and coordinating an adapted movement education program for children with disabilities including Autism, Cerebral Palsy, ADD/ADHD, and language delays. Successfully obtained a grant from the 'Rosie For All Kids Foundation' to build an accessible playground for the school.
Developed educational theme oriented activities to be conducted with each class.
Conducted monthly workshops with other Birch school staff members on integrating movement education into classroom curriculum.

Pierce Country Day Camp, Roslyn New York

Director of Project Adventure/Ropes Course: Summers 2000-2004

Directed daily group activities on ropes course elements for children ages 5-14.
Supervised and trained staff on proper procedures and techniques used on all adventure course elements.

Education

Hofstra University; Hempstead, New York
Master of Science in Physical Education, August 2001
Overall G.P.A: 3.8

State University of New York College at Cortland; Cortland, New York
Bachelor of Science in Education, May 1999
Major: Physical Education
Overall G.P.A; 3.1 Major G.P.A; 3.12 Dean's List

Awards and Commendations:

The National Society of High School Scholars; Award for Outstanding Achievement and Excellence in Teaching
Martin Van Buren Excellence in Attendance Awards
Martin Van Buren Scholars Institute Excellence in Teaching Certificates

Specialized Skills

- Classroom Management
- Differentiated Instruction
- Curriculum Development
- Literacy Integration Strategy Development
- Mediation
- Online grading systems coordinator
- Fitnessgram/ Physical Best
- Inquiry Team Leader
- Interactive White Board Expert
- Proficient in Microsoft Office
- Outdoor Education/Project Adventure
- Digitale Creation

References

(b)(6)

THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

Board Approved Job Description

Title: Accounting Specialist I

Pay Grade: Bargaining Grade 21

Pay Type: L

Reports to: Accounting Supervisor or other supervisory personnel

Date Board Approved: December 12, 2000 & August 25, 1998

FLSA Status: Non-Exempt

Supervisor's Superior: Associate Superintendent of Financial Services

Date Developed or Revised: December 12, 2000 & August 20, 1998; July 9, 2008

Supervises: N/A

Job Goal

Effective utilization of advanced clerical and specialized accounting skills in compiling, maintaining and verifying diverse financial information. Work detail varies according to department assignment and specific routines must be learned on the job through daily association.

Qualifications

1. High School diploma or equivalent or special diploma required.
2. Minimum of one year experience in bookkeeping or accounting.
3. Must be able to operate a computer and standard office equipment.
4. Valid Florida Driver License.

Knowledge, Skills & Abilities

Knowledge of bookkeeping principles and practices and standard office procedures. Ability to apply knowledge to work situations. Ability to use technology to keep records accurately.

Performance Responsibilities: Essential Functions

1. Operate a computer and all standard business office machines.
2. Work collaboratively to initiate requisitions and purchase orders, verify receipt of merchandise, correlate invoices, purchase orders and receiving reports, and process vendor payments.
3. Examine financial records for accuracy and completeness according to prescribed standards.
4. Monitor expenditures to ensure compliance with accounting standards and adherence to budget constraints.

5. Monitor and maintain appropriate stock levels for various inventory items.
6. Prepare and record journal entries, process daily accounting information and prepare periodic financial reports.
7. Process daily cash receipts and maintain receipt books and cash receipt records.
8. Travel between warehouse and office occasionally.
9. Use effective positive interpersonal communication skills.
10. Provide outstanding customer service, and use positive interpersonal communication skills.
11. Make all decisions and perform all tasks in accordance with Brevard Public Schools' Organizational Values.
12. Ensure compliance with Board rules and applicable federal laws and regulations.

Performance Responsibilities: Other Duties & Responsibilities

Perform other tasks or services consistent with the goal of this position.

Physical Demands (from supplement)

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently.

Work Environment

None: The worker is not substantially exposed to adverse environmental conditions (such as in typical office or administrative work).

Terms of Employment

Bargaining - Grade 21. Twelve months. 8.0 hours per day.

Evaluation

Performance of this position will be evaluated in accordance with the provisions of Board policy on evaluation of personnel.

