

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 # S215F130261

Grants.gov Tracking#: GRANT11379333

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:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/12/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

ERLANGER-ELSMERE INDEPENDENT SCHOOL DISTRICT

* b. Employer/Taxpayer Identification Number (EIN/TIN):

616001276

* c. Organizational DUNS:

0506226380000

d. Address:

* Street1:

500 GRAVES AVE

Street2:

* City:

ERLANGER

County/Parish:

* State:

KY: Kentucky

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

410181620

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

VICKI

Middle Name:

* Last Name:

DANSBERRY

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

8594427031

Fax Number:

* Email:

VICKI.DANSBERRY@NKCES.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:**

Northern Kentucky Wellness Alliance Physical Education Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

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

Add Attachment

Delete Attachment

View Attachment

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.

| | |
|---|---|
| <p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Linda Holmes</p> | <p>* TITLE</p> <p>Superintendent</p> |
| <p>* APPLICANT ORGANIZATION</p> <p>ERLANGER-ELSMERE INDEPENDENT SCHOOL DISTRICT</p> | <p>* DATE SUBMITTED</p> <p>04/12/2013</p> |

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: NA
* Street 1: NA Street 2: _____
* City: NA 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: EDUCATION | 7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215 |
|---|--|

| | |
|---|---|
| 8. Federal Action Number, if known: _____ | 9. Award Amount, if known: \$ _____ |
|---|---|

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

b. Individual Performing Services (including address if different from No. 10a)
Prefix: _____ * First Name: NA Middle Name: _____
* Last Name: NA 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: Linda Holmes
* Name: Prefix: _____ * First Name: Kathlyn Middle Name: _____
* Last Name: Burkhardt Suffix: _____
Title: _____ Telephone No.: _____ Date: 04/12/2013

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PR/Award # S215F130261

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.

GEPA_427.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA 427, Equitable Access to and Participation in Federally Assisted Programs

Beechwood, Erlanger-Elsmere, Ludlow, and Silver Grove schools will make programming accessible to all participants. Physical and nutrition education programs will be advertised through various media such as advertising fliers, district and school websites, cable access channel, and word of mouth to ensure all families and students are aware of opportunities. Schools are in compliance with the Americans with Disabilities Act (ADA) mandates. Each school district is accustomed to dealing with students with disabilities and accommodating physical, emotional and learning challenges and will apply those methods and principles to the Northern Kentucky Wellness Alliance Physical Education Program. Activities include targeted events to ensure all students can participate in physical activity and nutrition learning enrichment. Additional barriers that might arise would include transportation (the project provides for transportation to special activities using school district buses) and scheduling (the project will schedule meetings at times when interested parents and community members can attend.) This program will make all accommodations required to meet our intent: to improve nutrition and physical education for all students in the Wellness Alliance schools.

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

ERLANGER-SUMMERS INDEPENDENT SCHOOL DISTRICT

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

The Northern Kentucky Wellness Alliance's goal is to initiate, expand, and improve physical education to help students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove meet state standards for physical education. The following standards-based project objectives will guide the project: 1) to provide instruction and experiences that will help students understand that proper nutrition is essential to growth and development; 2) to provide instruction and experiences that will help students understand that resources are available to assist in making nutritional choices; 3) to provide instruction and experiences that will help students understand that spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities; 4) to provide instruction and experiences that will help students understand that physical activity provides opportunities for social interaction, challenges and fun; and 5) to provide instruction and experiences that will help students understand that regular participation in health-related physical activity supports the goals of fitness and a healthier lifestyle throughout life.

Activities include instruction in healthy eating habits and good nutrition and implementation of physical fitness activities that provide:

1. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
2. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
3. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
4. Opportunities to develop positive social and cooperative skills through physical activity

participation.

5. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

The project meets the absolute priority as well as Competitive Preference Priority #2, participation of required partners. Partnership agreements from 4 LEAs (Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove Independent School Districts, a CBO (Northern Kentucky Cooperative for Educational Services), the Northern Kentucky Health Department, 4 food service directors and mayors of five cities (Fort Mitchell, Erlanger, Elsmere, Ludlow, and Silver Grove) are attached. In addition, the design filters of invitational priority 1 align with the purpose and design of the project.

Expected project outcomes include: nutrition education will be part of students' daily experiences during and after school; increase of 25% in the percentage of students who consumed fruit two or more times per day and vegetables three or more times per day; increase of 20% in the percentage of students who engage in 60 minutes of daily physical activity; increase of 20% in the percentage of students who meet the standard of a healthy fitness zone in at least five of the six fitness areas of that assessment; 4,387 students and 2,000 family members will learn about fitness and a healthier lifestyle throughout life through enjoyable physical activities during and after school.

The project will serve 4,387 students in grades K – 12 at eleven schools in Northern Kentucky school districts of Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Need for the Project (20 pts)

Erlanger-Elsmere Independent Schools, a Kentucky LEA, will lead a collaborative effort of eleven schools and partners through Northern Kentucky Wellness Alliance Physical Education Program (PEP). This program’s goal is to initiate, expand, and improve physical education to help Northern Kentucky students make progress toward meeting State physical education standards. Northern Kentucky Wellness Alliance is a collaboration of Erlanger-Elsmere, Ludlow, Beechwood, and Silver Grove Schools, four small school districts related by geography, constituency, and challenges. They collaborate regularly through the local educational service agency and they share a wide range of support services for the benefit of students.

Each district serves one or two cities in Northern Kentucky, directly across the Ohio River from Cincinnati, Ohio. These are tightly-knit older communities that once were the first suburbs. Ludlow is a river city of 4,407 people, bounded to the north by the Ohio River and encircled by the largest inner city area in Northern Kentucky. Erlanger and Elsmere are neighboring cities that were built as railroad towns, and they remain outposts for urban or blue collar populations of 18,082 and 8,461 people respectively. Beechwood is located in suburban Fort Mitchell, a city of 8,207 people that is a center of relative affluence in the Northern Kentucky area; but even there pockets of poverty, homelessness and other challenges to healthy living are evident. Silver Grove is a tiny town of 1,102 people that maintains its

own school and related services in geographic and economic isolation. The total population of the communities of the Northern Kentucky Wellness Alliance is 40,259; 4,387 K-12 students are in project schools.

| District | K-12 Population | Free and Reduced |
|-------------------------|------------------------|-------------------------|
| Beechwood | 1180 | 21% |
| Erlanger-Elsmere | 2171 | 71% |
| Ludlow | 835 | 62% |
| Silver Grove | 201 | 84% |
| TOTAL/AVERAGE | 4,387 | 60% |

The percentage of students in the Federal Free and Reduced lunch program in a school district is a commonly accepted indicator of risk. The chart above shows that large numbers of

these students live at levels of poverty that put them at risk for a variety of learning challenges, including those that affect physical activity and nutrition. Families in these communities struggle to make ends meet; there is no money or energy for sports, exercise or lessons. “Nutrition” often means whatever food is inexpensive and available, with little thought or knowledge of actual nutritional value. In the most affluent of these districts, one of every five students is at-risk. In the three other districts, that number increases up to more than four of every five students. On average, three of every five project students depend on school meals for most of their nutrition.

The schools of the project have used different measures in the past to assess fitness. In schools where BMI is measured, 35% of students are in the overweight or obese categories. In schools where the Presidential Challenge was used, 62% were unable to achieve National or Presidential fitness levels. In a school where the PYFP FitnessGram was used, only 10% reached the Healthy Fitness Zone in five areas. More than half the students, 58%, met the Healthy Fitness Zone in three or fewer fitness areas.

The very small size of these districts means that each is able to offer a very limited range of physical activity and nutrition opportunities for students. The communities, likewise, present an extremely limited array of opportunities. Children’s minds, bodies and spirits are challenged by these conditions, and learning is affected.

Gaps and weaknesses of current program including outcomes of the self-assessment

(Requirement 1): The School Health Index (SHI) (Modules 1 – 4) was conducted in each school. Participants in the assessment included physical education teachers, school nutrition staff, health teachers, Family Resource Center/Youth Services Center staff, school administrators, parents, and school nurses. Discussion about priorities and actions confirmed common gaps, weaknesses and needs among project schools. The schools developed the

Wellness Alliance PEP plan to directly address these gaps, weaknesses and needs.

Table 2: School Health Index (Requirement 1) Overall Scores

| | BH | TMS | LH | LHS | SGH | AE | BE | HE | LE | GE | ME | SGE |
|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Module 1 | 54% | 62% | 54% | 50% | 43% | 51% | 56% | 51% | 50% | 49% | 50% | 45% |
| Module 2 | 69% | 51% | 63% | 55% | 37% | 46% | 33% | 46% | 47% | 38% | 47% | 13% |
| Module 3 | 64% | 80% | 54% | 32% | 46% | 59% | 59% | 59% | 59% | 50% | 59% | 39% |
| Module 4 | 58% | 64% | 72% | 64% | 36% | 58% | 58% | 58% | 56% | 64% | 56% | 36% |

BH: Beechwood High School; TMS: Tichenor Middle School; LH: Lloyd High School; LHS: Ludlow High School; SGH: Silver Grove School high school grades; AE: Arnett Elementary; BE: Beechwood Elementary; HE: Howell Elementary; LE: AJ Lindeman Elementary; GE: Mary A. Goetz Elementary; ME: Miles Elementary; SGE: Silver Grove School elementary grades

The gaps and weaknesses of all schools fell within three areas for improvement: 1) improved

infrastructure for policy development, curriculum and implementation; 2) improved student experiences to learn to make healthy choices and put knowledge to work; and 3) improved teacher and staff professional development. Overall scorecards from each school are attached, and the discussion below provides details.

Nutrition Education Gaps and Weaknesses: A) *Improved infrastructure for policy*

development, curriculum and implementation is critically required at all project schools. None of the schools has aligned or adopted a nutrition curriculum to meet state standards. Content and style of teaching nutrition varies widely based on the teacher, and nutrition education is taught in a focused way only in grade 9, well after youths’ eating habits have been formed. Even then nutrition comprises only a minor section (the most extensive is a two week unit) of a semester-long health course. School Wellness committees, originally established to design Local Wellness policies in 2006, met minimum standards, completed their tasks, and no longer meet regularly. Staff members uniformly report they are not aware of existing policies being implemented.

B) Improved student experiences to make healthy choices and put knowledge to work

Nutrition education currently stops at the door of the classroom and is not integrated into student experiences. Cafeterias contain no up-to-date posters or displays to educate and excite students

about nutrition. Cafeterias are meeting federal requirements to inform students about nutrition content, but there has been no coordination with education that would allow students to understand what the content information means so they can practice effective choice among healthy foods. At three project schools, only one entrée is served in the cafeteria each day; students have no choice in menu, no opportunity to exercise what they may learn in nutrition curriculum. One school offers two choices daily, five schools offer three entrees daily and one school offers five entrée choices, but students have not yet been taught about making appropriate choices, so many of these choices go unused. A school staff member described a student's refusal to eat a healthy salad topped with grilled chicken: "The student complained that the chicken had gotten cold and so it was no good. I explained, just before the student threw the meal away, that cold chicken on a salad is a healthy choice." This lack of coordination represents a serious missed opportunity for nutrition education every day of students' lives.

C) Improved Teacher and Staff Professional Development Food service staff report that they have never attended training about presenting foods in an appealing manner or about effective interaction with students. In addition, nutrition/health education has not been part of accountability for schools in Kentucky since 2008, when the assessment for the core content area of Practical Living ended. Last year, Kentucky piloted a new assessment mechanism, a Program Review. In that pilot year, no project elementary or middle school reached proficiency, and no school approached the distinguished level. This year is the first time schools will report on nutrition, physical activity and other Practical Living measures for accountability purposes.

Physical Activity Gaps and Weaknesses: *A) Improved infrastructure for policy development, curriculum and implementation* Local wellness policies are no longer effective here and need revitalization that will come with the infrastructure supports of this plan. None of these schools

has formally aligned or adopted a sequential PE curriculum to address state standards. Four of the eleven project schools have evidence-based SPARK curriculum manuals available for some grades. The other seven schools have no curriculum guidance outside the state standards and the teacher's imagination. Even where manuals are available, equipment does not support their use, and teachers have never received training to support effective implementation. Teachers are not able to select lessons to meet the needs of their students; rather, they select activities based on the limited equipment available and their own range of knowledge.

B) Improved student experiences to make healthy choices and put knowledge to work In high schools, only 9th graders receive required physical education or health classes. In elementary schools, students have physical education class on varying schedules but average 45 minutes a day, 18 weeks a year. Teachers reported that up to 30% of students are resistant to physical activity in physical education classes (and one teacher reported 70% of students inactive), an indicator that class activities are not engaging students. Fifty-three percent of students walk to school in these districts, and no school reported more than 5% riding a bike to school.

Beechwood Elementary (K – 6) and Beechwood High School (7 – 12) are the most well-equipped of these schools. However, because there is only one gym for both elementary and high school activities, time for physical activity is scheduled extremely tightly and activities are limited. The schedule is also vulnerable to interruption for other activities since this is also the assembly room and all-purpose meeting room. Beechwood has a range of lifestyle fitness equipment and an extensive selection of competitive after school activities but no general after school program or non-competitive athletics.

In Erlanger-Elsmere schools (Arnett, Lindeman, Howell, and Miles elementary [K-5], Tichenor Middle School [6-8], and Lloyd High School [9-12]), gyms are old as are the buildings.

No treadmills, stair steppers or other modern fitness equipment are available. After school programs at the middle school and one elementary school do not focus on athletics and are not aligned with school day instruction. Other schools have no after-school physical activities other than a limited range of traditional team sports, which do not appeal to many students.

Ludlow Schools include Mary A. Goetz Elementary School (K – 6) and Ludlow High School (7-12). Their school buildings are attached to each other and are surrounded by urban housing and a heavily traveled road. There is no outdoor play area. Ludlow’s gym facilities are very small and equipment is limited. The antiquated elementary school gym, built in 1930, is not adaptable for either age or handicap, so even Kindergarten or wheelchair-bound students must attempt, for example, to shoot basketballs into a 10-foot high hoop. The high school gym has sufficient space for activities but storage space is extremely limited. No lifestyle fitness equipment exists at these schools. Ludlow has no on-site after-school program, but when the school hosts any special event it is very highly attended, as youth are looking for something to do that gets them off the streets of this urban area.

