

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 # S215F130281

Grants.gov Tracking#: GRANT11379449

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
5. Grants.gov Lobbying Form	e10
6. ED Abstract Narrative Form	e11
<i>Attachment - 1 (1234-Carol White Abstract)</i>	e12
7. Project Narrative Form	e14
<i>Attachment - 1 (1245-PEP 2013 v4)</i>	e15
<i>Attachment - 2 (1246-benji resume)</i>	e42
<i>Attachment - 3 (1247-Rochelle Creager CV)</i>	e43
<i>Attachment - 4 (1248-Kathleen Bideaux resume revised april 2013)</i>	e44
<i>Attachment - 5 (1249-Bibliography)</i>	e47
8. Other Narrative Form	e49
<i>Attachment - 1 (1238-Assurances PEP 2013)</i>	e50
<i>Attachment - 2 (1239-2013 Partner agreement)</i>	e51
<i>Attachment - 3 (1240-SHI Part 1)</i>	e56
<i>Attachment - 4 (1241-SHI Part 2)</i>	e65
<i>Attachment - 5 (1242-PECAT)</i>	e76
<i>Attachment - 6 (1243-HECAT)</i>	e82
<i>Attachment - 7 (1244-PECAT 2)</i>	e95
9. Budget Narrative Form	e101
<i>Attachment - 1 (1235-SCOPE BUDGET NARRATIVE)</i>	e102
<i>Attachment - 2 (1236-Ogden SD_K-12_AS_PEP_UT_4-8-2013)</i>	e110
<i>Attachment - 3 (1237-SCOPE Equipment cost breakdown)</i>	e119
10. Form ED_524_Budget_1_2-V1.2.pdf	e123
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e125

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 04/12/2013	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
B. APPLICANT INFORMATION:		
* a. Legal Name: Ogden City School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 876000507	* c. Organizational DUNS: 9618438770000	
d. Address:		
* Street1: 1950 Monroe	<input type="text"/>	
Street2:	<input type="text"/>	
* City: Ogden	<input type="text"/>	
County/Parish:	<input type="text"/>	
* State: <input type="text"/>	UT: Utah	
Province:	<input type="text"/>	
* Country: <input type="text"/>	USA: UNITED STATES	
* Zip / Postal Code: 84401-0619	<input type="text"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Kathleen	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Bideaux	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: Grant Specialist		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 801-430-3568	Fax Number: <input type="text"/>	
* Email: bideauxk@ogdensd.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:**

Schools and Community in Ogden Partnering for Physical Education (SCOPE)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,961,362.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,961,362.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Kate Bideaux	* TITLE Director of Support Services
* APPLICANT ORGANIZATION Ogden City School District	* DATE SUBMITTED 04/12/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Ogden city School district
* Street 1: 1950 Monroe Street 2:
* City: Ogden State: UT: Utah Zip: 84401
Congressional District, if known:

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

6. * Federal Department/Agency: Office of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215
---	--

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

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

b. Individual Performing Services (including address if different from No. 10a)
Prefix * First Name n/a Middle Name
* Last Name n/a Suffix
* Street 1 Street 2
* City State Zip

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

* Signature: Kate Bideaux
* Name: Prefix * First Name Brad Middle Name
* Last Name Smith Suffix
Title: Telephone No.: Date: 04/12/2013

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

PR/Award # S215F130281

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.

Add Attachment

Delete Attachment

View Attachment

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

Ogden City 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:

Schools and Community in Ogden for Physical Education ABSTRACT

Ogden City School District (OCSD) *proposes Schools and Community in Ogden for Physical Education (SCOPE)* to transform the current physical education (PE) program at all 20 of its schools (total of 12,739 students) into an evidenced-based program utilizing various activities reflective of local, state and national initiatives that adheres to Utah State Standards.

SCOPE addresses Absolute Priority 1 to develop, expand, and improve OCSD's PE program in healthy eating habits and good nutrition and address state PE Standards by (1) instruction in healthy eating habits and good nutrition and (2) physical fitness activities that include: (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student; (d) opportunities to develop positive social and cooperative skills through physical activity participation; and (e) opportunities for professional development for teachers of PE to stay abreast of the latest research, issues, and trends in the field of PE.

It also addresses the following: Competitive Preference Priorities 1 and 2 and Invitational Priorities 1 and 2 through the following goals, objectives and project measures:

Goal 1: OCSD students will increase their healthy eating habits and good nutrition.