Page Last Edited: 02/25/2013

Changed grade - 1-10-08 per 1010 contract

Title change only - 7/9/2008, no board action

Timeline for N'Shape Evaluation Activities

Timeline for project evaluation activities				
Tasks	Responsible Per.	Year 1	Year 2	Year 3
Review evaluation plan	Evaluator (Eval) & school/district (sch/dist) staff	Oct	Aug	Aug
Identify dates for evaluation activities	Eval & sch/dist staff	Oct	Aug	Aug
Distribute timeline to appropriate staff	Evaluator	Oct	Sept	Sept
Form assessment team(s)	Evaluator	Oct	Sept	Sept
Develop surveys and other measures	Evaluator & program manager (PM)	Oct	Oct	Oct
Review/modify surveys, etc.	Eval & sch/dist staff		Sept	Sept
Submit enrollment data to evaluator.	District staff	Oct	Oct	Oct
Conduct site observations - interview staff - observe classes	Evaluation team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Complete formative evaluation reports - submit to staff	Evaluation team	Oct, Feb May	Oct, Feb May	Oct, Feb May
Administer online staff, student and teacher surveys	School staff	April	April	April
Compile results of surveys	Evaluator	May	May	May
Prepare & submit APR	Evaluator & PM	May	May	May
Compile and submit physical education assessment data	District staff	Aug	Aug	Aug
Prepare & submit APR	Evaluator & PM	Oct	Oct	Oct
Review APR & update plan	Evaluator/district staff	Dec	Dec	Dec
Complete and present final APR	Evaluator			Sept

Other Attachment File(s)

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Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

District Budget	Year 1	Year 2	Year 3	TOTALS
PERSONNEL				
<u>Accounting Clerk: (Aligns with N'SHAPE GOAL 4)</u> Part time for the clerical work for the lifetime of the grant. With a 3% cost of living increase per year. 1 accounting clerk for 180 days x 4 hrs day @ \$ 13.47 hr.	\$9,698.00	\$9,988.94	\$10,288.61	\$29,975.55
FRINGE BENEFITS				\$0.00
<u>Accounting Clerk (part-time): (Aligns with N'SHAPE GOAL 4)</u>				
*Retirement .0518	\$502.36	\$517.43	\$532.95	\$1,552.73
*FICA .0765	\$741.90	\$764.15	\$787.08	\$2,293.13
*Life Insurance .0018	\$17.46	\$17.98	\$18.52	\$53.96
*Wk Comp .00558	\$54.11	\$55.74	\$57.41	\$167.26
TRAVEL				
<u>OUT OF STATE(Aligns with N'SHAPE GOAL 5)</u> AAHPERD Conference- *Registration \$280 pp x 7 people = \$1960 *Airfare \$400 pp x 7 people = \$2800 *Lodging \$130/night x 4 nights for 7 people = \$3,640 *Meals \$36 pp/day x 5 days x 7 people = \$1260 *Transportation (taxi/shuttle) to & from airport = \$150 *Mileage to & from airport (school to airport round trip 80 miles) @ .565 mile x 7 people = \$317 *Airport parking @ \$20 day per vehicle = \$700	\$10,827.00	\$10,827.00	\$10,827.00	\$32,481.00

Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

<p><u>OUT OF COUNTY-(Aligns with N'SHAPE GOAL 5)</u> Florida Association for Health Physical Education Recreation, Dance and Sport Conference (FAHPERDS): 15 people*Registration \$125 pp x 15 people = \$1875 *Lodging \$130/night x 2 nights for 14 people = \$3640 *Lodging \$130/night x 3 nights for 1 person (resource teacher) = \$390 *Meals \$36 pp/day x 3 days x 15 people = \$1620 *Mileage to & from location (school to Orlando round trip 120 miles) @ .565 mile x 15 people = \$1017</p>	\$8,542.00	\$8,542.00	\$8,542.00	\$25,626.00
<p><u>In County Travel-(Aligns with N'SHAPE GOALS 1-5)</u> <u>Coordinators mileage</u> *Mileage @ .565 per mile x 500 miles est. = \$283</p>	\$283.00	\$283.00	\$283.00	\$849.00
EQUIPMENT				\$0.00
				\$0.00
SUPPLIES				
<p>12 AV carts @ \$800 each (<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$0.00	\$9,600.00	\$0.00	\$9,600.00
<p>15 Charging stations for apple i-pads @ \$2700 each (<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$0.00	\$40,500.00	\$0.00	\$40,500.00
<p>480 Protective cases for i-pads @ \$100 each (<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$0.00	\$48,000.00	\$0.00	\$48,000.00
<p>480 ipads at \$458 each(<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$219,840.00	\$0.00	\$0.00	\$219,840.00
<p>12 Apple TV @ \$99 each (<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$0.00	\$1,188.00	\$0.00	\$1,188.00
<p>12 I-pad Application Voucher @ \$1000 each(<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$12,000.00	\$0.00	\$0.00	\$12,000.00
<p>12 I-tune cards for applications @ \$200 each (<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$0.00	\$0.00	\$2,400.00	\$2,400.00
<p>16 MacBook Pro: 4, 5 pack @ \$6310 each and 1 individual @ \$1099 + Protection plan @ \$183(<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$39,142.00	\$0.00	\$0.00	\$39,142.00
<p>12 46" LED Televisions @ \$1000-(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)</p>	\$0.00	\$12,000.00	\$0.00	\$12,000.00
<p>6 Getting started deploying ipad @ \$4500 each (<u>Aligns with N'SHAPE GOAL 5</u>)</p>	\$27,000.00	\$0.00	\$0.00	\$27,000.00

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6350 (1st year) and 1600 (years 2,3) Basic Pedometers @ \$4.50 each(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)	\$28,575.00	\$7,200.00	\$7,200.00	\$42,975.00
Ped step pedometers: First year: 18 FITstep Pro Pedometer (pack of 30) @ \$839 each, 5 FITstep Pedometer (pack 100) @ \$2,599 Years two and three: 12 FITstep Pro Pedometer (pack of 30) @ \$839 each(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)	\$32,874.00	\$10,068.00	\$10,068.00	\$53,010.00
Commit2BFit planners 6350 @ \$3.59 each (price includes shipping) (<u>Aligns with N'SHAPE GOALS 1, 3, AND 5</u>)	\$0.00	\$22,797.00	\$22,797.00	\$45,594.00
Commit2BFit journals 12700 @ \$2.80 each (price includes shipping) (<u>Aligns with N'SHAPE GOALS 1, 3, AND 5</u>)	\$35,560.00	\$0.00	\$0.00	\$35,560.00
FAN Event Supplies: 4000 (1st year), 1200 (year 2,3) Commit2BFit journals for Adults @ \$2.80 each, 900 (1st year), 600 (year 2,3) Commit2BFit journal for K-2 @ \$2.80 each, printing, food supply products, pedometers 4000 (1st year), 1800 (year 2,3) @ 4.50 each (<u>Aligns with N'SHAPE GOAL 3</u>)	\$32,720.00	\$14,140.00	\$14,140.00	\$61,000.00
All in one desktop computer for Accounting clerk \$800 and printer \$200(<u>Aligns with N'SHAPE GOAL 4</u>)	\$1,000.00	\$0.00	\$0.00	\$1,000.00
Basic office supplies such as but not limited to toner, paper, and folders for project support (<u>Aligns with N'SHAPE GOAL 4</u>)	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
9 Nasco recess cart: Physical Education equipment cart and equipment @ \$648 each(<u>Aligns with N'SHAPE GOAL 1</u>)	\$0.00	\$0.00	\$5,832.00	\$5,832.00
15 Fitness Assessment Equipment: ClassPlus AssessPro Fitnessgram testing Pack @ 1,657 each(<u>Aligns with N'SHAPE GOAL 2</u>)	\$0.00	\$0.00	\$24,855.00	\$24,855.00
Nutrition Games: 9 Food labels teaching kit @ \$110 each 9 Supermarket Scramble @ \$305 each 9 Food-Tag Frenzy @ \$297 each 12 Portion Pursuit @ \$254 each (<u>Aligns with N'SHAPE GOAL 3</u>)	\$0.00	\$11,061.00	\$0.00	\$11,061.00
15 Health-O-Meter Scale @ \$415 each(<u>Aligns with N'SHAPE GOAL 2</u>)	\$0.00	\$6,225.00	\$0.00	\$6,225.00

Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

3 Project Adventure achieving fitness kit @ \$2000 each(<u>Aligns with N'SHAPE GOAL 1</u>)	\$0.00	\$0.00	\$6,000.00	\$6,000.00
Physical Education equipment such as but not limited to; cones, station markers, weights, jump ropes, heart rate monitors, universal access equipment, balls, bean bags. (estimated @ \$6000 per school) (<u>Aligns with N'SHAPE GOAL 1</u>)	\$0.00	\$0.00	\$72,000.00	\$72,000.00
12 Xbox Kinect Fitness bundle @ \$2400 each(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)	\$0.00	\$0.00	\$28,800.00	\$28,800.00
12 Wireless routers @ \$150 each (<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$1,800.00	\$0.00	\$1,800.00
12 Wireless USB ports for wireless data plan @ \$30 each (<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$360.00	\$0.00	\$360.00
15 Class sets of Nutrition Informational Texts (at 20 books per set) @ \$20 per book(<u>Aligns with N'SHAPE GOAL 3</u>)	\$0.00	\$6,000.00	\$0.00	\$6,000.00
12 Fitness and nutrition assessment software @ \$2500 per school (<u>Aligns with N'SHAPE GOALS 1, 2 AND 4</u>)	\$30,000.00	\$0.00	\$0.00	\$30,000.00
CONTRACTUAL				\$0.00
Independent Evaluator per year (<u>Aligns with N'SHAPE GOALS 1-5</u>)	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000.00
Apple Professional Development 1 day training(<u>Aligns with N'SHAPE GOAL 5</u>)	\$8,700.00	\$0.00	\$0.00	\$8,700.00
Apple Professional Development 2 day training(<u>Aligns with N'SHAPE GOAL 5</u>)	\$9,000.00	\$0.00	\$0.00	\$9,000.00
12 Wireless data plan with a network provider at \$70 per month for 12 months (<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$10,080.00	\$10,080.00	\$20,160.00
CONSTRUCTION				\$0.00
				\$0.00
OTHER				\$0.00
Substitutes release for AAHPERD Conference- 6 subs @ \$100 per day x 5 days = \$3000(<u>Aligns with N'SHAPE GOAL 5</u>)	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Substitutes release for Florida Association for Health Physical Education Recreation, Dance and Sport Conference- 14 subs @ \$100 per day x 3 days = \$4200(<u>Aligns with N'SHAPE GOAL 5</u>)	\$4,200.00	\$4,200.00	\$4,200.00	\$12,600.00

Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

Substitutes release for planning and staff development for University of Florida- 14 @ \$100 per day x 1 days = \$1400(<u>Aligns with N'SHAPE GOAL 5</u>)	\$1,400.00	\$0.00	\$0.00	\$1,400.00
Substitutes release for planning and staff development for Fitness and nutrition assessment software - 22 @ \$100 per day x 1 day = \$2200(<u>Aligns with N'SHAPE GOALS 1,2, AND 4</u>)	\$2,200.00	\$0.00	\$0.00	\$2,200.00
Substitutes release for planning and staff development for Commit 2BFit- 14 @ \$100 per day x 1 day = \$1400(<u>Aligns with N'SHAPE GOALS 1,3, AND 5</u>)	\$1,400.00	\$1,400.00	\$0.00	\$2,800.00
Substitutes release for planning and staff development for apple training- 22 @ \$100 per day x 3 days = \$7,200(<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$6,600.00	\$0.00	\$6,600.00
<u>Fringe for Substitutes: (Aligns with N'SHAPE GOALS 3 AND 5)</u>				
*FICA .0135	\$164.70	\$205.20	\$97.20	\$467.10
*Wk Comp .0055	\$67.10	\$83.60	\$39.60	\$190.30
<u>Extra Duty Pay</u> - Curriculum writing and planning - N'SHAPE - summer 32 hours x 10 @ \$22.50 per hour (<u>Aligns with N'SHAPE GOAL 3</u>)	\$7,200.00	\$0.00	\$0.00	\$7,200.00
<u>Fringe - Extra Duty (Aligns with N'SHAPE GOALS 3 AND 5)</u>				
*Retirement .0518	\$372.96	\$0.00	\$0.00	\$372.96
*FICA .0765	\$550.80	\$0.00	\$0.00	\$550.80
*Wk Comp .00558	\$40.18	\$0.00	\$0.00	\$40.18
TOTAL DIRECT COSTS BASE DIRECT COSTS (EXCLUDES EQUIPMENT, CONTRACTUAL > \$25K)	\$553,672.56	\$273,504.04	\$268,845.37	\$1,096,021.97
INDIRECT COSTS $\frac{(b)}{A}$ %	\$7,189.23	\$5,418.67	\$4,409.65	\$17,017.55
TOTAL PROJECT COSTS	\$560,861.79	\$278,922.71	\$273,255.01	\$1,113,039.51
Required Match (10% year one and 25% years two and three) See below for source of matching funds from local budget:	(b)(4)			
Regular Pay- (b) Physical Education lead grant teachers/contacts at (b) N'SHAPE school sites- minimum of (b) hours per teacher per week for year one (b)(4) hourly rate with fringe x (b) hours per week x (b) teachers x (b) weeks = (b)(4) and (b) hours per teacher per week for years two and three (\$ (b)(6) hourly rate with fringe x	(b)(4)			