Silver Grove Schools consists of one K – 12 school. This small district is isolated geographically, making travel to engaging activities challenging for youth in this economically challenged town. Its gym is constantly in use. The school has no ongoing after-school opportunities for physical activity, and the community similarly lacks opportunities for youth. They do not have exercise equipment to engage students in lifestyle wellness activities.

C) Improved Teacher and Staff Professional Development Physical Education is another part of the Practical Living curriculum that Kentucky has not assessed for accountability since 2008. Teachers require support to adequately complete the new Program Review and make changes based on results. All schools reported on a survey for this plan that teachers have had “none” or

“very limited” opportunities to participate in physical activity-related professional development to develop engaging activities to meet varied needs or learn new instruction methods.

State standards and how the proposed project will help students meet the standards

Kentucky State Program of Studies describes understandings that are common to every grade and form standards for various grade levels. These understandings have been matched by the Kentucky Department of Education to national standards (National Health Education Standards [NHES] and National Association for Sport and Physical Education [NASPE]). Gaps and weaknesses were identified using the School Health Index (Requirement 1), focusing on items with scores of “0” or “1”, and target standards are indicated below.

Kentucky Program of Studies: Gaps and Weaknesses and Programming to Address Them

| |
|---|
| Nutrition Standards |
| 1. Students will understand that proper nutrition is essential to growth and development. (KY Big Idea: Nutrition, NHES standard 1) |
| 2. Students will understand that resources are available to assist in making nutritional choices. (KY Big Idea: Nutrition, NHES standard 3) |
| <i>A. Improved Infrastructure for policy development, curriculum and implementation</i> |
| Gaps and weaknesses as shown by School Health Index: No project school has identified a sequential health education curriculum or nutrition curriculum. No structures exist to support implementation of Local Wellness Policies. Schools do not have capacity to effectively promote healthy food and beverage choices or community nutrition activities. |
| How the proposed project will help students meet the identified standards |
| <ul style="list-style-type: none">• Project staff will lead each school to complete <u>HECAT analyses</u>. This process will result in identification and introduction of an <u>evidence-based nutrition curriculum</u> at all eleven schools. This curriculum will provide sequential evidence-based nutrition education, redesigned as part of a comprehensive health education program aligned to the state standards for Practical Living. This will be the first time in these schools that nutrition will be systematically taught in all grades, which will help students meet the standards.• A scaffolded series of supports include the regional <u>Wellness Alliance Learning Community</u>, the project-wide <u>Northern Kentucky Wellness Alliance Steering Committee</u>, school-based <u>Wellness Integration Networks (WINs)</u>, and school-based <u>Youth Councils</u> to form strong foundations for Wellness Policy implementation and updates. The project will collaborate through these groups with the health department for policy guidance and technical assistance and to use resources such as the health department’s learning library. This careful structuring will provide a network of support to guide progress toward standards 1 and 2 above.• WINs and site coordinators will conduct outreach through announcements, website promotion, newsletters, etc. to maintain transparency and accountability, to encourage future partnerships, and to maximize effective promotion of nutrition concepts and activities. This |

effective communication will both increase student understanding of the importance of nutrition and increase their ability to identify resources for making nutritional choices.

- Nutrition Coaching will be provided for food service staff and nutrition teachers. Coaches will work with school staff to integrate nutrition education into all subjects as appropriate, ensuring students see how nutrition resources connect to life in multiple ways.

B. Improved Student Experiences to Make Healthy Choices and Put Knowledge to Work

Gaps and weaknesses as shown by School Health Index: Youth have very few opportunities to practice skills for nutrition choices. Youth are not exposed to enrichment experiences to have opportunities to try new foods and nutrition settings. Few assignments encourage interaction with family and community on nutrition skills.

How the proposed project will help students meet the identified standards

- Implementation of evidence-based nutrition curriculum in all grades will provide guidance for youth in a sequential, age appropriate way that will help them meet state standards.
- Youth Councils will drive change for nutrition and nutrition education, leading their peers in growing understanding of the importance of nutrition through engaging projects such as video commercials for new foods, taste tests, etc.
- Introduction of new foods in appealing ways for students. WAPEP will provide information and taste tests to help youth learn how to accept and understand what they are eating.
- Curriculum will be reinforced by environmental education using Team Nutrition and health department resources (posters, bulletin boards, videos, etc.) to support students' understanding and healthy choices.
- Enrichment experiences/Wellness Field Trips (nutritional shopping, visits to farms and healthy food stores, etc.) and Family Nutrition Learning Nights will offer youth opportunities to interact with families and communities to make choices and identify resources in new cultural settings.
- Targeted enrichment activities (years two and three) for students on the autism spectrum will provide a focal point to ensure all students' progress toward standards.
- Culminating events in years two and three will bring all participating districts and partners together to celebrate what youth have learned and to share ideas for increased progress.

C. Improved Teacher and Staff Professional Development

Gaps and weaknesses as shown by School Health Index: Teachers have not had professional development in nutrition education. Teachers have had no professional development for delivering sequential health education curriculum consistent with standards. There has been no training for staff in essential topics on healthy eating. No school reports collaboration between nutrition services staff and teachers. No school has assessed nutrition achievement.

How the proposed project will help students meet the identified standards:

- Trainings for evidence-based curriculum, along with technical assistance from the health department and other local partners, will provide extensive opportunities for all nutrition providers and nutrition educators to learn, plan, and align new projects with curriculum and policy to help demonstrate student success toward meeting standards.
- Quarterly nutrition staff trainings will include both food service and teaching staff; training will introduce techniques for improved healthy food service and using food service to collaboratively support student education about nutrition.
- Assessments with Youth Risk Behavior Survey nutrition questions (high school) and alternate assessment (other grades) as well as assessments from the nutrition curriculum will

provide measures to guide decision making and ensure student progress toward standards.

Physical Education Standards

3. Students will understand that spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities. (KY Big Idea: Psychomotor Skills, NASPE Standards 1, 2).

4. Students will understand that physical activity provides opportunities for social interaction, challenges and fun. (KY Big Idea: Lifetime Physical Wellness, NASPE Standards 5, 6).

5. Students will understand that regular participation in health-related physical activity supports the goals of fitness and a healthier lifestyle throughout life. (KY Big Idea: Lifetime Physical Wellness, NASPE Standard 4).

A. Improved Infrastructure

Gaps and weaknesses as shown by School Health Index: Schools lack sequential physical education curriculum consistent with standards. No structures exist to support updates to or implementation of Local Wellness Policies. Schools lack capacity to effectively promote community physical activities.

How the proposed project will help students meet the identified standards:

- Project staff will lead the PECAT analysis in each school. This process will result in identification and introduction of an evidence-based physical activity curriculum at all eleven schools. Evidence-based K – 12 and after-school programming will provide engaging physical education activities to improve student understanding and skills for spatial awareness, motor skills, and movement patterns; provide opportunities for social interaction, challenges and fun through physical activity, and build regular participation in health-related physical activity to support fitness and a healthier lifestyle throughout life.
- Wellness Alliance Learning Community, Wellness Alliance Steering Committee, Wellness Integration Networks, and Youth Councils will form strong project and school-based infrastructures for integration of physical activity for students.
- Effective communication will build opportunities for students to practice skills, experience fun and social interaction through physical activity, and understand the goals for fitness and healthy lifestyle.

B. Improved Student Experiences to Make Healthy Choices and Put Knowledge to Work

Gaps and weaknesses as shown by School Health Index: Students do not get 225 minutes of physical activity per week (high school) nor 150 minutes per week (elementary school) in any project school. Students have limited opportunities to practice skills: areas for physical activity are limited. No safe and secure equipment storage areas exist. Equipment is outdated and insufficient. Students have no access to school facilities outside school hours. After school programs are non-existent in some schools and, where they exist, they do not focus on physical activity or align with school physical activities or instruction. Few enrichment experiences and community physical activities are available. Assignments do not encourage interaction with family or community. Community physical activities are not promoted at schools. Walking or biking to school is not promoted.

How the proposed project will help students meet the identified standards:

- Implementation of an evidence-based physical education curriculum and teaching students to use related equipment will help students increase physical activity to 60 minutes per day.
- Extended hours (2 hours a day, four days a week; four summer weeks) for physical activities will allow students to increase physical activity in safe environments. WINs, site coordinators

and after school coordinators will promote walking and biking and use of local recreational areas and ensure alignment of school and after school activities. Activities will include a range of experiences targeted to engage students' interests, for example, archery, bowling, etc.

Wellness centers will be equipped at each school for student use to alleviate overscheduled gyms. Equipment will be selected to meet the needs and capacity of each school and will include lifestyle fitness equipment such as treadmills, ellipticals, etc. to help students expand their understanding of activities that can contribute to a healthier lifestyle throughout life.

Environmental education will reinforce curriculum lessons and create an atmosphere of value for physical activity that will contribute to student learning and changing culture.

Wellness Field Trips/Enrichment Experiences to activity centers, skating rinks, equine experiences, etc. will broaden students' understanding, enjoyment and participation in lifestyle physical activity and give them opportunities to practice skills.

Family Learning Activity Nights will promote engagement of schools, families and the community in physical activities to reinforce what students are learning at school.

Effective communications will maximize likelihood of student-community participation and understanding of the range of possibilities for physical activity.

Targeted enrichment activities in years two and three for students with autism spectrum disorders will provide a focal point to ensure that all students benefit from the project and make progress toward standards.

Culminating events in years two and three will bring all participating districts together with community partners to celebrate what the youth have learned and to share ideas for increased progress toward standards.

C. Improved Teacher and Staff Professional Development

Gaps and weaknesses as shown by School Health Index: Teachers lack professional development for physical education teachers in essential topics on physical activity. No individualized physical activity and fitness plans have been made with students.

How the proposed project will help students meet the identified standards:

- Wellness Alliance Learning Community (WALC) will permit project-wide integration with the larger regional wellness community through the regional educational service agency.
- Curriculum trainings and additional technical assistance from project partners will provide opportunities for shared planning, curriculum alignment, policy updates and professional development for teachers to support effective instruction for students.
- Assessments with 3DPAR, pedometers, and Presidential Youth Fitness Program will provide extensive and ongoing measures of student progress to guide decision making and ensure student progress toward standards.

SIGNIFICANCE (15 pts)

By design, this project will build significant system change in eleven schools in four school districts. The plan is grounded in evidence-based assessments (PECAT, HECAT, SHI and student assessment), built on evidence based curricula for both nutrition and physical activity, supported with appropriate equipment and training for those curricula, and strengthened by infrastructure to reinforce learning. Supports from community partners will provide additional

bonds that ensure improvements. All activities were chosen to expressly address an area of shared need in the schools of Northern Kentucky Wellness Alliance PEP, and all activities work together to create a seamless structure that will change the way physical education and nutrition is taught and learned in these schools across Northern Kentucky.

The superintendents of Erlanger-Elsmere and Ludlow Schools initiated this planning process and brought the other superintendents and their representatives to the table, demonstrating administrative support for the project. To ensure buy-in among participating staff members, follow-up discussions, assessments and planning involved members of all groups that are likely to be involved in implementation at the schools (principals, physical education teachers, health teachers, food services staff, Family Resource Centers, Youth Services Centers, community partners, etc.)

The enthusiasm and commitment of these team members to working together to faithfully implement this strong program is the final element that will ensure successful systems change in these districts. These small schools have extensive control over what happens in their buildings, but they often do not have the resources to create systemic change. Working together, the schools will share resources and a plan that offer real hope for significant improvements in their physical activity and nutrition programming, and they can't wait to get started.

QUALITY OF THE PROJECT DESIGN (30 pts)

A. Build capacity and yield results: This plan will build 11 schools' capacities to integrate nutrition and physical activity learning with existing school practices. The training, curriculum and equipment of this plan will remain with schools after the project has ended, as will their ability to collaborate within their schools and with each other for physical activity and nutrition goals. WINs, the Wellness Alliance Steering Committee, and the Youth Councils will build capacity and provide institutional supports for physical activity and nutrition at every level of

school planning, and the Wellness Alliance Learning Community will allow that planning from each school to reach out to the other districts and schools involved, and further, into the Northern Kentucky region. These structures will help schools establish new practices and policy that will last beyond the period of Federal financial assistance, and the relationships built through these structures will continue to influence decision-making long past the funding period.

Once schools learn how to perform effective assessments of student progress and how that information can be used to promote healthy nutrition and physical activity, they will be able to continue the assessments into the future. All aspects of the project will work together to increase the number of students who participate in physical activity at least 60 minutes a day; who achieve a healthy fitness zone in at least five areas of the Presidential Youth Fitness Program; and who consume fruit at least two times a day and vegetables at least three times a day. The involvement of so many schools and school districts ensures that this work will impact the broad area of Northern Kentucky, creating lasting impact on five cities and the entire community.

B. Research and effective practice: *The Wellness Impact: Enhancing Academic Success through Healthy School Environments* (GenYouth Foundation, National Dairy Council, American College of Sports Medicine and American School Health Association, 2013) addresses the ways physical activity and nutrition connect with success in other areas of education, discussing “the vital importance of improved nutrition and increased physical activity in creating an environment that enriches students’ readiness to learn.” In 2009, Donnelly and others demonstrated a positive correlation between the amounts of time spent being physically active and academic performance. Weekend physical activity resulted in better performance on standardized reading, math and spelling tests, for example. Since three of these school project school districts rank well below the 50th percentile for achievement in schools in Kentucky, and

one is in the very lowest group, at the first percentile, the schools welcome this intervention as a way to improve achievement of physical education standards and student performance across the curriculum. The urgency of the need is even clearer in this context: “Given how the brain develops throughout childhood and dynamically adapts to the environment, poor nutrition could have a negative effect on brain functions.” (Osendarp, et. al, 2004.)