1. The % of students who consume fruit 2 or more times per day and vegetables 3 or more times per day will increase 12% yearly from the current baseline of 7% to 43%. **(GPRA 2).**

Goal 2: OCSD students will increase their regular engagement in physical activity.

(A) Students will self-monitor personal fitness levels to help students understand, improve, and maintain their physical well-being.

1. The % of students self-monitoring physical activity will increase 20% per year.

2. The % of students served meeting the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program in at least 5 of the 6 fitness areas of the assessment will increase 20% per year from the 2013 baseline. **(GPRA 3)**

(B) The number of students who engage in 60 minutes of daily physical activity will increase 14% per year—from the current 21% baseline—to 63%. **(GPRA 1)**

Goal 3: OCSD students will develop positive social & cooperative skills through participation.

1. Percentage of students who participate in community-based outdoor recreation will increase 10% yearly from 50% to a target of 80%.
2. Percentage of students who participate on after school, summer, intramural, or team sports will increase 10% yearly from a 2013 baseline.
3. A minimum of 80% students who participate in a community classroom field day as part of their classroom lessons or school wellness plan.

Goal 4: OCSD will utilize a district evidence-based wellness policy to guide decisions.

(A) The Wellness Policy will be revised with community partner input and adopted by the School Board of Education by January, 2013.

(B) The Wellness Policy will be communicated to all stakeholders through a marketing plan.

1. 80% of students and parents surveyed will be aware of the policy and opportunities.

Goal 5: Students in OCSD will receive instruction via a coordinated PE & nutrition curriculum.

(A) Elementary specialists, after school providers & PE teachers will participate in professional learning communities monthly.

1. A minimum of 80% of eligible staff will participate in a minimum of 8 PLCs each year.

(B) Elementary specialists & PE teachers will participate in PD.

- A minimum of 80% of eligible staff will participate in a minimum of 7 hours of PD yearly.

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](#)

Ogden City School District's

Schools & Community in Ogden for Physical Education (SCOPE)

Carol M. White PEP 2013

Schools and Community in Ogden for Physical Education
TABLE OF CONTENTS

Introduction.....1

Need for Project.....2

Significance.....11

Quality of Project Design.....13

Adequacy of Resources.....17

Quality of Management Plan.....19

Quality of Project Evaluation.....22

INTRODUCTION: PRIORITIES

Ogden City School District (OCSD) proposes Schools and Community in Ogden Partnering for Physical Education (SCOPE) as its strategy to transform OCSD's current physical education (PE) program into an evidenced-based program reflective of local, state and national initiatives that adheres to Utah State Standards for Physical Education (PE).

Absolute Priority 1: SCOPE develops, expands, improves OCSD's PE program in healthy eating habits and good nutrition and address Utah State Office of Education's PE Standards by (1) instruction in healthy eating habits and good nutrition and (2) physical fitness activities that include: (a) *fitness education and assessment to help students understand, improve, or maintain their physical well-being*; (b) *instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student*); (d) *opportunities to develop positive social and cooperative skills through physical activity participation*; and (e) *opportunities for professional development for teachers of PE to stay abreast of the latest research, issues, and trends in the field of PE.*

Competitive Preference Priority 1: SCOPE provides services to students enrolled in persistently lowest-achieving schools as defined in the Notice Inviting Applications.

Competitive Preference Priority 2: SCOPE includes and details the participation of required partners as defined in the Notice Inviting Applications.

Invitational Priority 1: SCOPE (1) strives for universal access; (2) includes a range of age appropriate activities; (3) aims to reach the recommended guidelines on dosage and duration; (4) be engaging and fun for kids; (5) led by well-trained coaches and mentors; (6) tracks progress, both individually and for the group; and (7) provides consistent motivation and incentives.

Invitational Priority 2: SCOPE provides services to students enrolled in priority schools as defined in the Notice Inviting Applications.

I. NEED FOR THE PROJECT:

(A) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposal, including the nature and magnitude of those gaps or weaknesses.