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5 hours per week x 12 teachers x 36 weeks = \$77,025.60 annually)				
% of Regular Pay- 1 Physical Education Resource Teacher to serve as project director overseeing management, implementation, and evaluation of the N'SHAPE, PEP grant- (Minimum of 10 hours per week for 36 weeks @ \$37.69 per hourly rate with fringe and supplement = \$12,568.84 annually)	\$12,568.84	\$12,568.84	\$12,569.84	\$37,707.52
Vendor Discount- from Gopher Sports for sole source provider of physical education equipment. Vendor has agreed to provide in-kind match by absorbing shipping and handling costs of all orders)	\$4,776.49	\$1,607.18	\$3,379.83	\$9,763.50
Sub-Total Direct Costs of Matching Funds	\$55,858.13	\$91,201.62	\$92,975.27	\$240,035.02
INDIRECT COSTS (b)(4) , (savings as a result of the match calculation)	\$4,666.86	\$4,666.86	\$4,666.86	\$14,000.57
TOTAL Calculation of Matching Funds (Note: Amounts exceed minimum required match annually)	\$60,524.99	\$95,868.48	\$97,642.13	\$254,035.59
TOTAL COSTS for the Implementation of the Grant (Expenses Plus Match)	\$621,386.78	\$374,791.18	\$370,897.14	\$1,367,075.10

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

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District Budget	Year 1	Year 2	Year 3	TOTALS
PERSONNEL				
<u>Accounting Clerk: (Aligns with N'SHAPE GOAL 4)</u> Part time for the clerical work for the lifetime of the grant. With a 3% cost of living increase per year. 1 accounting clerk for 180 days x 4 hrs day @ \$ 13.47 hr.	\$9,698.00	\$9,988.94	\$10,288.61	\$29,975.55
FRINGE BENEFITS				\$0.00
<u>Accounting Clerk (part-time): (Aligns with N'SHAPE GOAL 4)</u>				
*Retirement .0518	\$502.36	\$517.43	\$532.95	\$1,552.73
*FICA .0765	\$741.90	\$764.15	\$787.08	\$2,293.13
*Life Insurance .0018	\$17.46	\$17.98	\$18.52	\$53.96
*Wk Comp .00558	\$54.11	\$55.74	\$57.41	\$167.26
TRAVEL				
<u>OUT OF STATE(Aligns with N'SHAPE GOAL 5)</u> AAHPERD Conference- *Registration \$280 pp x 7 people = \$1960 *Airfare \$400 pp x 7 people = \$2800 *Lodging \$130/night x 4 nights for 7 people = \$3,640 *Meals \$36 pp/day x 5 days x 7 people = \$1260 *Transportation (taxi/shuttle) to & from airport = \$150 *Mileage to & from airport (school to airport round trip 80 miles) @ .565 mile x 7 people = \$317 *Airport parking @ \$20 day per vehicle = \$700	\$10,827.00	\$10,827.00	\$10,827.00	\$32,481.00