The Wellness Impact sets forth a checklist for “Creating a Culture of Wellness: What Schools Can Do”. The Wellness Alliance plan clearly matches up to those recommendations:

| “Wellness Impact” Recommendation | Wellness Alliance PEP Program Features |
|--|---|
| <i>Hold schools accountable for adopting and implementing wellness practices</i> | Wellness Alliance Steering Committee, Wellness Integration Networks, annual SHI, and student data review and posting on websites |
| <i>Provide technical assistance that builds capacity for staff and students</i> | Health Department resources, educational service center, curriculum trainings, food service trainings, Wellness Alliance Learning Communities |
| <i>Establish school health advisory councils</i> | Wellness Integration Networks |
| <i>Institute a student health advisory council that actively collects and incorporates students’ opinions, ideas and participation</i> | Youth Councils |
| <i>Use a Coordinated School Health framework</i> | SHI annually; use WIN to work toward CSH |
| <i>Conduct yearly evaluations using the SHI</i> | SHI annually |
| <i>Provide in-school promotions about physical activity and healthy eating goals</i> | Effective communications, WIN planning, health department resources |
| <i>Conduct regular outreach to parents and community leaders about school wellness priorities and successes</i> | Family learning nights for both nutrition and physical activity; community partnerships with cities and local businesses |
| <i>Educate stakeholders about the role of nutrition, physical activity and healthy weight in reaching schools’ achievement goals</i> | Effective communications, WINs, trainings for wide range of staff members |
| <i>Ensure that nutrition guidelines are aligned and applied to any food or beverage available to students on campus</i> | Nutrition coaches work directly with food service staff to align nutrition with guidelines and develop policy for campus-wide choices |
| <i>Provide high quality nutrition education to all grades and integrated with the curriculum</i> | Introduction of standards aligned nutrition curriculum after HECAT |
| <i>Deliver quality physical education for all students in all grades</i> | Introduction of standards aligned curriculum after PECAT |
| <i>Provide options each day for students to be physically active</i> | Before and after school activities; enrichment activities; promotion of biking and walking |

| | |
|--|--|
| <i>Engage staff, families/parents and community members in promoting physical activity inside and outside of school.</i> | Family learning nights for both nutrition and physical activity; community partnerships with cities and local businesses; effective communication through multiple vehicles. |
|--|--|

Grounded in research, the members of the Northern Kentucky Wellness Alliance PEP are eager to begin the work of changing the culture in the eleven project schools.

C. Exceptional approach: This project is an exceptional approach to meeting statutory purposes and requirements. It will empower four school districts to expand and improve their physical education programs to help all their students to meet state physical education standards, in places where there has been little hope of change in the past. By collaborating with community partners in five cities, we can expect change to extend beyond these individual children and schools and across Northern Kentucky. All statutory requirements will be met:

| |
|---|
| Requirement 1: School Health Index-aligned goals are described in detail in Table 1, discussed in Section A and referred to throughout the plan. Annual assessment with SHI is part of the plan. |
| Requirement 2: Nutrition- and physical activity-related policies will be the focus of activities of each WIN as well as the district level Wellness Alliance Steering Committees (WASC). Since none of these districts has previously developed or consistently implemented strong policy, initial efforts will focus on review of existing policies and development of cohesive frameworks for the future. At monthly WIN meetings and bi-monthly WASC meetings, a variety of staff and community members will review policy as it relates to current project progress. Formal review and revision will be made annually, as indicated in the Program Specific Assurance. |
| Requirement 3: Linkage with Local Wellness Policies – Each school district’s WASC will examine existing policies created in 2006 and revise them in year one of the project to ensure that they address all requirements in the Child Nutrition Act of 1966 and that they are currently appropriate. By sharing ideas through the WALC, they can optimize policies and their implementation. These policies will be reviewed annually to ensure relevance. |
| Requirement 4: Linkages with Federal, State and Local Initiatives. The participation of 5 cities, the health department, the schools’ food service directors and the local educational services agency ensure collaborative effort with local initiatives. For example, the local health department will support project efforts by providing consultation for wellness policy revision and environmental change, school health incentive funds that focus on policy and environmental change and a lending library. They also will offer guidance for choosing evidence based curriculum based on HECAT results. Cities will share events at parks and recreational events. Area churches and businesses will provide resources (for example, an area business has a nature preserve that they will make available to students during and after school for fishing, archery, and orienteering; a church will provide a location for after-school physical activities). The local educational services agency will provide resources for training such as space and coordination, will provide office space, utilities, etc. for project-wide staff, and will convene the WALC group |

where all schools will have opportunities to share project progress and ideas. The institution of WINs will allow schools to revitalize their interest in Coordinated School Health and integrate this work with other prevention efforts in their schools. Two project schools were registered as Team Nutrition schools at some point, but current staff members are not aware of grants received or ongoing work as Team members. By 2016, all project schools will have become Team Nutrition schools and at least 50% plan to achieve Healthier US Schools status. No Recovery Act Communities Putting Prevention to Work Community Initiative exists in our area. All schools have indicated willingness to collaborate with any new initiatives that arise.

Requirement 5: Updates to Physical Education and Nutrition Instruction Curricula are critically needed by these schools, and they are committed to relying on the PECAT and HECAT as central elements of the plan. Scorecards and curriculum improvement plans will be submitted to the funder as required. To prepare for this proposal, teachers reviewed PECAT and HECAT. They are looking forward to the support of these assessments for improving their programs.

Requirement 6: Equipment Purchases will be strictly aligned with the curricular components of the education and nutrition program and student use will be aligned with all elements of the absolute priority. This is identified in the Program-Specific Assurance.

Requirement 7: Increasing Transparency and Accountability will be accomplished by posting each district's aggregated results on the district's website and by posting the aggregated project results on the website of the fiscal agent, Erlanger-Elsmere Schools, as well as the educational service agency that provides collaborative supports for all Northern Kentucky school districts. Care will be taken to meet requirements of the Family Educational Rights and Privacy Act; in any case where personally identifiable data might be recognizable, the evaluator's first consideration will be to protect the identity of students. Additional transparency and accountability measures include designing communications materials to include data summaries and annual evaluation reports that will inform the funder, project staff, all project partners and the community. They will use this information to track progress and to make needed adjustments to ensure that all programming continues to support enhanced physical education programs.

ADEQUACY OF RESOURCES (10 pts)

"Poor nutrition, inactivity and unhealthy weight not only lead to poor academic achievement in children, but also create hard costs for individuals, schools and society at large," said Dr. David Satcher, 16th U.S. Surgeon General and director of The Satcher Health Leadership Institute. "These costs include spiraling health-care expenses, lower productivity and a future workforce unprepared for success. We must find solutions to improve nutrition and physical activity for our society's future well-being — and it must start in our homes and schools." In Kentucky, health-related costs of obesity are estimated at more than \$2 billion a year, and it's going to get worse: Kentucky is predicted to jump from a 30 percent adult obesity rate in 2013 to 60.1 percent in 2030. Intervention here is critical and the time is now to avert this prediction.

These staggering costs make the \$171 Federal cost per student for the anticipated results and benefits of the Northern Kentucky Wellness Alliance PEP program quite reasonable. Those anticipated results include: increasing by 20% the percentage of students active 60 minutes or more a day, increasing fitness among 20% of students as demonstrated by percentage of students achieving healthy fitness zone status in five or more PYFP testing areas, and increasing by 25% the percentage of students who consumer two or more fruits and three or more vegetables daily.

In addition to benefits that will accrue to the community directly by improving physical activity and nutrition and ultimate reductions in obesity, this program will create even larger benefits through improved student and school achievement on state learning standards, beginning with those in physical education and flowing on to other subjects. Additional benefits will include improved comprehensive school health services as well as community and family collaboration, and outreach across the Northern Kentucky community beyond project schools.

QUALITY OF THE MANAGEMENT PLAN (15 pts)

| | | |
|--|-----------------|--|
| Project Goal: The Northern Kentucky Wellness Alliance will initiate, expand, and improve physical education to help students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove meet state standards for physical education. | | |
| Program Activity A: Instruction in healthy eating habits and good nutrition | | |
| Objective 1: To provide instruction and experiences that will help students understand that proper nutrition is essential to growth and development. Objective 2: To provide instruction and experiences that will help students understand that resources are available to assist in making nutritional choices. | | |
| Outcome: Nutrition education will be part of students’ daily experiences during and after school. Measure: SHI results; environmental overview in cafeteria and classrooms as part of Wellness Observations; student surveys and taste test results | | |
| Outcome: Increase of 25% in the percentage of students who consumed fruit two or more times per day and vegetables three or more times per day. Measure: Youth Risk Behavior Survey (HS); alternate healthy eating assessment (Elem/MS) | | |
| Activity Persons Responsible | Timeline | Milestones and Benchmarks |
| Hire Staff Project Director and superintendents | October 2013 | Personnel Records |
| A) Improved infrastructure for policy development, curriculum and implementation | | |
| Conduct HECAT Project Coordinator (PC), WINs with | Fall 2013 | Overall summary forms, planning documents; curriculum chosen |

| | | |
|--|--|--|
| <i>school curriculum planners</i> | | |
| Introduce evidence-based, standards aligned, sequential nutrition curriculum for all grades <i>PC, Nutrition education staff</i> | January 2014 and ongoing | Purchase orders; curriculum plans and observations of implementation |
| Collaborate project-wide through Northern Kentucky Wellness Alliance Steering Committee <i>PD, PC, Nutrition Coaches (NC), Site Coordinators (SC), and partners</i> | Bi-monthly beginning October 2013 | Meeting records; policies revised and implemented; activities implemented; assessments and evaluations complete |
| Collaborate at each school through Wellness Integration Network <i>PC, SC, NC, after-school staff (AS), school staff, youth representative, partners</i> | Monthly beginning October 2013 | Meeting records; school-level policy revised and implemented; trainings, assessments and project activities implemented |
| Participate in regional Wellness Alliance Learning Community (<i>Educational service center, all staff and partners</i>) | Bi-annually beginning May 2014 | Meeting records, sign-in sheets, notes of information shared and trainings attended |
| Institute effective communications systems <i>PC, SC, NC, AS, communications consultant</i> | January 2014 and ongoing | Communications designed and distributed for transparency, accountability and promotion |
| Conduct nutrition coaching with food service staff and teachers <i>PC, SC, NC</i> | Scheduled in each school beginning Fall 2013 | Coaching logs, observation forms, feedback reports, policy and curriculum plans |
| <i>B) Improved student experiences to make healthy choices and put knowledge to work</i> | | |
| Implement evidence-based, standards aligned, sequential nutrition education curriculum for all grades <i>PC, Nutrition education staff</i> | January 2014 and ongoing | Curriculum plans and observations of implementation. 4,387 students benefit |
| Youth Councils form and provide input into changes and activities <i>Family Resource Centers, Youth Services Centers, youth, advisors</i> | Monthly beginning Fall 2013 and ongoing | Taste tests and environmental changes implemented; surveys complete; commercials designed, recorded and broadcast. 10 students per school participate on council |
| Introduce new, healthy foods <i>PC, Health Department, Food service staff</i> | October 2013 and ongoing | Menu analysis, menus and taste test surveys |
| Use environmental education to reinforce curriculum <i>PC, SC, AS, NC, Food service staff, health department partner</i> | November 2013, update as required throughout project | Photographic and video evidence of posters and other displays; nutritional information at point of selection in cafeteria lines and on TVs. Number of fruits and vegetables consumed |
| Implement Family Nutrition Learning | October 2013 and | Photographic and video evidence; |

| | | |
|--|--|---|
| Nights <i>PC, SC, AS, NC, Family Resource Centers/Youth Services Centers or PTOs</i> | bi-monthly | sign-in sheets, news coverage. 2,000 family members attend at least one per year |
| <ul style="list-style-type: none"> Conduct Wellness Field Trips and Enrichment Experiences Conduct targeted enrichment activities for students with autism spectrum disorders Conduct culminating event including all project districts <i>PC, SC, AS</i> | <ul style="list-style-type: none"> Quarterly Bi-annually Annually | Transportation and attendance records; photographic and video evidence; student response surveys. Participation benchmarks: Enrichment events: 10 students per school, Year 1; 20 students per school, Year 2 and 3. Targeted events: 8 students per event. Culminating events: 300 students and families |

C) Improved Teacher and Staff Professional Development

| | | |
|---|--|--|
| Provide training for implementation of curriculum resources for meeting challenging standards and HECAT-aligned nutrition curriculum <i>PD, PC, Nutrition education staff, NC</i> | Fall 2013. One day training for nutrition teachers and related staff | Purchase orders for trainings; curriculum plans and observations of implementation. 100% of nutrition education staff from 11 schools |
| Provide trainings for food service staff to learn about: food presentation; displaying nutrition information for child understanding; interaction with students; implementing wellness policy through food service. Visits to model food service sites and work with local chefs. <i>PD, PC, SC, NC, nutrition educators, food service staff</i> | Four 2-hour trainings beginning October 2013, four times each year. Visits to 3 model food service sites | Improved food service practices as recorded in menus, student surveys, photographic evidence Sign in sheets and mileage records |
| Staff and assessment team will conduct assessments <i>PC, SC, AS, NC, university evaluation partner</i> | Three times in Year 1 and two times per year in Years 2 and 3 | YRBS nutrition questions for high school administered; additional tools for lower grades developed and administered |

Program Activity B: Implement physical fitness activities that provide:

1. Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
2. Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
3. Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
4. Opportunities to develop positive social and cooperative skills through physical activity participation.
5. Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Objectives:

1. To provide instruction and experiences that will help students understand that spatial

awareness, motor skills and movement patterns are needed to perform a variety of physical activities.

2. To provide instruction and experiences that will help students understand that physical activity provides opportunities for social interaction, challenges and fun.
3. To provide instruction and experiences that will help students understand that regular participation in health-related physical activity supports the goals of fitness and a healthier lifestyle throughout life.