Ogden City School District and Community Overview: Ogden City School District is located 30 miles north of Salt Lake City. At 82,825 residents, Ogden is the 7th largest city in Utah. OCSD is the only school district in the city. It has 14 elementary schools, 3 junior high schools, and 3 high schools. OCSD is one of just 3 majority minority LEAs in Utah, with 57% of its students belonging to traditionally underrepresented minority ethnic/racial groups. At 52%, OCSD serves the highest percentage of Hispanic students of all school district in Utah. Over 20% of OCSD students are English Language Learners (ELL), with 3 elementary schools having over 50% of the students being ELL. **Eight** of the district's 20 schools are Persistently Lowest Achieving schools (**Competitive Preference Priority 1**), **5** schools have been identified by the state as Priority Schools, lowest performing 5% in the state (**Invitational Priority 2**), and are participating in the School Improvement Grant (SIG). An additional 5 schools were identified as Focus Schools (lowest performing 15% in the state) and are implementing a School Improvement Transformation Model. Ogden faces an additional challenge of funding. For the past several years, Utah has the lowest per pupil expenditure in the nation. While Utah ranked 27th in quality in an analysis of spending and achievement (Nhan, 2012), per pupil spending is 61% of the national average--\$7,217 per student is below the \$11,665 U. S. average.

The Community Disadvantage Index (CDI) reports alarming conditions in Ogden. CDI considers several census measures (the percent of persons living below the Federal poverty line, the percent of persons receiving public assistance, and the percent of families with minor children that are female-headed) and is considered extremely reliable (alpha=.89). Of the city's 25 census tracts, the CDI shows 10 are 90-100% worse than other communities across the country and 6 have living conditions 70-90% worse than the rest of the country (GIS SMART).

Ogden's Midtown Community Health Center reports that approximately 39% of children it serves are considered "over-weight or obese" as defined by BMI, as compared to a state average of 20% and the national average of 17%. Utah's 2011 *Student Health and Risk Assessment Survey (SHARP)* reveals that **only 21%** of OCSD 6th graders participate in physical activity daily.

Further, according to the Youth Risk Behavior Surveillance Survey (YRBSS), only 7% of Utah youth, grades 9-12, eat 2 or more fruits or 3 or more vegetables a day in comparison to 9% of the same age group nationwide. The Utah Department of Health (UDOH) discovered that fruit and vegetable consumption in Weber-Morgan Health District (WMHD), (including Ogden), did not increase between 2007-2010, though obesity increased during this same time period. It speculates that this may be a causal relationship.

The Carol White PE Program was released at a favorable time for OCSD and its partners. Ogden City partnerships are in the midst of a revitalization effort and the United Way of Northern Utah (UWNU) recently received a federal *Promise Neighborhoods Planning Grant* to assist with this effort. The purpose of Promise Neighborhoods is to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities. Youth physical activity and nutrition are essential components of PN. Moreover, Ogden City's economic development plan includes a

strong emphasis on outdoor recreation and tourism. Home to numerous outdoor recreation companies and nationally-recognized events, *Rock and Ice Magazine* listed Ogden in its *Top 10 Climbing Towns* (Sept 2008) and *Outside Magazine* (Aug 2008) called Ogden "unpretentious and adrenalized" in its description of Ogden as one of the top three towns of *Where to Live Now: The 20 Best Towns in America*. Unfortunately, Ogden's youth are not participating in these outdoor activities. A district-authorized 2011 survey of Ogden's junior high age students reports that 50% of the students rarely or never participate in recreation activities in Ogden.

OCSD is seeking funding to reverse this trend and develop more active and healthier youth. OCSD currently is not meeting Utah state standards for PE and its youth are not taking advantage of their local resources. With awarded funds, OCSD will utilize the resources of its community to initiate, expand, and enhance our physical education (PE) and nutrition programs to help meet state standards (**Absolute Priority 1**).

Targeted Schools: SCOPE will serve all of OCSD's 12,739 students in grades K-12. In particular, additional staffing and programming will be allocated to support PE at all 14 of OCSD's elementary schools. Currently, OCSD does allocate staffing for PE teachers at these elementary sites and youth have limited access to physical activities outside of school.