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<p><u>OUT OF COUNTY-(Aligns with N'SHAPE GOAL 5)</u> Florida Association for Health Physical Education Recreation, Dance and Sport Conference (FAHPERDS): 15 people*Registration \$125 pp x 15 people = \$1875 *Lodging \$130/night x 2 nights for 14 people = \$3640 *Lodging \$130/night x 3 nights for 1 person (resource teacher) = \$390 *Meals \$36 pp/day x 3 days x 15 people = \$1620 *Mileage to & from location (school to Orlando round trip 120 miles) @ .565 mile x 15 people = \$1017</p>	\$8,542.00	\$8,542.00	\$8,542.00	\$25,626.00
<p><u>In County Travel-(Aligns with N'SHAPE GOALS 1-5)</u> <u>Coordinators mileage</u> *Mileage @ .565 per mile x 500 miles est. = \$283</p>	\$283.00	\$283.00	\$283.00	\$849.00
EQUIPMENT				\$0.00
				\$0.00
SUPPLIES				
<p>12 AV carts @ \$800 each (<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$0.00	\$9,600.00	\$0.00	\$9,600.00
<p>15 Charging stations for apple i-pads @ \$2700 each (<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$0.00	\$40,500.00	\$0.00	\$40,500.00
<p>480 Protective cases for i-pads @ \$100 each (<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$0.00	\$48,000.00	\$0.00	\$48,000.00
<p>480 ipads at \$458 each(<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$219,840.00	\$0.00	\$0.00	\$219,840.00
<p>12 Apple TV @ \$99 each (<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$0.00	\$1,188.00	\$0.00	\$1,188.00
<p>12 I-pad Application Voucher @ \$1000 each(<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$12,000.00	\$0.00	\$0.00	\$12,000.00
<p>12 I-tune cards for applications @ \$200 each (<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$0.00	\$0.00	\$2,400.00	\$2,400.00
<p>16 MacBook Pro: 4, 5 pack @ \$6310 each and 1 individual @ \$1099 + Protection plan @ \$183(<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$39,142.00	\$0.00	\$0.00	\$39,142.00
<p>12 46" LED Televisions @ \$1000-(<u>Aligns with N'SHAPE GOALS 1 AND 5)</u></p>	\$0.00	\$12,000.00	\$0.00	\$12,000.00
<p>6 Getting started deploying ipad @ \$4500 each (<u>Aligns with N'SHAPE GOAL 5)</u></p>	\$27,000.00	\$0.00	\$0.00	\$27,000.00

Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

6350 (1st year) and 1600 (years 2,3) Basic Pedometers @ \$4.50 each(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)	\$28,575.00	\$7,200.00	\$7,200.00	\$42,975.00
Ped step pedometers: First year: 18 FITstep Pro Pedometer (pack of 30) @ \$839 each, 5 FITstep Pedometer (pack 100) @ \$2,599 Years two and three: 12 FITstep Pro Pedometer (pack of 30) @ \$839 each(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)	\$32,874.00	\$10,068.00	\$10,068.00	\$53,010.00
Commit2BFit planners 6350 @ \$3.59 each (price includes shipping) (<u>Aligns with N'SHAPE GOALS 1, 3, AND 5</u>)	\$0.00	\$22,797.00	\$22,797.00	\$45,594.00
Commit2BFit journals 12700 @ \$2.80 each (price includes shipping) (<u>Aligns with N'SHAPE GOALS 1, 3, AND 5</u>)	\$35,560.00	\$0.00	\$0.00	\$35,560.00
FAN Event Supplies: 4000 (1st year), 1200 (year 2,3) Commit2BFit journals for Adults @ \$2.80 each, 900 (1st year), 600 (year 2,3) Commit2BFit journal for K-2 @ \$2.80 each, printing, food supply products, pedometers 4000 (1st year), 1800 (year 2,3) @ 4.50 each (<u>Aligns with N'SHAPE GOAL 3</u>)	\$32,720.00	\$14,140.00	\$14,140.00	\$61,000.00
All in one desktop computer for Accounting clerk \$800 and printer \$200(<u>Aligns with N'SHAPE GOAL 4</u>)	\$1,000.00	\$0.00	\$0.00	\$1,000.00
Basic office supplies such as but not limited to toner, paper, and folders for project support (<u>Aligns with N'SHAPE GOAL 4</u>)	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
9 Nasco recess cart: Physical Education equipment cart and equipment @ \$648 each(<u>Aligns with N'SHAPE GOAL 1</u>)	\$0.00	\$0.00	\$5,832.00	\$5,832.00
15 Fitness Assessment Equipment: ClassPlus AssessPro Fitnessgram testing Pack @ 1,657 each(<u>Aligns with N'SHAPE GOAL 2</u>)	\$0.00	\$0.00	\$24,855.00	\$24,855.00
Nutrition Games: 9 Food labels teaching kit @ \$110 each 9 Supermarket Scramble @ \$305 each 9 Food-Tag Frenzy @ \$297 each 12 Portion Pursuit @ \$254 each (<u>Aligns with N'SHAPE GOAL 3</u>)	\$0.00	\$11,061.00	\$0.00	\$11,061.00
15 Health-O-Meter Scale @ \$415 each(<u>Aligns with N'SHAPE GOAL 2</u>)	\$0.00	\$6,225.00	\$0.00	\$6,225.00

Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

3 Project Adventure achieving fitness kit @ \$2000 each(<u>Aligns with N'SHAPE GOAL 1</u>)	\$0.00	\$0.00	\$6,000.00	\$6,000.00
Physical Education equipment such as but not limited to; cones, station markers, weights, jump ropes, heart rate monitors, universal access equipment, balls, bean bags. (estimated @ \$6000 per school) (<u>Aligns with N'SHAPE GOAL 1</u>)	\$0.00	\$0.00	\$72,000.00	\$72,000.00
12 Xbox Kinect Fitness bundle @ \$2400 each(<u>Aligns with N'SHAPE GOALS 1 AND 5</u>)	\$0.00	\$0.00	\$28,800.00	\$28,800.00
12 Wireless routers @ \$150 each (<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$1,800.00	\$0.00	\$1,800.00
12 Wireless USB ports for wireless data plan @ \$30 each (<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$360.00	\$0.00	\$360.00
15 Class sets of Nutrition Informational Texts (at 20 books per set) @ \$20 per book(<u>Aligns with N'SHAPE GOAL 3</u>)	\$0.00	\$6,000.00	\$0.00	\$6,000.00
12 Fitness and nutrition assessment software @ \$2500 per school (<u>Aligns with N'SHAPE GOALS 1, 2 AND 4</u>)	\$30,000.00	\$0.00	\$0.00	\$30,000.00
CONTRACTUAL				\$0.00
Independent Evaluator per year (<u>Aligns with N'SHAPE GOALS 1-5</u>)	\$25,000.00	\$25,000.00	\$25,000.00	\$75,000.00
Apple Professional Development 1 day training(<u>Aligns with N'SHAPE GOAL 5</u>)	\$8,700.00	\$0.00	\$0.00	\$8,700.00
Apple Professional Development 2 day training(<u>Aligns with N'SHAPE GOAL 5</u>)	\$9,000.00	\$0.00	\$0.00	\$9,000.00
12 Wireless data plan with a network provider at \$70 per month for 12 months (<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$10,080.00	\$10,080.00	\$20,160.00
CONSTRUCTION				\$0.00
				\$0.00
OTHER				\$0.00
Substitutes release for AAHPERD Conference- 6 subs @ \$100 per day x 5 days = \$3000(<u>Aligns with N'SHAPE GOAL 5</u>)	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Substitutes release for Florida Association for Health Physical Education Recreation, Dance and Sport Conference- 14 subs @ \$100 per day x 3 days = \$4200(<u>Aligns with N'SHAPE GOAL 5</u>)	\$4,200.00	\$4,200.00	\$4,200.00	\$12,600.00

Brevard Public Schools ~ N'SHAPE "Nutrition Sustaining Health and Physical Education!"