Outcome: Increase of 20% in the percentage of students who engage in 60 minutes of daily physical activity. **Measure:** Pedometers; 3-Day Physical Activity Recall (3DPAR)

Outcome: Increase of 20% in the percentage of students who meet the standard of a healthy fitness zone in at least five of the six fitness areas of that assessment. **Measure:** Presidential Youth Fitness Program (PYFP)

Outcome: 4,387 students and 2,000 family members will learn about fitness and a healthier lifestyle throughout life through enjoyable physical activities during and after school. **Measure:** Rosters and activity evaluations, Family Learning Activity Nights and Wellness Field Trips

| Activity Persons Responsible | Timeline | Benchmarks |
|--|---|---|
| A) Improved infrastructure for policy development, curriculum and implementation | | |
| Conduct PECAT <i>PC, WINs with school curriculum planners</i> | Fall 2013 | Scorecards and planning documents submitted; curriculum chosen |
| Youth Councils form and provide input into changes and activities <i>Family Resource Centers, Youth Services Centers, youth, advisors</i> | Monthly beginning Fall 2013 and ongoing | Activities implemented; surveys complete; videos recorded and broadcast. 10 students per school on each council |
| Introduce standards-aligned, sequential physical education curriculum <i>PC, Nutrition education staff</i> | January 2014 and ongoing | Purchase orders; curriculum plans; observations. 4,387 students participate. |
| Collaborate project-wide through the Wellness Alliance Steering Committee <i>PD, PC, NC, SC, and partners</i> | Bi-monthly beginning October 2013 | Meeting records; policies revised and implemented; activities and assessments implemented |
| Collaborate through school-based Wellness Integration Networks <i>PC, SC, NC, AS, school staff, youth representative</i> | Monthly at each school beginning October 2013 | Meeting records; school-level policy revised and implemented; trainings, assessments and project activities implemented |
| Institute effective communications systems <i>PC, SC, AS, school staff, communications consultant</i> | January 2014 and ongoing | Communications vehicles designed and distributed for transparency, accountability and promotion |
| B) Improved student experiences to make healthy choices and put knowledge to work | | |
| Implement standards-aligned, sequential physical education curriculum <i>PC, Nutrition education staff</i> | January 2014 and ongoing | Curriculum plans and observations of implementation. 4,387 students benefit. |
| Implement engaging physical activities before and after school and during the summer | October 2013 Before/after-school four days a | Unit/lesson plans, increased student participation, improved achievement on PYFP. 2,600 youth |

| | | |
|---|---|---|
| <i>PC, Physical Education/Health/Nutrition staff, SC, AS</i> | week; summer activities 4 weeks | participate in at least one outside-of-school activity. |
| Equip and supervise wellness centers with staff to teach students proper techniques for equipment use <i>PC, SC, AS</i> | October 2013 and ongoing | Sign-in sheets and activity logs; increased PYFP achievement and minutes of activity. 40% of project youth (approximately 1,700) use wellness centers. |
| Use environmental education to reinforce curriculum <i>PC, SC, AS, health department partners</i> | November 2013, update as required | Photographic and video evidence of posters and other displays |
| <ul style="list-style-type: none"> • Conduct Wellness Field Trips and Enrichment experiences; • Conduct targeted enrichment activities for students with autism spectrum disorders • Conduct annual culminating event including all project districts <i>PC, SC, AS, local businesses and partners</i> | <ul style="list-style-type: none"> • Bi-monthly • Bi-annually • Annually | Transportation and attendance records; photographic and video evidence; student response surveys. Participation benchmarks: Bi-monthly events: 10 students per school, Year 1; 20 students per school, Year 2 and 3 Targeted events: 8 students per event. Culminating events: 300 students and families |
| Conduct Family Learning Activity Nights <i>SC, PC, AS, NC</i> | October 2013 and bi-monthly | Photographic and video evidence; sign-in sheets; news coverage. 2,000 family members attend at least one per year |
| Increase communication with community events <i>PC, SC, Steering Committee and WINs</i> | October 2013 and ongoing | Increased attendance at community and school events |
| <i>C) Improved Teacher and Staff Professional Development</i> | | |
| Wellness Alliance Learning Community (WALC) <i>PD, PC, SC, Physical Education and Health teachers</i> | Two sessions each year, beginning October 2013 | Teacher attendance records, unit/lesson plans, observations, Kentucky Program Review accurate and on time |
| Provide training for PECAT-aligned physical education curriculum <i>PD, PC, Physical education staff</i> | Fall 2013. One day training for each level (K-6, MS, HS) | Purchase orders; curriculum plans and observations. 100% of physical education teachers at 11 schools will attend. |
| Staff and assessment team will conduct assessments <i>PC, SC, AS, NC, University partner</i> | Three times year one, then two times a year | 3DPAR, pedometers, PYFP results |

Improved infrastructure for policy development, curriculum and implementation will be the foundation for all activities of the Wellness Alliance plan. Evidence-based curricula for both physical education and nutrition for the school day and before- and after-school programs will

provide evidence-based support for instruction for the first time in our schools. Bi-monthly meetings of the Wellness Alliance Steering Committee will include project staff and representatives of each school, the Family Resources Centers, Youth Service Centers, health department, cities, youth and parents to guide progress of the project. Monthly meetings of the WINs at each school, including project staff, a school administrator, the Family Resources Centers, Youth Service Centers, PE and Nutrition staff, food service staff, a parent, and a Youth Council member, will provide forums to address school-specific needs and integrate activities of the plan with ongoing school activities. ***Improved student experiences to make healthy choices and put knowledge to work*** This plan will dramatically improve students' opportunity to expand achievement by learning from experience in making healthy nutrition and physical activity choices at school, at home and in the community. Monthly meetings of youth leaders at each school will provide opportunities for students to have input into changes that will make those changes relevant and interesting to youth. That group will also plan and implement projects such as the taste tests and related school surveys, etc. with guidance from project staff including Site Coordinators and the Nutrition Coaches. Each district will receive nutrition education support items for their cafeterias to upgrade presentation and education about new foods. In addition, the plan will provide extended and summer hours (4 days a week, 2 hours a day, plus 4 weeks summer programming) as well as 6 nutrition-based and 6 activity-based Family Learning Nights to expand youth opportunities to find interesting and healthy activities to pursue as part of healthy lifestyle development. Wellness Field Trips will provide new enrichment opportunities for the children. We expect that demand for these experiences will increase by Year Two, doubling the number of students who will participate. Improved communication with community organizations about opportunities for physical activity and nutrition experiences in the parks and

nature reserve and for special events will show students ways to become community leaders for wellness. ***Improved Teacher and Staff Professional Development*** will prepare school staff for the changes that will be required for success of the Wellness Alliance plan. The Wellness Alliance Learning Community will bring teachers together two times each year, teach them about best practices and the Program Review, and allow them to select additional topics for training throughout each year of the program based on SHI, HECAT and PECAT results. The project will provide a day of training for each level, elementary, middle, and high school teachers, and for afterschool activity leaders, in each curriculum (nutrition and physical education) to maximize the benefits to instruction. Assessment and evaluation results will both assess progress and inform program change; they will be conducted according to the evaluation plan below. Finally, school nutrition staff members, many of whom have rarely participated in targeted professional development, will participate in four sessions of targeted training. They will also travel, three times in the year, to learn from schools with food delivery systems that have produced impressive changes in student knowledge, skills and lifestyle choices.

The project will involve extensive collaboration among staff of the four school districts under the leadership of the Project Director, Dr. Kathlyn Burkhardt, who is the Superintendent of Erlanger-Elsmere Schools. The Project Director (.10 FTE) will hire the full-time Project Coordinator and execute contracts with partners as needed to ensure project success. Erlanger-Elsmere Schools will serve as fiscal agent, handling financial management of the project, and ensuring reports to funder are submitted in a timely manner. Dr. Burkhardt has experience managing large projects, and the established financial systems of the school district will adequately support this project as well. The Project Coordinator will be a full time (1 FTE) Erlanger-Elsmere Independent Schools employee who will be responsible for oversight of the

day-to-day operations of the project, overseeing the Site Coordinators, Nutrition Coaches, Data Specialist, and After School Coordinators and working together with administrators and staff of each partner school, as well as with staff of the educational service agency and community partners, to ensure project goals are met. This person will have a Bachelors Degree or higher in physical education or nutrition or a related subject and 3 years experience in management of a project of this magnitude. Seven Site Coordinators (Beechwood, .5 FTE; Erlanger-Elsmere, 4 employees at .5 FTE; Ludlow, .5 FTE; Silver Grove, .5 FTE) will be employees of the schools to which they are assigned, responsible for managing day-to-day activities at the school level, working under contract with the fiscal agent. With the leadership of the project coordinator they will convene meetings of the WIN and the Steering Committee and will work with teachers, nutrition workers, after-school activity leaders, the nutrition coaches and school staff to ensure progress toward project goals. Site Coordinators will hold Bachelors Degrees or higher and have a working knowledge of the schools in which they serve. The Nutrition Coaches (2 FTE, to work project-wide) will be full-time employees who will spend time at each school supporting project and school staff in improvements in nutrition education and environment. The Nutrition Coaches will hold Bachelors Degrees or higher in Nutrition, Health Education or a related subject, and will have 3 years experience working with school staff. After-School Activity Leaders will be hired by each school and contracted to work on this project two hours per day, four days a week and through the summer, providing and coordinating engaging and fun physical activity and nutrition sessions for students. These staff members will hold high school diplomas with additional training in physical activity or nutrition and will have 2 years experience working with students. The Data Specialist, 1 FTE, will provide administrative support such as recording evaluation and assessment data, providing meeting minutes, documenting policy, and supporting

the communications consultant. This person will have a high school diploma or higher and extensive knowledge of office processes and computer software. All school districts will execute memoranda of agreement about these staffing patterns and other project commitments, and all have signed Program-Specific Assurances committing them to program requirements (attached). The schools will use the Wellness Alliance Steering Committee as a governing body to guide collaboration and decision-making.

QUALITY OF PROJECT EVALUATION (10 pts)

Project Goal: The Northern Kentucky Wellness Alliance will initiate, expand, and improve physical education to help students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove meet state standards for physical education

Program Activity A: Instruction in healthy eating habits and good nutrition

Objective 1: To provide instruction and experiences that will help students understand that proper nutrition is essential to growth and development.

Objective 2: To provide instruction and experiences that will help students understand that resources are available to assist in making nutritional choices.

| Outcome | Benchmark | Measures |
|--|--|--|
| Nutrition education will be part of students' daily experiences during and after school | 4,387 students will participate in nutrition education | SHI results; WIN observations; student surveys and taste test results |
| Percentage of students who consumed fruit two or more times per day and vegetables three or more times per day | Increase of 25% | Youth Risk Behavior Survey (high school); alternate healthy eating assessment (elem. /middle school) |

Program Activity B: Implement physical fitness activities

Objective 3: To provide instruction and experiences that will help students understand that spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.

Objective 4: To provide instruction and experiences that will help students understand that physical activity provides opportunities for social interaction, challenges and fun.

Objective 5: To provide instruction and experiences that will help students understand that regular participation in health-related physical activity supports the goals of fitness and a healthier lifestyle throughout life.

| Outcomes | Benchmark | Measures |
|---|---------------------------------|---|
| Percentage of students who engage in 60 minutes of daily physical activity | 20% increase | Pedometers; 3-Day Physical Activity Recall (3DPAR) |
| Percentage of students who meet the standard of a healthy fitness zone in at least five of the six fitness areas of that assessment | 20% increase | Presidential Youth Fitness Program (PYFP) |
| Students and family members will learn about fitness and a healthier lifestyle | 4,387 students and 2,000 family | Rosters and activity evaluations of after school activities, Family |

| | | |
|---|---------|---|
| through enjoyable physical activities during and after school | members | Learning Nights, and Wellness Field Trips |
|---|---------|---|

The data specialist will work closely with an external evaluator and the project coordinator to ensure that assessments as outlined above are administered, data are submitted to the evaluator for analysis and project benchmarks and timelines are met. Data for GPRA will be gathered three times in year one to create a baseline and twice each year thereafter. The evaluation team will meet quarterly, and additionally as needed, to produce reports to the funder as requested and to discuss outcomes with transparency and accountability. The evaluation team also will work with the communications consultant to create an annual summary report that demonstrates project progress. Aggregated data will be available publicly through the fiscal agent’s, each district’s, and the educational service agency’s websites. The communications consultant will ensure that results are communicated to school principals and staff, to the Boards of Education and to the community and partners through a variety of appropriate means (websites, newsletters, media, etc.) The Wellness Alliance also will participate as requested in the national evaluation.

WINs, WASC and WALC will use the data to help us answer the questions: “So What? What effect does this program have on our children, our schools and our region?” When we know answers to these questions, we will communicate this information in ways that inform future planning and create action among community members. This plan provides a strong foundation for examining processes (HECAT, PECAT, sign-ins, environmental inventory in cafeteria and classrooms; observations, etc.) as well as outcomes (3DPAR, pedometers, PYFP, etc.) Together, these measures will guide future planning and advise stakeholders about program progress.

Through the Northern Kentucky Wellness Alliance Physical Education Program, students in Beechwood, Erlanger-Elsmere, Ludlow, and Silver Grove schools will make significant progress toward meeting state standards.

Other Attachment File(s)

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Kathlyn M. Burkhardt, Ed.D.