OCSD's teachers, administrators, and community members are concerned that many of its students are not participating in daily physical activity and eating the recommended amount of fruits and vegetables. Under the direction of Superintendent Brad C. Smith, OCSD developed a partnership with local city officials and community organizations—*Ogden United*. Using quantitative and qualitative data such as the SHARP survey and individual organizational reports, *Ogden United* prioritized that Ogden's youth were at an increased health risk and is currently conducting a comprehensive needs assessment and planning team to address those

needs. As a lead partner, OCSD facilitates these teams, whose members include: Weber-Morgan Health Department (WMHD), Midtown Community Health Clinic, McKay Dee Hospital, Ogden City Recreation, Boys and Girls Club, YMCA, Hunger Utah, and Weber State University's College of Health Professions. Further, PN has contracted with the University of Utah's Education Policy Center and Weber State University's Community Involvement Center to conduct a thorough needs assessment to gather and analyze the required data. SCOPE links itself to this local and federal initiative to enhance the work of PN (**Requirement 4**.) It has secured partner agreements from its primary partners to participate in SCOPE. This primary partnership includes: Ogden City's Mayor's Office and Recreation Department (head of local government), WMHD (local health entity), UWNU (CBO), OCSD Nutrition Department, and OCSD Physical Education Department (**Competitive Preference Priority 2**).

Complementing this effort, Superintendent Smith authorized all of OCSD's schools to complete the Center for Disease Control's School Health Index (SHI) to assess each school's physical activity and nutrition environments and to begin to develop their School Health Improvement Plans. The Overall Score Card for Modules 1-4 is included in this application. The SCOPE planning team used the SHI results to identify needs and create its project goals (**Requirement 1**). Additionally, an OCSD district-level team completed the Physical Education Curriculum Analysis Tool (PECAT) and Health Education Curriculum Analysis Tool (HECAT) to analyze how well the current curricula aligns with national standards for high quality physical education and nutrition and to evaluate which curricula would be selected as part of SCOPE. All of these tools are being used to assist PN with its required Community Needs Assessment to identify assets and weaknesses.

In a coordinated effort with Ogden United's PN, OCSD participated in asset mapping that identified who the local health and wellness services providers are, what services were currently being provided, and where gaps and weakness exist. Through this collaboration, OCSD gain insight to local resources, policies, initiatives, available partnerships, and shared gaps across the community.

District-wide: OCSD strongly believes that implementing a systemic evidence-based PE and nutrition program will actually increased students' academic performance and attendance (The Robert Wood Johnson Foundation, 2007). It believes that revising, implementing, and evaluating a district wellness policy will support a systemic change in our schools leading to healthier students and increased academics. Further, OCSD believes that providing strong after school and community classroom opportunities will lead to greater student motivation and increased health.

Elementary Schools: OCSD's teachers and administrators are concerned that many of its elementary students are missing the opportunity to develop life-long health-enhancing attitudes and behaviors and that the increased pressure to "transform" their schools around has limited the time and resources allocated for physical education and decreased the quality of physical education provided. Only 3 elementary school principals reported that they offer a structured PE lessons; none require an evidence-based program or a highly trained staff; and both are currently part-time positions using discretionary fund allocated by the building principal.

Secondary Schools: OCSD's teachers and administrators are concerned that despite meeting state standards, teachers lack adequate professional development (PD) to stay abreast of the latest research, issues, and trends in PE; classes lack the resources needed to align PE equipment sufficiently to the curriculum (**Requirement 6**) and students don't participate in activity outside of school.

Identified Gaps and Weaknesses to be Addressed:

OCSD and community partners have identified five major gaps in P.E. programs in grades K-12 and after school providers. SCOPE will focus on filling the Gaps.

1. OCSD's current Wellness Policy isn't being implemented at schools and needs revision.
2. OCSD is not utilizing evidenced-based curricula to teach the Utah Core Standards.
3. Time requirements for physical activity and instruction are not met in elementary schools.
4. Student physical fitness levels are not being adequately tracked or met.
5. OCSD is not effectively partnering with local, state and national wellness policies, programs, and initiatives.

Discussing each of these gaps in more detail will illustrate the absolute need for a systemic change in OCSD's physical education programs. We will discuss each gap in terms of (1) Utah Physical Education Core Curriculum; (2) current deficit; and (3) magnitude.