Substitutes release for planning and staff development for University of Florida- 14 @ \$100 per day x 1 days = \$1400(<u>Aligns with N'SHAPE GOAL 5</u>)	\$1,400.00	\$0.00	\$0.00	\$1,400.00
Substitutes release for planning and staff development for Fitness and nutrition assessment software - 22 @ \$100 per day x 1 day = \$2200(<u>Aligns with N'SHAPE GOALS 1,2, AND 4</u>)	\$2,200.00	\$0.00	\$0.00	\$2,200.00
Substitutes release for planning and staff development for Commit 2BFit- 14 @ \$100 per day x 1 day = \$1400(<u>Aligns with N'SHAPE GOALS 1,3, AND 5</u>)	\$1,400.00	\$1,400.00	\$0.00	\$2,800.00
Substitutes release for planning and staff development for apple training- 22 @ \$100 per day x 3 days = \$7,200(<u>Aligns with N'SHAPE GOAL 5</u>)	\$0.00	\$6,600.00	\$0.00	\$6,600.00
<u>Fringe for Substitutes: (Aligns with N'SHAPE GOALS 3 AND 5)</u>				
*FICA .0135	\$164.70	\$205.20	\$97.20	\$467.10
*Wk Comp .0055	\$67.10	\$83.60	\$39.60	\$190.30
<u>Extra Duty Pay</u> - Curriculum writing and planning - N'SHAPE - summer 32 hours x 10 @ \$22.50 per hour (<u>Aligns with N'SHAPE GOAL 3</u>)	\$7,200.00	\$0.00	\$0.00	\$7,200.00
<u>Fringe - Extra Duty (Aligns with N'SHAPE GOALS 3 AND 5)</u>				
*Retirement .0518	\$372.96	\$0.00	\$0.00	\$372.96
*FICA .0765	\$550.80	\$0.00	\$0.00	\$550.80
*Wk Comp .00558	\$40.18	\$0.00	\$0.00	\$40.18
TOTAL DIRECT COSTS BASE DIRECT COSTS (EXCLUDES EQUIPMENT, CONTRACTUAL > \$25K)	\$553,672.56	\$273,504.04	\$268,845.37	\$1,096,021.97
INDIRECT COSTS 4.49%	\$7,189.23	\$5,418.67	\$4,409.65	\$17,017.55
TOTAL PROJECT COSTS	\$560,861.79	\$278,922.71	\$273,255.01	\$1,113,039.51

Required Match (10% year one and 25% years two and three) See below for source of matching funds from local budget:

Regular Pay- Physical Education lead grant teachers/contacts at N'SHAPE school sites- minimum of hours per teacher per week for year one (\$) hourly rate with fringe x hours per week x teacher x weeks = \$) and hours per teacher per week for years two and three (\$) hourly rate with fringe x

(b)(4)

(b) hours per week x (b) teachers x (b) weeks
 = \$(b)(4) annually)

(b)(4)

% of Regular Pay- (b) Physical Education Resource Teacher to serve as project director overseeing management, implementation, and evaluation of the N'SHAPE, PEP grant- (Minimum of (b) hours per week for (b) weeks @ (b)(4) per hourly rate with fringe and supplement = \$(b)(4) annually)

Vendor Discount- from Gopher Sports for sole source provider of physical education equipment. Vendor has agreed to provide in-kind match by absorbing shipping and handling costs of all orders)

Sub-Total Direct Costs of Matching Funds

INDIRECT COSTS 4.49% (savings as a result of the match calculation)

TOTAL Calculation of Matching Funds
 (Note: Amounts exceed minimum required match annually)

TOTAL COSTS for the Implementation of the Grant (Expenses Plus Match)

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

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

Name of Institution/Organization

Brevard Public 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	29,098.00	25,188.94	17,488.61			71,775.55
2. Fringe Benefits	2,511.56	1,644.10	1,532.76			5,688.42
3. Travel	19,652.00	19,652.00	19,652.00			58,956.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	459,711.00	191,939.00	195,092.00			846,742.00
6. Contractual	42,700.00	35,080.00	35,080.00			112,860.00
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)	553,672.56	273,504.04	268,845.37			1,096,021.97
10. Indirect Costs*	7,189.23	5,418.67	4,409.65			17,017.55
11. Training Stipends						
12. Total Costs (lines 9-11)	560,861.79	278,922.71	273,255.02			1,113,039.52

***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):

The Indirect Cost Rate is 4.49 %.

(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 Brevard Public 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						
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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Rachel		Winston	

Address:

Street1:	2700 Judge Fran Jamieson Way
Street2:	
City:	Viera
County:	
State:	FL: Florida
Zip Code:	32940-6601
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
321 633 1000	

Email Address:

winston.rachel@brevardschools.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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