(b)(6)

Professional Objective: School Superintendent

INTERESTS AND QUALIFICATIONS

- Effective team leader and communicator skilled at collaboration with all stakeholders
- Trained and experienced in conflict resolution and participatory decision-making
- Expertise in curriculum, instruction, technology integration and educational leadership, K-12
- Knowledgeable and experienced in school finance, school law, policy, physical facilities and school operations
- Experienced in Comprehensive District Improvement Facilitation and Planning
- Skilled at data analysis and communication of cognitive and non-cognitive assessment information

EDUCATION

- Doctorate of Education, Educational Leadership, University of Kentucky, 2009
- Post-Rank 1, Supervisor of Instruction, K-12, Eastern Kentucky University, 2002
- Post-Rank 1, School Superintendency, Eastern Kentucky University, 2002
- Rank 1, Instructional Leadership, Principal, All Grades, Northern Kentucky University, 2000
- Masters of Education, School Guidance Counseling, Eastern Kentucky University, 1998
- Bachelor of Arts, Elementary Education, Berea College, Fall 1992
- Liberal Arts Degree, Berea College, Fall 1992

PROFESSIONAL EXPERIENCE

Superintendent, Erlanger-Elsmere Schools, Erlanger, Kentucky, 2009-Present

- President, Northern Kentucky Cooperative for Educational Services
- Executive Board, Northern Kentucky Education Council
- KTIP District Coordinator
- Director of District Personnel
- Director of District-Wide Programs
- Public Information Director
- Federal Grants oversight

Assistant Superintendent, Erlanger-Elsmere Public Schools, Erlanger, Kentucky, 2005-2009

- Curriculum and Instruction, K-12
- Title I, Part A Coordinator (Improving Basic Programs)
- Title II, Part A Coordinator (High Quality Teachers and Principals)
- Title III Coordinator (English Language Learners)
- Title VI Coordinator (Innovative Programs and Educational Improvement)
- Textbook Coordinator

- Gifted and Talented Coordinator
- Professional Development Coordinator
- Teacher Recruitment and New Employee Orientation
- District Assessment Coordinator
- Comprehensive District Improvement Plan
- District Evaluation Coordinator
- Fast ForWord District Coordinator
- MAP (Measures of Academic Progress) District Coordinator
- ThinkLink District Coordinator
- District Site Based Decision-Making Coordinator and Trainer

Supervisor of Instruction, Erlanger-Elsmere Schools, Erlanger, Kentucky, 2004-2005

Elementary Principal, Grades PreK-5, New Haven Elementary, Boone County School District, 2000-2004

Curriculum Consultant, Boone County School District, 1998-2000

Intermediate Teacher, Kelly Elementary, Boone County Schools, 1994-1998

Ungraded Primary Teacher, Bridgeport Elementary, Franklin County Schools, 1993-1994

INFORMATION ABOUT AWARDS AND HONORS AVAILABLE ON REQUEST

NORTHERN KENTUCKY WELLNESS ALLIANCE
Job Description

POSITION: Wellness Alliance Project Director

Qualifications:

Master's degree or higher in education, physical education, nutrition, or a closely related field.

Five years experience managing collaborative work with schools and community members

Ability to supervise community relationship-building

High level of professionalism and ethics

Proven ability to manage multi-dimensional project

Well-developed group and interpersonal presentation skills

Excellent personnel management skills

Budget management skills

Basic computer skills

Time management, written/verbal communication and advocacy skills

Commitment to healthy lifestyles for youth that include physical activity and nutrition

Performance Responsibilities:

Oversee the implementation of Northern Kentucky Wellness Alliance Physical Education Program

Hire and supervise the Project Coordinator

Collaborate with superintendents and staff of all districts in Northern Kentucky Wellness Alliance

Maintain written standards in financial management

Support collection and reporting of data as required

Participate in training to develop and maintain the skills necessary to perform the job effectively.

Job Goal: To implement the Northern Kentucky Wellness Alliance Physical Education Program in Beechwood, Erlanger-Elsmere, Ludlow, and Silver Grove schools, helping students to meet state standards for physical education.

Hours Per Week

\$10,000

.10 FTE

NORTHERN KENTUCKY WELLNESS ALLIANCE

Job Description

POSITION: Wellness Alliance Project Coordinator

QUALIFICATIONS:

- Bachelors degree or higher in physical education, nutrition or a closely related field.
- Three years experience in related education or youth activities project management.
- Demonstrated ability to work collaboratively with youth, school and community partners in multi-district project.
- Well-developed group and interpersonal presentation skills.
- Excellent time management and written/verbal communication skills.
- Proven ability to work independently and manage multi-dimensional project.

PERFORMANCE RESPONSIBILITIES:

- Oversee the day-to-day implementation of the Wellness Alliance plan to help students meet state standards for physical education.
- Supervise staff and serve as lead facilitator for the project.
- Manage day to day program budgets associated with project.
- Coordinate activities of the project among four school districts working closely with administrators and staff of each partner school.
- Coordinate trainings and assessments as required by the Wellness Alliance plan.
- Establish and conduct the Wellness Learning Community and Wellness Alliance Steering Committee meetings
- Participate in each school's Wellness Integration Network Committee and the regional Wellness Alliance Learning Community
- Coordinate community-school-family communication efforts.
- Strengthen partnerships to benefit youth.
- Produce outcomes required by funder: increase 1) the percentage of students engaging in 60 or more minutes of daily physical activity; 2) the percentage of students who meet Healthy Fitness Zone requirements in five or more areas; and 3) youth consumption of fruits and vegetables.
- Work with evaluator to support collection and reporting of data as required.
- Report outcomes to project director, communities and funder.
- Participate in training to develop and maintain the skills necessary to perform the job effectively.
- Complete any additional duties as assigned by the Project Director.
- Report to Project Director of Wellness Alliance.

JOB GOAL:

- To establish and support the Wellness Alliance with the purpose of helping students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove schools to meet state standards for physical education

1 FTE (230 Days)

Salary Range: \$38,000 - \$45,000 plus fringe

NORTHERN KENTUCKY WELLNESS ALLIANCE

Job Description

POSITION: Wellness Alliance Nutrition Coach

QUALIFICATIONS:

- Bachelors degree or higher in nutrition, health education or a closely related field.
- Three years experience working with school or cafeteria staff or as a professional chef.
- Demonstrated ability to work in a leadership role with school staff and community partners.
- Well-developed group and interpersonal presentation skills.
- Excellent time management and written/verbal communication skills.
- Enthusiasm for healthy nutrition through school food service and environment.

PERFORMANCE RESPONSIBILITIES:

- Support the implementation of the Wellness Alliance plan
- Work closely with the Project Coordinator, School Site Coordinators and staff of four school districts to implement nutrition education, changes in food service and nutrition and revision as needed of school Wellness Policies.
- Work with Project Coordinator to coordinate nutrition trainings and assessments.
- Participate in a leadership role with the Wellness Alliance Learning Community, the Wellness Alliance Steering Committee and each school's Wellness Integration Network
- Support project communication efforts with regard to healthy nutrition and nutrition environment.
- Strengthen partnerships to benefit youth nutrition.
- Support outcomes required by funder: increase 1) the percentage of students engaging in 60 or more minutes of daily physical activity; 2) the percentage of students who meet Healthy Fitness Zone requirements in five areas; and 3) youth consumption of fruits and vegetables.
- Work with evaluator to collect and report data to measure the outcomes above.
- Participate in training to develop and maintain the skills necessary to perform the job effectively.
- Complete any additional duties as assigned by the Project Director.
- Report to Project Coordinator of Wellness Alliance Project.

JOB GOAL:

- To provide nutrition coaching for staff of four school districts in Wellness Alliance with the purpose of helping students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove schools to meet state standards for physical education

1 FTE (230 Days)

Salary Range: \$35,000 - \$40,000 plus fringe

NORTHERN KENTUCKY WELLNESS ALLIANCE
Job Description

POSITION: Wellness Alliance Site Coordinator

QUALIFICATIONS:

- Bachelor's degree in physical education, health education, nutrition or a closely related field.
- Working knowledge of the school served preferred.
- Demonstrated ability to work collaboratively with school and community partners.
- Proven experience working in support of both youth and school staff preferred.
- Well developed group and interpersonal skills.
- Excellent communication skills.

PERFORMANCE RESPONSIBILITIES:

- Manage day-to-day activities at the school level under contract with Wellness Alliance. Work with teachers, nutrition workers, after-school activity leaders, nutrition coach and school staff to ensure progress toward project goals.
- Participate in meetings of Wellness Integration Network at the school.
- Participate in the Wellness Alliance Steering Committee.
- Collaborate with Project Coordinator to coordinate all expenditures related to project and school.
- Coordinate required assessments of the Wellness Alliance plan and Project Evaluator.
- Support outcomes required by funder: increase 1) the percentage of students engaging in 60 or more minutes of daily physical activity; 2) the percentage of students who meet Healthy Fitness Zone requirements in five areas; and 3) youth consumption of fruits and vegetables.
- Participate in training to develop and maintain the skills necessary to perform the job effectively.
- Complete any additional duties as assigned.
- Reports to Project Coordinator of Wellness Alliance Project.

JOB GOAL:

- To provide site management at a school in Wellness Alliance with the purpose of helping students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove schools to meet state standards for physical education.

.5 FTE (230 Days)

Salary Range \$15,000 - \$20,000

NORTHERN KENTUCKY WELLNESS ALLIANCE
Job Description

POSITION: Wellness Alliance Data Specialist

QUALIFICATIONS:

- High school graduate.
- Demonstrated ability to work collaboratively with school and community partners.
- Proven familiarity with office processes and basic professional computer software.
- Well-developed ability to manage and prioritize multiple tasks.
- Excellent communication skills.

PERFORMANCE RESPONSIBILITIES:

- Provide administrative support for Wellness Alliance activities including but not limited to: recording evaluation and assessment data, providing meeting minutes, documenting policy, and supporting project communications.
- Record results of assessments of the Wellness Alliance plan.
- Support outcomes required by funder: increase 1) the percentage of students engaging in 60 or more minutes of daily physical activity in five areas; 2) the percentage of students who meet Healthy Fitness Zone requirements; and 3) youth consumption of fruits and vegetables.
- Participate in training to develop and maintain the skills necessary to perform the job effectively.
- Complete any additional duties as assigned.
- Reports to Project Coordinator of Wellness Alliance Project

JOB GOAL:

- To provide administrative and data support for staff of four school districts in Wellness Alliance with the purpose of helping students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove schools to meet state standards for physical education.

1 FTE (230 Days)

Salary Range \$25,000 - \$30,000

NORTHERN KENTUCKY WELLNESS ALLIANCE
Job Description

POSITION: Wellness Alliance After-School Activity Leader

QUALIFICATIONS:

- High school graduate with additional training in physical activity or nutrition
- Two years experience working with students
- Demonstrated ability to work collaboratively with school and community partners.
- Well developed group and interpersonal skills.
- Excellent communication skills.

PERFORMANCE RESPONSIBILITIES:

- Provide or coordinate physical activity and nutrition sessions for students outside of school hours.
- Participate in meetings of Wellness Integration Network at the school.
- Participate in required assessments of the Wellness Alliance plan and Project Evaluator.
- Support outcomes required by funder: increase 1) the percentage of students engaging in 60 or more minutes of daily physical activity; 2) the percentage of students who meet Healthy Fitness Zone requirements in five areas; and 3) youth consumption of fruits and vegetables.
- Participate in training to develop and maintain the skills necessary to perform the job effectively.
- Complete any additional duties as assigned.
- Reports to Project Coordinator of Wellness Alliance Project

JOB GOAL:

- To provide activities outside of school hours for students in the Wellness Alliance with the purpose of helping students in Beechwood, Erlanger-Elsmere, Ludlow and Silver Grove schools to meet state standards for physical education.

8 Hours/Week, 50 weeks

Salary Range \$18 – 25 per hour

2012-2013 District Indirect Cost Rates

| <u>Dist No</u> | <u>District Name</u> | <u>Non Restricted Rate</u> | <u>Restricted Rate</u> |
|----------------|------------------------------|----------------------------|------------------------|
| 145 | Daviess County | 9.05 | 1.45 |
| 146 | Dawson Springs Independent | 13.06 | 4.03 |
| 147 | Dayton Independent | 14.66 | 3.36 |
| 149 | East Bernstadt Independent | 9.28 | 2.26 |
| 151 | Edmonson County | 14.7 | 1.78 |
| 152 | Elizabethtown Independent | 12.4 | 2.33 |
| 155 | Elliott County | 15.93 | 2.97 |
| 156 | Eminence Independent | 11.47 | 1.39 |
| 157 | Erlanger-Elsmere Independent | 10.28 | 1.12 |
| 161 | Estill County | 11.27 | 1.61 |
| 162 | Fairview Independent | 17.12 | 3.59 |
| 165 | Fayette County | 17.28 | 5.6 |
| 171 | Fleming County | 11.57 | 0.66 |
| 175 | Floyd County | 14.3 | 1.11 |
| 176 | Fort Thomas Independent | 16.38 | 3.11 |
| 177 | Frankfort Independent | 14.32 | 2.9 |
| 181 | Franklin County | 11.4 | 0.94 |
| 185 | Fulton County | 13.72 | 2.03 |
| 186 | Fulton Independent | 14.61 | 2.56 |
| 191 | Gallatin County | 15.86 | 3.71 |
| 195 | Garrard County | 10.47 | 0.95 |
| 197 | Glasgow Independent | 10.08 | 1.15 |
| 201 | Grant County | 15.05 | 1.71 |
| 205 | Graves County | 13 | 1.35 |
| 211 | Grayson County | 9.19 | 0.9 |
| 215 | Green County | 11.12 | 1.73 |
| 221 | Greenup County | 11.78 | 1.61 |
| 225 | Hancock County | 11.2 | 2.11 |
| 231 | Hardin County | 10.06 | 1.2 |
| 235 | Harlan County | 12.6 | 1.17 |
| 236 | Harlan Independent | 10.22 | 1.4 |
| 241 | Harrison County | 15.96 | 3 |
| 245 | Hart County | 10.9 | 1.97 |
| 246 | Hazard Independent | 13.94 | 2.69 |
| 251 | Henderson County | 13.45 | 2.33 |
| 255 | Henry County | 12.07 | 1.55 |
| 261 | Hickman County | 17.31 | 2.79 |
| 265 | Hopkins County | 14.61 | 2.3 |
| 271 | Jackson County | 10.03 | 1.67 |
| 272 | Jackson Independent | 14.41 | 1.27 |
| 275 | Jefferson County | 14.67 | 3.14 |
| 276 | Jenkins Independent | 12.16 | 4.32 |
| 281 | Jessamine County | 14.18 | 3.06 |
| 285 | Johnson County | 12.6 | 1.16 |
| 291 | Kenton County | 13.7 | 1.07 |



Beechwood Independent School District

Board of Education

Steve Hutton, Ed. D, Superintendent

50 Beechwood Road, Ft. Mitchell, Kentucky 41017

Phone: (859) 331-3250

Web Page: <http://www.beechwood.k12.ky.us>

Page 1 of 6 (LEA Partner)

LEA Authorized Representative Name: Robert S. Hutton, Ed.D.