Gap 1: OCSD's current Wellness Policy is not being fully implemented at its schools and needs revision. (Absolute Priority 1, Invitational Priority 1, & Requirement 2)

State Core—The Utah Wellness Education Master Plan is evidenced-based and defines and outlines the physical, academic, and psycho-social benefits of wellness education and defines a health-literate individual. **Current Deficit**—The SHI survey indicates that only one-fourth of OCSD's schools responded that a local wellness policy was fully in place. Further, it's Wellness Policy has not been revised since 2006 and is not based on the most current research. Current nutrition and physical education staff did not participate in the development of the plan; have not collectively discussed the plan; and teachers are not trained in implementing then policy. Finally, it is not adequately aligned with the state's wellness plan and is not currently representative of **Invitational Priority 1** of this application. **Magnitude**—The OCSD's Wellness Policy is the

guiding document to create an environment that enhances learning and the development of life-long fitness practices. Because it is both out of date and not actively in use at all levels, achieving these goals are in jeopardy. It does not reflect the current needs of today's students. Revising this plan through a team effort is the foundation for a systemic change.

Gap 2: OCSD is not utilizing evidenced-based curricula to teach the Utah Core Standards. (Absoluter Priority 1, Invitational Priority 1, & Requirement 4)

State Core—Utah's PE Core utilizes appropriate instructional practices to develop competence and confidence in a variety of lifetime activity and movement forms. It was developed, piloted, and revised by a committee comprised of experts. The Core reflects the current national philosophy of PE represented in national standards developed by the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the National Association for Sport and Physical Education (NASPE). *Current Deficit*—Because OCSD lacks a sequential curriculum alignment and lacks aligned materials for implementation, OCSD's PE program is inconsistent with the state core. The SHI reveals that **NONE** of the elementary schools reported having a sequential curriculum in place for health education and only **16%** report having a sequential curriculum fully in place for PE. Further, OCSD has not gone through an official curriculum adoption for health or PE curriculum and provides little oversight for PE. **75%** of the schools report that their teachers participate in little to no PD (SHI). Moreover, as the district committee prepared to complete the PECAT and HECAT, it acknowledged that the curriculum varies from teacher to teacher, even within the same school.

These deficits are rooted in the following OCSD issues: (1) lack of professional learning community (PLC) structure physical educators to research and discuss effective, current practices; (2) lack of resources to review and revise its PE policy to guide a consistent

curriculum k-12 grade that is aligned completely with the Utah Standards; (3) lack of an assessment system for PE; (4) inconsistent instruction on standards and objectives for all grades; (5) lack of adequately trained staff, effective curriculum, and funding for materials for after school providers.

Magnitude—The State Core is designed to create a physical environment that nurtures the healthy, responsible students to have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a number of diverse activities that will lead to a healthy lifestyle through adulthood. An evidence-based K-12 curriculum with appropriately aligned materials and quality PD program will meet these outcomes.

Gap 3: Time requirements for physical activity and instruction are not met in elementary schools. (Absolute Priority 1, Invitational Priority 1-3)

State Core—The NASPE and the Utah Core Curriculum recommend that all students receive a minimum of 150 minutes per week (30 minutes per day) of structured PE instruction/activity.

Current Deficit—OCSD elementary students do not participate for physical activity as defined in Utah’s PE standard. According to the completed SHI, **50%** of OCSD elementary schools reports that 150 minutes of PE per week is “**not in place.**” Further, only two schools indicated that it met the 150 minutes requirement. Overall, schools lack the personnel, curricula, and PE equipment needed to provide quality PE instruction. **Magnitude**—Without a systemic plan in place that requires elementary schools to provide structured PE, students don’t receive the recommended dosage. SCOPE will provide trained PE specialists for each elementary school, enhance current recess activities, and collaborate with its partners to provide additional opportunities to achieve the recommended dosage and duration.

Gap 4: Student physical fitness levels are not being adequately tracked or met. (Absolute Priority 1, Invitational Priority 1-6, & Requirement 7)

State Core—The Utah’s Physical Education Core specifies that students: (1) Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (2) Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (3) Understand and apply the health-enhancing benefits of physical activity and proper nutrition. (4) Demonstrate competency in knowledge and movement skills needed to perform a variety of PE activities. *Current Deficit*—OCSD does not have an assessment system in place to measure these outcomes. *Magnitude*—Without an adequate assessment plan, OCSD cannot measure its effectiveness. By implementing a systemic assessment system, SCOPE will be able to track student individual progress, which will increase motivation and inform instruction.