Roles and Responsibilities: To educate students in Beechwood Independent Schools

Contribution to the Project:

- Implement the Wellness Alliance PEP plan in Beechwood Independent Schools
- Conduct the plan activities with the other schools and districts in the Alliance
- Provide site coordinators and after-school activity leaders

- Maintain connections with all plan partners through the Wellness Alliance Steering Committee
- Institute a school-based Wellness Integration Committee at each school to encourage integration of physical education and nutrition throughout the school environment and curriculum
- Support project leadership's work with each school's Youth Council
- Support Family Fun Nights in collaboration with Wellness Alliance partners
- Support access to physical activities outside school time, according to the attached Wellness Alliance plan
- Provide teachers and other staff to participate in the NKCES Wellness Learning Community and all project-specific professional development
- Ensure compliance with assessment requirements of the plan
- Ensure compliance with federal evaluation and financial reporting requirements
- Provide administrative support for project implementation

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

Signature of LEA's Authorized Representative: _____

Dated: _____

4/8/10

LEA Authorized Representative Name: Kathlyn Burkhardt

Roles and Responsibilities: To educate students in Erlanger-Elsmere School District

Contribution to the Project:

- Implement the Wellness Alliance PEP plan in Erlanger-Elsmere Schools.
- Conduct the plan activities with the other schools and districts in the Alliance
- Provide site coordinators and after-school activity leaders

- Maintain connections with all plan partners through the Wellness Alliance Steering Committee
- Institute a school-based Wellness Integration Committee at each school to encourage integration of physical education and nutrition throughout the school environment and curriculum
- Support project leadership's work with each school's Youth Council
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Signature of LEA's Authorized Representative:

(b)(6)

Dated:

4/10/13

LEA Authorized Representative Name: Michael J. Borchers

Roles and Responsibilities: To educate students in Ludlow Independent School District

Contribution to the Project:

- Implement the Wellness Alliance PEP plan in Ludlow Independent School District
- Conduct the plan activities with the other schools and districts in the Alliance
- Provide site coordinators and after-school activity leaders
- Maintain connections with all plan partners through the Wellness Alliance Steering Committee
- Institute a school-based Wellness Integration Committee at each school to encourage integration of physical education and nutrition throughout the school environment and curriculum
- Support project leadership's work with each school's Youth Council
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Signature of LEA's Authorized Representative:

Dated:

4/8/13

(b)(6)

LEA Authorized Representative Name: Ken Ellis

Roles and Responsibilities: To educate students in Silver Grove Independent School District.

Contribution to the Project:

- Implement the Wellness Alliance PEP plan in Silver Grove Independent School District.
- Conduct the plan activities with the other schools and districts in the Alliance
- Provide site coordinators and after-school activity leaders

- Maintain connections with all plan partners through the Wellness Alliance Steering Committee
- Institute a school-based Wellness Integration Committee at each school to encourage integration of physical education and nutrition throughout the school environment and curriculum
- Support project leadership's work with each school's Youth Council
- Support Family Fun Nights in collaboration with Wellness Alliance partners
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Signature of LEA's Authorized Representative:

Dated: (b)(6)

CBO Name: Northern Kentucky Cooperative for Educational Services

Roles and Responsibilities:

Northern Kentucky Cooperative for Educational Services provides a wide range of educational support services to Northern Kentucky school districts and models innovative administrative practices for the benefit of students.

Contributions to the Project:

- Convene the Wellness Alliance Learning Community to bring together staff, teachers and partners of all entities promoting physical activity and nutrition education
- Provide settings for Wellness Alliance Steering Committee meetings
- Provide settings for training and technical assistance for project activities
- Provide resources to support coordination of project efforts
- Provide links among schools and community partners
- Contract for additional project services as needed

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

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

Dated: 4-11-19

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Stephanie Vogel, Interim Health Promotion Administrator, Northern Kentucky Health Department

Roles and Responsibilities:

Northern Kentucky Health Department's role is to promote and protect the health of Northern Kentucky by providing public health services essential for a safe and healthy community. Community health promotion and education is an essential part of the Health Department's responsibilities. For the NKCES Wellness Alliance project, the Health Department's role will be to provide training and technical assistance for nutrition and physical activity policy, education and professional development.

Contribution to the Project:

The Health Department will:

1. Support the Northern Kentucky Wellness Activity Steering Committee and the school-based Wellness Integration Committees in policy development through Wellness School Assessment Tool (WellSAT), WellSAT I (school policy implementation) and technical assistance.
2. Include Wellness Alliance schools in any offered annual REACH grant competitions, providing the opportunity for schools to fund projects at the level of at least \$1000 per school.
3. Provide links to Team Nutrition and other environmental education resources (educational posters, etc.)
4. Provide access to supplementary educational materials through a lending library for instructional and display items.
5. Provide support for menu analysis to measure impact of changes for youth.
6. Provide training and technical assistance for Wellness Alliance partners and support for the Nutrition Coach.

This agreement is in support of the Northern Kentucky Wellness Alliance 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: 4.9.13



Founded 1860

Beechwood Independent School District

Board of Education

Steve Hutton, Ed. D, Superintendent

50 Beechwood Road, Ft. Mitchell, Kentucky 41017

Phone: (859) 331-3250

Web Page: <http://www.beechwood.k12.ky.us>

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Rita Behrens

Roles and Responsibilities:

Provide breakfast and lunches that meet standards of health for students at Beechwood Independent Schools to support students' educational achievement and growth.

Contribution to the Project:

- Provide guidance and support for food service staff and nutrition education.
- Maintain standards of all applicable agencies (USDA, Health Department, etc.)
- Participate in professional development through Northern Kentucky Wellness Alliance and Wellness Alliance Learning Community
- Support Northern Kentucky Wellness Alliance Steering Committee and the school's Wellness Integration Network
- Collaborate with the Health Department for menu analysis and technical assistance
- Introduce new fruits and vegetables through taste tests in collaboration with Youth Council
- Introduce educational information about foods served for display and publication
- Incorporate modern food service and display methods
- Participate in and support implementation of updates to wellness policy

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

Signature of Food Service Authorized Representative: (b)(6)

Dated: 4-10-13

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Jan Kushniroff

Roles and Responsibilities:

Provide breakfast and lunches that meet standards of health for students at Erlanger-Elsmere School District to support students' educational achievement and growth.

Contribution to the Project:

- Provide guidance and support for food service staff and nutrition education.
- Maintain standards of all applicable agencies (USDA, Health Department, etc.)
- Participate in professional development through Northern Kentucky Wellness Alliance and Wellness Alliance Learning Community
- Support Northern Kentucky Wellness Alliance Steering Committee and the school's Wellness Integration Network
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Signature of Food Service Authorized Representative

(b)(6)

Dated: 4-10-13

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Lisa Brownfield

Roles and Responsibilities:

Provide breakfast and lunches that meet standards of health for students at Ludlow Independent School District to support students' educational achievement and growth.

Contribution to the Project:

- Provide guidance and support for food service staff and nutrition education.
- Maintain standards of all applicable agencies (USDA, Health Department, etc.)
- Participate in professional development through Northern Kentucky Wellness Alliance and Wellness Alliance Learning Community
- Support Northern Kentucky Wellness Alliance Steering Committee and the school's Wellness Integration Network
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- Incorporate modern food service and display methods
- Participate in and support implementation of updates to wellness policy

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

Signature of Food Service Authorized Representative:

(b)(6)

Dated:

April 8, 2013

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Victor Steffen

Roles and Responsibilities:

Provide breakfast and lunches that meet standards of health for students at Silver Grove Independent School District to support students' educational achievement and growth.

Contribution to the Project:

- Provide guidance and support for food service staff and nutrition education.
- Maintain standards of all applicable agencies (USDA, Health Department, etc.)
- Participate in professional development through Northern Kentucky Wellness Alliance and Wellness Alliance Learning Community
- Support Northern Kentucky Wellness Alliance Steering Committee and the school's Wellness Integration Network
- Collaborate with the Health Department for menu analysis and technical assistance
- Introduce new fruits and vegetables through taste tests in collaboration with Youth Council
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- Incorporate modern food service and display methods
- Participate in and support implementation of updates to wellness policy

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

Signature of Food Service Authorized Representative:

(b)(6)

Dated:

4-10-13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Tom Rouse, Mayor of Erlanger

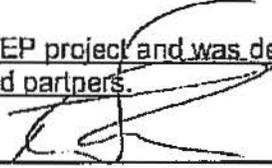
Roles and Responsibilities: City government support for improved physical activity and nutrition

Contribution to the Project:

The City of Erlanger enthusiastically supports the Northern Kentucky Wellness Alliance. We will:

- Provide community leadership to encourage improved physical activity and nutrition among Erlanger children and families.
- Invite schools and students to participate in community activities where citizens can be engaged to learn information about nutrition and physical activity.
- Support the Northern Kentucky Wellness Alliance Steering Committee and school Wellness Integration Networks Implementation of their PEP plan.
- Continue to explore avenues where city activities can be used to support the health of our youth.
- Support and maintain existing fields used for community and school sports.
- Support and maintain our city parks and playgrounds for use by children.

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

Signature of Head of Local Government or Designee: 

Dated: 4/10/13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Kenneth Wynn, mayor of Ludlow

Roles and Responsibilities: City government support for improved physical activity and nutrition

Contribution to the Project:

The City of Ludlow enthusiastically supports the Northern Kentucky Wellness Alliance. We will:

- Provide community leadership to encourage improved physical activity and nutrition among Ludlow children and families.
- Invite schools and students to participate in community activities where citizens can be engaged to learn information about nutrition and physical activity.
- Support the Northern Kentucky Wellness Alliance Steering Committee and school Wellness Integration Networks implementation of their PEP plan.
- Continue to explore avenues where city activities can be used to support the health of our youth.
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This agreement is in support of the Wellness Alliance PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:

Kenneth Wynn

Dated: 4/8/13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Marty Lenhof, Mayor of Elsmere

Roles and Responsibilities: City government support for improved physical activity and nutrition

Contribution to the Project:

The City of Elsmere enthusiastically supports the Northern Kentucky Wellness Alliance. We will:

- Provide community leadership to encourage improved physical activity and nutrition among Elsmere children and families.
- Invite schools and students to participate in community activities where citizens can be engaged to learn information about nutrition and physical activity.
- Support the Northern Kentucky Wellness Alliance Steering Committee and school Wellness Integration Networks implementation of their PEP plan.
- Continue to explore avenues where city activities can be used to support the health of our youth.
- Support and maintain existing fields used for community and school sports.
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This agreement is in support of the Wellness Alliance PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:

Marty Lenhof, Mayor of Elsmere

Dated: *April 10, 2017*

Page 5 of 5 (Head of Local Government)

Head of Local Government Name: Chris West, Mayor of Fort Mitchell

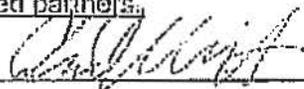
Roles and Responsibilities: City government support for improved physical activity and nutrition

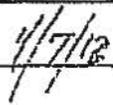
Contribution to the Project:

The City of Fort Mitchell, Kentucky enthusiastically supports the Northern Kentucky Wellness Alliance. We will:

- Provide community leadership to encourage improved physical activity and nutrition among Fort Mitchell children and families.
- Invite schools and students to participate in community activities where citizens can be engaged to learn information about nutrition and physical activity.
- Support the Northern Kentucky Wellness Alliance Steering Committee and school Wellness Integration Networks implementation of their PEP plan.
- Continue to explore avenues where city activities can be used to support the health of our youth.
- Support and maintain existing fields used for community and school sports.
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This agreement is in support of the Wellness Alliance PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: 

Dated: 

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Neal Bedel, mayor of Silver Grove

Roles and Responsibilities: City government support for improved physical activity and nutrition

Contribution to the Project:

The City of Silver Grove enthusiastically supports the Northern Kentucky Wellness Alliance. We will:

- Provide community leadership to encourage improved physical activity and nutrition among Silver Grove children and families.
- Invite schools and students to participate in community activities where citizens can be engaged to learn information about nutrition and physical activity.
- Support the Northern Kentucky Wellness Alliance Steering Committee and school Wellness Integration Networks implementation of their PEP plan.
- Continue to explore avenues where city activities can be used to support the health of our youth.
- Support and maintain existing fields used for community and school sports.
- Support and maintain our city parks and playgrounds for use by children.

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

Signature of Head of Local Government or Designee: Neal Bedel (MAYOR)

Dated: 4/10/13

SCHOOL HEALTH INDEX

School Health Index
Overall Score Card

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

| | Low 0 - 20% | 21% - 40% | Medium 41% - 60% | 61% - 80% | High 81% - 100% |
|---|----------------|-----------|---------------------|-----------|--------------------|
| School Health Policies and Environment - Module 1 | | | X | | |
| Health Education - Module 2 | | | | X | |
| Physical Education and Other Physical Activity Programs - Module 3 | | | | X | |
| Nutrition Services - Module 4 | | | X | | |
| School Health Services - Module 5 | | | | | |
| School Counseling, Psychological, and Social Services - Module 6 | | | | | |
| Health Promotion for Staff - Module 7 | | | | | |
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* Some schools like to write the module scores in each box.

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

* Some schools like to write the module scores in each box.

PROGRAM SPECIFIC ASSURANCE

Agency Name: Erlanger-Elsmere Independent Schools

DUNS #050622638

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

Kathleen Burkhardt

Signature of Authorized Representative

Erlanger-Elsmere Schools

Applicant Organization

Superintendent

Title

4-8-2013

Date Submitted

PROGRAM SPECIFIC ASSURANCE

Agency Name: Ludlow Schools

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

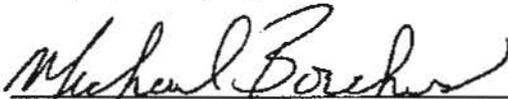
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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

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

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

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



Signature of Authorized Representative

Ludlow Independent Schools
Applicant Organization

SUPERINTENDENT
Title

4/8/13
Date Submitted

PROGRAM SPECIFIC ASSURANCE

Agency Name: Silver Grove Independent School District

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

(b)(6)

Signature of Authorized Representative

Principal

Title

Silver Grove

Applicant Organization

4/10/13

Date Submitted



BEECHWOOD INDEPENDENT SCHOOLS
BEECHWOOD BOARD OF EDUCATION

50 Beechwood Road
Fort Mitchell, KY 41017
Phone: (859) 331-3250, Fax: (859) 331-7528

Steve Hutton, Ed.D., Superintendent
E-mail: steve.hutton@beechwood.kyschools.us
Web Page: <http://www.beechwood.k12.ky.us>

PROGRAM SPECIFIC ASSURANCE

Agency Name: Beechwood Independent Schools

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures
6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

Alene Hillman
Signature of Authorized Representative

Superintendent
Title

Beachwood Schools
Applicant Organization

4/10/13
Date Submitted

This proposal was submitted to the SPOC Ky E Clearinghouse on 04/13/2013 and given identifying information below:

| | | | | | | |
|----------------|-------------------|------------|-----------|------------|--|--------|
| KY201304120355 | Northern Kentucky | 04/12/2013 | Submitted | 04/12/2013 | | KENTON |
|----------------|-------------------|------------|-----------|------------|--|--------|

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE

A. Personnel:

PERSONNEL Federal Request

| | Computation | Year ONE | Year TWO | Year THREE |
|---|--|------------------|------------------|------------------|
| Project Director | .10 FTE X \$100,000 | \$10,000 | \$10,200 | \$10,404 |
| Project Coordinator | 1 FTE X \$45,000 | \$45,000 | \$45,900 | \$46,818 |
| Nutrition Coach | 2 FTE X \$40,000 | \$80,000 | \$81,600 | \$83,232 |
| Data Specialist | 1 FTE X \$30,000 | \$30,000 | \$30,600 | \$31,212 |
| Site Coordinators | 7 X .5 FTE X \$40,000 | \$140,000 | \$142,800 | \$145,656 |
| After school activity leaders | 2 hours X 4 days/week X 50 weeks X \$20 X 8 | \$64,000 | \$65,280 | \$66,586 |
| Stipends for Food Service training | 3 staff X 9 food service groups X \$25 per hour X 4 trainings +3 field trips | \$4,725 | \$4,820 | \$4,916 |
| | | | | |
| | TOTAL PERSONNEL | \$363,725 | \$371,000 | \$378,419 |

NARRATIVE JUSTIFICATION:

The Project Director will be an administrative staff member of Erlanger-Elsmere Schools who will devote .10 FTE (10%) to the project. This person is required to hire and supervise the Project Coordinator, oversee fiscal management and reporting, and oversee project progress. The Project Coordinator will be a full time employee (100%) of Erlanger-Elsmere Independent Schools. This staff member will be responsible for hiring additional project staff, for oversight of the day to day operations of the project, overseeing the work of all project staff and working closely with the project evaluator. The Project Coordinator will collaborate with administrators and staff of each partner school and with community partners to ensure project goals are met. This person will convene the Wellness Alliance Steering Committee, with members from each school district, that will provide guidance and oversight throughout the project. Two Nutrition Coaches will be hired and assigned to these 11 schools to implement nutrition education through classroom lessons, through food service and presentation, and through families and communities. The Data Specialist will be required to work closely with the Project Coordinator to manage information gathered from project assessments, support analysis by the evaluator and contribute to reports to the funder, school districts and communities. Site Coordinators will be hired at each district and will provide management of day-to-day activities at the school level. (Beechwood: .5 FTE; Erlanger-Elsmere: 4 staff at .5 FTE; Ludlow: .5 FTE; Silver Grove: .5 FTE). They will convene the Wellness Integration Networks at their individual schools, participate in meetings of Wellness Alliance Steering Committee on behalf of their schools, and will work closely with school staff (teachers, food service staff, support staff, parents, youth) to achieve project goals. After School Coordinators (AS) will be needed two hours a day at each school (Beechwood, 1 AS; Erlanger: 5 AS; Ludlow, 1 AS; Silver Grove, 1 AS) to arrange and implement physical and nutrition activities and clubs and to supervise activities in Wellness Centers before and after school four days each week and during the summer. Stipends will be needed to pay food service workers to attend professional

development sessions and observation trips so they can improve their knowledge, understanding and capacity to teach students physical education and nutrition. Increases of 2% have been included in Year Two and Three to accommodate customary salary increases.

PERSONNEL Non-Federal Match

| Personnel MATCH | Computation | Year ONE | Year TWO | Year THREE | Source |
|--|---|------------------|------------------|-------------------|----------------|
| Schools' and Partners' participation in Wellness Alliance Steering Committee | 11 school representatives, 2 Health Dept. representatives, 7 city representatives/parents/CBO representatives = 20 volunteers X \$20 X 6 meetings X 2 hours | \$4,800 | \$4,800 | \$4,800 | Local partners |
| School partners participate in Wellness Alliance Learning Community | 2 meetings X 3 hours X 5 people (PE Teacher, Food Service Worker, Nutrition Administrator, FRC/YSC representative) X 11 schools X \$25 per hour | \$8,250 | \$8,250 | \$8,250 | Local partners |
| School staff participation in Wellness Integration Networks | PE Teacher, Food Service Worker, Nutrition Educator, Administrator, FRC/YSC representative, parent = 6 people X 11 schools X \$20 X 10 meetings X 2 hours | \$26,400 | \$26,400 | \$26,400 | Local partners |
| Health Dept. Training and Technical Assistance for food service staff | Year One: Consultant on call, \$ 2,500 Years Two and Three: 2 food service training sessions X \$500 X 5 schools X 3 staff members | \$2,500 | \$15,000 | \$15,000 | Health Dept. |
| TOTAL PERSONNEL | | \$ 41,950 | \$ 54,450 | \$ 54,450 | |

NARRATIVE JUSTIFICATION:

The Wellness Alliance Steering Committee will meet bi-monthly each year, and members will include: A representative from each of 11 schools, a nutrition and physical educator from the Health Department, representatives of 5 cities, and a parent from each school district. Meetings will last 2 hours and an average wage of \$20 is assigned for each volunteer. Wellness Alliance Learning Community will meet twice each year and Wellness Integration Networks (WIN) will meet monthly within each school, and membership is outlined above; the same rate is used to compute the value. The Health Department has agreed to work with our Nutrition Coach and staff to complete menu analysis, HECAT/PECAT, SHI, and policy analysis and to provide ongoing support throughout the project. In addition, they are prepared to provide training sessions for our food service and nutrition staff. Costs are based on costs for similar trainings and services locally.

B. Fringe Benefits:

FRINGE Federal Request

| | | | | | | | | | | | | | |
|--------------------------------------|---|------------------|----------------|----------------|-----------------|-----------------|--------------|--------------|---------------|------------------|------------------|------------------|---------------|
| | | | | | 0.1896 | | | | | | Year 1 | Year 2 | Year 3 |
| | | | | | cers | | | | | | | | |
| | | | 0.062 | 0.01450 | 0.14305 | \$1,004.12 | \$1.34 | \$6.36 | \$60 | | | | |
| | | Salary | soc | med | ktrs | health | life | adm | unempl | | | | |
| Project Director | .10 FTE X \$100,000 | \$10,000 | \$- | \$145 | \$1,431 | \$ 1,205 | \$ 2 | \$ 8 | \$ 6 | \$2,796 | \$2,852 | \$2,909 | |
| Project Coordinator | 1 FTE X \$45,000 | \$45,000 | \$- | \$653 | \$6,437 | \$12,049 | \$ 16 | \$76 | \$ 60 | \$19,291 | \$19,677 | \$20,071 | |
| Nutrition Coaches | 2 FTE X \$40,000 | \$80,000 | \$- | \$1,160 | \$11,444 | \$24,099 | \$ 32 | \$76 | \$ 120 | \$36,931 | \$37,670 | \$38,423 | |
| Data Specialist | 1 FTE X 30,000 | \$30,000 | \$1,860 | \$435 | \$ 5,688 | \$12,049 | \$ 16 | \$76 | \$ 60 | \$20,185 | \$20,589 | \$21,000 | |
| Site Coord. | 7 X .5 X \$40,000 | \$140,000 | \$- | \$2,030 | \$20,447 | \$ - | \$- | \$ - | \$ 210 | \$22,687 | \$23,140 | \$23,604 | |
| After school activity leaders | 8 X 2 hrs./ day X 4 days/ week x 50 weeks X \$20 | \$ 64,000 | \$- | \$928 | \$9,155 | \$ - | \$- | \$ - | \$ - | \$10,083 | \$10,285 | \$10,490 | |
| TOTAL | | \$359,000 | \$1,860 | \$5,351 | \$54,602 | \$49,403 | \$ 66 | \$236 | \$ 456 | \$111,973 | \$114,213 | \$116,497 | |

NARRATIVE JUSTIFICATION:

Fringe Benefits are computed at the customary local rate and are needed to employ qualified staff for the program. Increases in Year Two and Three account for expected salary increases. Rates for retirement are different for certified or classified staff. Health, Life Insurance and other listed costs are required as standard practice required to employ all full time employees.

FRINGE Non-Federal Match: N/A

NARRATIVE JUSTIFICATION: N/A

C. Travel:

TRAVEL Federal Request

| | Item | Unit Cost | Year ONE | Year TWO | Year THREE |
|-------------------------------------|------------------|------------------|-----------------|-----------------|-------------------|
| New grantee meeting | | | | | |
| Project Director | Airfare | \$700 | \$700 | \$ - | \$ - |
| | Ground Transport | \$ 75 | \$75 | \$ - | \$ - |
| | Hotel | \$200 | \$200 | \$ - | \$ - |
| | Per Diem | \$108 | \$108 | \$ - | \$ - |
| National PE conference | | | | | |
| 5 staff members Years Two and Three | Registration | \$450 | \$ - | \$2,250 | \$2,250 |

| | | | | | |
|--|-------------------------------|---------|----------------|-----------------|-----------------|
| NASPE OR AAHPERD | Airfare | \$400 | \$ - | \$2,000 | \$2,000 |
| | Ground Transport | \$ 75 | \$ - | \$600 | \$600 |
| 4 nights | Hotel | \$800 | \$ - | \$4,000 | \$4,000 |
| 4 days | Per Diem | \$144 | \$ - | \$720 | \$720 |
| National Nutrition Conference | | | | | |
| 5 staff members Years Two and Three | Registration | \$450 | \$ - | \$2,250 | \$2,250 |
| School Nutrition Association | Airfare | \$400 | \$ - | \$2,000 | \$2,000 |
| | Ground Transport | \$ 75 | \$ - | \$375 | \$375 |
| 4 nights | Hotel | \$800 | \$ - | \$4,000 | \$4,000 |
| 4 days | Per Diem | \$144 | \$ - | \$720 | \$720 |
| | | | | | |
| Local Travel | 600 miles X12 months | \$ 0.50 | \$ 3,600 | \$3,672 | \$3,745 |
| | | | | | |
| Food Service staff travel to regional sites where nutrition education is integrated into food service | 9 sites X 100 miles X 3 trips | \$ 0.50 | \$ 1,350 | \$1,377 | \$1,405 |
| TOTAL | | | \$6,033 | \$23,964 | \$24,065 |

NARRATIVE JUSTIFICATION:

The new grantee meeting is required by the funder and all costs are required for attendance. In addition, in years Two and Three, the Wellness Alliance will require the districts to send representatives, along with project staff members, to appropriate national conferences to update knowledge, skills and capacity to implement the project. Each district will send one representative to a national physical activity conference and one to a national nutrition conference in Years Two and Three, along with the Project Coordinator or designee. Costs for registration, airfare, hotel and ground transportation are based on currently published costs; per diem is based on the district's current rate of reimbursement. Local travel for the project coordinator and travel for food service to regional sites are calculated using experience with similar projects and the district's customary rate of mileage reimbursement. Increases of 2% have been made in some items to accommodate expected price increases in Year Two and Three.

TRAVEL Non-Federal Justification: N/A

NARRATIVE JUSTIFICATION: N/A

D. Equipment: N/A

E. Supplies:

SUPPLIES Federal Request

| Item | Quantity | Unit cost | Year ONE | Year TWO | Year THREE |
|----------------------|----------|-----------|----------|----------|------------|
| PE Curriculum | | | | | |
| K-2 | 5 | \$400 | \$2,000 | \$- | \$- |
| 3-6 | 4 | \$400 | \$1,600 | \$- | \$- |

| | | | | | |
|--|------|-----------|-----------|-----------|----------|
| MS | 4 | \$400 | \$1,600 | \$- | \$- |
| HS | 3 | \$400 | \$1,200 | \$- | \$- |
| PE Equipment (standard package, incl. 15% shipping) | | | | | |
| K-6(2 to Erlanger-Elsmere, 1 to Ludlow) | 3 | \$ 5,094 | \$ 15,282 | \$- | \$- |
| MS (1 to Erlanger-Elsmere) | 1 | \$ 8,113 | \$8,113 | \$- | \$- |
| HS (1 to Erlanger-Elsmere, 1 to Beechwood) | 2 | \$ 8,270 | \$ 16,540 | \$- | \$- |
| K-12 (to Silver Grove) | 1 | \$ 18,364 | \$ 18,364 | \$- | \$- |
| MSHS (to Ludlow) | 1 | \$ 8,291 | \$8,291 | \$- | \$- |
| K-8 (Beechwood) | 1 | \$ 12,439 | \$ 12,439 | \$- | \$- |
| After School Equipment | 8 | \$ 5,416 | \$ 43,328 | | |
| Fitness Gram Software Site Licenses | | | | | |
| | 11 | \$599 | \$6,589 | \$- | \$- |
| Helpdesk Year One | 11 | \$100 | \$1,100 | \$- | \$- |
| Helpdesk Years Two and Three | 11 | \$50 | \$- | \$ 550 | \$ 550 |
| Nutrition Curriculum | | | | | |
| K-2 (4 to EE, 1 to each other district) | 7 | \$100 | \$ 700 | \$- | \$- |
| 3-6 (4 to EE, 1 to each other district) | 7 | \$100 | \$ 700 | \$- | \$- |
| MS (1 to each district) | 4 | \$100 | \$ 400 | \$- | \$- |
| Nutrition Education Support Items | | | | | |
| | 11 | \$ 4,200 | \$- | \$ 46,200 | \$46,200 |
| Storage sheds or shelving for PE equipment | | | | | |
| | 11 | \$938 | \$9,851 | \$442 | \$415 |
| Pedometers | | | | | |
| | 5000 | \$ 5 | \$ 25,000 | \$- | \$- |
| | 2000 | \$ 5 | \$- | \$ 10,000 | \$10,000 |
| Project supplies (paper, folders, etc.) | | | | | |
| | 4 | \$1,250 | \$5,000 | \$5,000 | \$5,000 |
| Wellness Equipment | | | | | |
| | | \$ 49,062 | \$- | \$ 98,123 | \$88,346 |
| Supplies for Culminating Event | | | | | |
| | | | \$- | \$1,500 | \$1,500 |
| Computers for Project | | | | | |
| | 9 | \$ 1,000 | \$9,000 | \$- | \$- |

| | | | | | |
|---|--|--|-------------------|-------------------|-------------------|
| Coord, Site Coord (7), Data Specialist | | | | | |
| | | | | | |
| Supplies for events targeted for students with autism spectrum disorders | | | \$- | \$2,500 | \$2,500 |
| TOTAL SUPPLIES | | | \$ 187,564 | \$ 164,316 | \$ 154,511 |

NARRATIVE JUSTIFICATION:

After analysis with HECAT and PECAT, sequential and evidence-based physical activity curriculum and equipment will form the basis for physical activities at all schools in the Wellness Alliance. Curriculum kits are proposed only for schools that currently do not have curriculum materials. Equipment is needed at all school sites and prices were estimated based on most reliable information available about costs from vendors. The various configurations of the schools involved allowed for some cost savings by removing duplicate items from standard cost estimates, and estimating for a class size of 30, a typical class size for these schools. Costs are based on estimates from a well-known evidence-based program curriculum and equipment.

Fitness Gram software licenses will be required to collect, analyze and report Presidential Youth Fitness Program data about student achievement for GPRA measures.

Nutrition curriculum will be needed to teach concepts, skills and understanding about nutrition and resources for nutrition. Price estimates include shipping and handling and are based on a well-known evidence-based program.

Nutrition education support items will allow the entire school, including food service areas, to take part in educating students about healthy choices. Each school will select from a menu of items to increase student interest and understanding about choosing healthy foods. This menu will be established by the nutrition coaches, food service workers and other Wellness Integration Members by the end of Year One to meet needs that are identified through HECAT and Wellness Policy analysis and development, and in Year Two each school will use the funds to purchase needed items.

Storage sheds or shelving will be needed to safely house the equipment and items purchased for the project in a secure location at each school. Costs are based on estimates of similar items available locally. Costs for Years Two and Three will pay for replacement of bins, etc. as needed.

Pedometers are a requirement for assessment; In Year One a sufficient number will be purchased to allow for approximately 25% replacement through the year. In Years Two and Three additional pedometers will be purchased to replace those lost.

Project supplies include items such as pens, paper, printer cartridges, postage, etc. needed in each district to implement the program and are based on prior experience with similar programs.

Beginning in Year Two, Wellness Centers with equipment such as treadmills, ellipticals, etc. will be established in two school districts that currently do not have fitness equipment. In Year Three we will establish a center in the third district and enhance an existing center in the fourth district. These rooms will be equipped for student use during the school day and outside of school hours, and they will be open only under adult supervision. This will meet districts' critical need for fitness

opportunities outside their overscheduled, multi-purpose gyms. In Year Two we will equip Ludlow and Silver Grove schools; in Year Three we will equip Erlanger's Middle/High School complex and add equipment to enhance Beechwood's existing fitness center.

SUPPLIES Non-Federal Match

| Item | Computation | Year ONE | Year TWO | Year THREE | Source |
|--|---|------------------|------------------|------------------|----------------------|
| Computers and printers at schools | 20 computer /printer setups X \$300 | \$6,000 | \$- | \$- | Schools |
| Materials for Family Learning Night (6 physical activity, 6 nutrition) | \$ 15 X 15 families X 12 events X 11 schools Year One; \$15 X 40 families X 12 events X 11 schools, years two and three | \$ 29,700 | \$79,200 | \$79,200 | FRC/ YSC /PTO |
| Menu analysis software use and support | | \$2,500 | \$2,500 | \$2,500 | School /Health Dept. |
| Lending library for nutrition education resources | Materials available for use by all districts | \$5,000 | \$5,000 | \$5,000 | Health Dept. |
| Printed brochures, posters, etc. | \$500 per school X 11 schools | \$5,500 | \$5,500 | \$5,500 | Health Dept. |
| TOTAL SUPPLIES | | \$ 48,700 | \$ 92,200 | \$ 92,200 | |

NARRATIVE JUSTIFICATION:

Computers and printers will be required for project communication and recordkeeping and available through each school for project use by the project director (1), nutrition coaches (2), physical education teachers (9), and nutrition staff (8). They are valued at the cost of a used computer and printer. Materials for Family Learning Nights will be provided by the Family Resource Centers and Youth Services Centers or Parent Teacher Organizations at each school as part of their complementary mission to reduce barriers to learning and improve student achievement. This will include nutrition and physical activity information folders, etc. and teaching tools to encourage learning at home. Costs are estimated at \$15 a family for 15 families at each school in Year One and 40 families at each school in Years Two and Three, with numbers increasing as families discover benefits of physical activity and nutrition. These costs and estimates are based on current experience. The health department will support each school in use of menu analysis software to identify nutritional content of each menu item and to learn ways to present that information for children's understanding. This information will be posted at point of

selection with information about choosing foods, so students can plan their selections. The health department's lending library of nutritional and physical education resources will be available to all schools every month of the project. Printed brochures, posters, etc. will be donated to help students learn from these motivational items throughout their schools.

F. Contractual:

CONTRACTUAL Federal Request:

| | | Year ONE | Year TWO | Year THREE |
|--|------------------------|---------------------|---------------------|-----------------------|
| Evaluator | | \$25,000 | \$25,000 | \$25,000 |
| Communications Consultant | | \$10,000 | \$10,000 | \$10,000 |
| Curriculum trainers | | | | |
| AS | | \$4,699 | \$- | \$- |
| K-6 | | \$4,699 | \$- | \$- |
| MS/HS | | \$4,699 | \$- | \$- |
| Nutrition Curriculum | | \$2,700 | \$- | \$- |
| Trainer travel | 4 X 200 miles X.50 | \$ 400 | \$- | \$- |
| | 100 hotel X 4 | \$ 400 | \$- | \$- |
| Food Service and Nutrition Education staff training | 4 X 2 hours X \$500 | \$4,000 | \$4,000 | \$4,000 |
| | | | | |
| | TOTALS | \$56,597 | \$ 39,000 | \$ 39,000 |

NARRATIVE JUSTIFICATION:

The evaluator will conduct required assessments and other evaluation measures and will create reports for funders and project staff to use to guide continuous improvement of the project.

The communications consultant will be needed to produce materials to share news of project, recipes and activity ideas with families and community members, to help the schools and their partners implement the plan, and to ensure transparency and accountability through information sharing. The communications consultant will also publicize events and policy changes so that all school staff members and community members are aware of them and can participate in their implementation.

Training will be needed to support staff members in implementing physical activity and nutrition curriculum and in using the new equipment to help students strengthen their motor skills and understand that physical activity and nutrition can be enjoyable parts of their regular lifestyle.

The nutrition coaches will arrange four critically needed training sessions for food service workers that focus on presentation and adopting a customer service approach to school nutrition services.

CONTRACTUAL Non-Federal Match: N/A

NARRATIVE JUSTIFICATION: N/A

G. Construction: N/A

H. Other:

OTHER Federal Request:

| | | Year ONE | Year TWO | Year THREE |
|--|------------------|------------------|------------------|-------------------|
| Enrichment activities | | | | |
| Admission | 10 X 11 X 4 X 25 | \$11,000 | \$22,000 | \$ 22,000 |
| Transportation | \$300 X 4 X 4 | \$4,800 | \$4,800 | \$ 4,800 |
| Transportation for culminating event and events for students with autism spectrum disorders | | | | |
| | 2 X \$300 X 4 | | \$2,400 | \$ 2,400 |
| | | | | |
| TOTAL | | \$ 15,800 | \$ 29,200 | \$ 29,200 |

NARRATIVE JUSTIFICATION:

Enrichment activities are required for students to experience physical activity and nutrition in their communities so that physical activity and nutrition become expected and normal lifestyle events and they have opportunities to practice skills. Admission costs are estimated at \$25 per person per event with increased costs in Year Two and Three as events such as horseback riding, skiing or rock wall climbing become more well-attended. In Year One, we expect 10 students from each of eleven schools to participate in 10 events; in Year Two and Three that number will double as students become engaged and excited about the possibilities for physical activity and nutrition.

Transportation costs are estimated based on current costs to transport students to a field trip using school buses. Each of the four districts will provide transportation for its students.

Transportation to the Year Two and Three culminating event and events for students with autism spectrum disorders will be provided by each district using buses appropriate to the purpose. Costs are estimated based on usual costs to transport students to a field trip using school buses.

OTHER Federal Match:

| OTHER | Year ONE | Year TWO | Year THREE | Source |
|--|-------------------|------------------|-------------------|-------------------|
| REACH grants | \$ 11,000 | \$ 11,000 | \$ 11,000 | Health Department |
| Access to city parks and fields for afterschool and school day physical activity | \$ 65,805 | \$ 65,805 | \$ 65,805 | City parks |
| Nature preserve use | \$ 35,096 | \$ 35,096 | \$ 35,096 | Local Business |
| TOTAL OTHER | \$ 111,901 | \$111,901 | \$111,901 | |

NARRATIVE JUSTIFICATION:

The Health Department annually offers REACH grants of \$1000 to districts for implementing projects to improve students' physical and nutritional health. These are computed for each of the 11 schools. The five cities will provide regular access to recreational events and city parks and fields, many of which are located near schools for easy access. They are expected to be used at a minimum of weekly for project activities, clubs and events, and the use is valued at \$15 per child per year. The Nature Preserve will be donated by a local business and heavily used by students

during the school year and the summer weeks. Contribution is estimated at \$8.00 per student, conservatively based on costs of similar local attractions.

**Budget Summary
FEDERAL REQUEST**

| | YEAR ONE | YEAR TWO | YEAR THREE | TOTAL |
|------------------------------|-------------------|-------------------|-------------------|---------------------|
| Personnel | \$ 363,725 | \$ 371,000 | \$378,419 | \$1,113,144 |
| Fringe Benefits | \$ 111,973 | \$ 114,213 | \$116,497 | \$ 342,683 |
| Travel | \$6,033 | \$ 23,964 | \$ 24,065 | \$ 54,062 |
| Supplies | \$ 187,565 | \$ 164,316 | \$154,512 | \$ 506,393 |
| Contractual | \$ 56,597 | \$ 39,000 | \$ 39,000 | \$ 134,597 |
| Other | \$ 15,800 | \$ 29,200 | \$ 29,200 | \$ 74,200 |
| TOTAL Direct Costs | \$ 741,963 | \$ 741,693 | \$741,693 | \$ 2,225,079 |
| TOTAL Indirect Costs | \$ 8,307 | \$ 8,307 | \$ 8,307 | \$ 24,921 |
| TOTAL Federal Request | \$ 750,000 | \$ 750,000 | \$750,000 | \$ 2,250,000 |

NON-FEDERAL MATCH

| | YEAR ONE | YEAR TWO | YEAR THREE | TOTALS |
|--------------|-------------------|-------------------|-------------------|-------------------|
| Personnel | \$ 41,950 | \$ 54,450 | \$ 54,450 | \$ 150,850 |
| Supplies | \$ 48,700 | \$ 92,200 | \$ 92,200 | \$ 233,100 |
| Other | \$ 111,901 | \$ 111,901 | \$ 111,901 | \$ 335,703 |
| TOTAL | \$ 202,551 | \$ 258,551 | \$ 258,551 | \$ 719,653 |

PROJECT TOTALS

| | YEAR ONE | YEAR TWO | YEAR THREE | TOTALS |
|--------------------------------|-------------------|---------------------|---------------------|---------------------|
| TOTAL Federal Request | \$ 750,000 | \$ 750,000 | \$ 750,000 | \$ 2,250,000 |
| TOTAL Non-Federal Match | \$ 202,551 | \$ 258,551 | \$ 258,551 | \$ 719,653 |
| TOTAL PROJECT COSTS | \$ 952,551 | \$ 1,008,551 | \$ 1,008,551 | \$ 2,969,653 |

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

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

Name of Institution/Organization

ERLANGER-ELSMERE INDEPENDENT SCHOOL DISTRICT

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

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

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | 363,725.00 | 371,000.00 | 378,419.00 | 0.00 | 0.00 | 1,113,144.00 |
| 2. Fringe Benefits | 111,973.00 | 114,213.00 | 116,497.00 | 0.00 | 0.00 | 342,683.00 |
| 3. Travel | 6,033.00 | 23,964.00 | 24,065.00 | 0.00 | 0.00 | 54,062.00 |
| 4. Equipment | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5. Supplies | 187,565.00 | 164,316.00 | 154,512.00 | 0.00 | 0.00 | 506,393.00 |
| 6. Contractual | 56,597.00 | 39,000.00 | 39,000.00 | 0.00 | 0.00 | 134,597.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 8. Other | 15,800.00 | 29,200.00 | 29,200.00 | 0.00 | 0.00 | 74,200.00 |
| 9. Total Direct Costs (lines 1-8) | 741,693.00 | 741,693.00 | 741,693.00 | 0.00 | 0.00 | 2,225,079.00 |
| 10. Indirect Costs* | 8,307.00 | 8,307.00 | 8,307.00 | 0.00 | 0.00 | 24,921.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 12. Total Costs (lines 9-11) | 750,000.00 | 750,000.00 | 750,000.00 | 0.00 | 0.00 | 2,250,000.00 |

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

| | | |
|--|---|--|
| Name of Institution/Organization ERLANGER ELSMERE INDEPENDENT SCHOOL DISTRICT | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. | |
|--|---|--|

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

| | | | | |
|----------------|------------------------|--------------|-------------------------|---------|
| Prefix: Dr. | First Name: Kathlyn | Middle Name: | Last Name: Burkhardt | Suffix: |
|----------------|------------------------|--------------|-------------------------|---------|

Address:

| | |
|-----------|--------------------|
| Street1: | 500 Graves Ave. |
| Street2: | |
| City: | Erlanger |
| County: | |
| State: | KY: Kentucky |
| Zip Code: | 41018 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 8597272009 | |

Email Address:
kathy.burkhardt@erlanger.kyschools.us

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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