Gap 5: OCSD is not effectively partnering with local, state and national wellness policies, programs, and initiatives to coordinate efforts. (Competitive Preference Priority 2 & Requirements 3 & 4)

State Core—Utah State Core website provide numerous programs and initiatives for districts and their teachers to utilize including *The Governor’s Golden Sneaker Award Program*, *Prevention Dimensions*, and *Gold Medal School Programs*. *Deficit*—Through PN planning activities and the development of this application, it became apparent the Ogden community lacked a coordinated effort to provide and promote healthy eating and fitness. Further, the SHI indicates that **only 25%** of the schools perceive that Ogden’s youth have adequate access to physical activities outside of school and youth providers report that **less than 10%** of youth participate in organized activities. Currently, OCSD does not assess if its schools participate in the recommended programs. It has not participated on WMHD’s Safe Kids, Safe Communities for

the past seven years. None of its schools are participating in the national *Let's Move* initiative. **Magnitude**—To achieve the required GPRA dosage and to develop life-long wellness practices, OCSD youth need to participate in physical activity outside of the school day and in their community. Organizations, working in silos often duplicates services; will not achieve capacity; and are not cost-effective. Inadequate integration of community resources and insufficient community education results in a wasted capacity and jeopardizes initiatives. Participating as a lead member of PN; formal collaboration with local, state, and federal initiatives; and providing funding and PD for partners will increase capacity and effectiveness.

II. SIGNIFICANCE

(A) The likelihood the proposed project will result in a system change or improvement.

SCOPE is built on a foundation of district and community support and research. It includes all of its stakeholders (educators, administrators, parents, students, government, and community organizations). Further, OCSD understands that systemic change can only occur with a broad-base of support, a thorough needs assessment, evidence-based strategies, and ongoing evaluation. This is evidenced in the OCSD's lead involvement in Ogden United and its collaborative PN Planning Grant. PN' Absolute Priority 1 includes health and fitness indicators that are aligned with two of Carol White PEP's three GPRA's: (1) # and % children who consume five or more servings of fruits and vegetables daily and (2) # and % children who participate in at least 60 minutes of moderate to vigorous physical activity daily. Given the fact that OCSD was already engaged in a comprehensive, community-wide initiative with roots in health and wellness, the 2013 Carol White PE Program is the perfect complement to this initiative.

SCOPE will leverage the resources available from PN' Committees and the Community Needs Assessment being conducted by Weber State University and University of Utah's

Educational Policy Center to implement its project. The members of PN Committees pledge to align all of the community's resources to develop Ogden's youth in lifelong fitness and nutrition. Because each actively participated in the development of SCOPE, the entire community shares ownership in its implementation and success. Ogden City Recreation (OCR) will expand after school and summer opportunities to include an intramural sports program for the elementary schools; high adventure and outdoor recreation summer camps, a OCRnd high adventure programs for the secondary schools. WMHD will facilitate the 3rd grade height and weight assessment, provide expert consultation for the project director, and assist with evaluating the effectiveness of SCOPE's nutrition instruction. The expertise of Weber State University professors will be utilized to organize SCOPE's data collection, including developing surveys and providing student interns to implement the plan. UWNU's PN and SCOPE will integrate their work..

Further, OCSD is committed to meeting the State of Utah's PE Standards. Significant changes need to take place to achieve this goal and it has dedicated a full time specialist to work alongside its partners from UWNU and Ogden City to implement the needs assessment; gain stakeholder support; and develop and a implement a plan to improve outcomes for families. Superintendent Brad Smith and his cabinet energetically support SCOPE. They authorized OCSD's Development Team to work with their PN partners, PE Director, and Nutritionist to develop a sustainable plan to achieve this goal. They approved the process of revising its current wellness policy to ensure that it is based upon current research, is aligned with state policy, involves numerous stakeholders, and is communicated to all staff and patrons.

OCSD building principals and teachers support SCOPE. Each participating school has committed to: (1) educate its staff, students, and parents on the district wellness policy; (2) create

a school-level wellness committee; (3) participate in PD; (4) implement and assess an evidenced-based curriculum to teach state PE standards; and (5) promote fitness and nutrition education and activities; (6) Participate in the President's Youth Fitness Program.

Moreover, SCOPE itself is designed to impact the students' entire family. According to Hattie (2009) active parental involvement in learning has a substantial effect on achievement (effect size .51). Therefore, SCOPE will actively communicate its goals with all of its parents through a marketing campaign and interactive student assignments.

III. QUALITY OF PROJECT DESIGN

SCOPE's planning team examined the current gaps in OCSD's P.E. and nutrition programs to develop goals to guide the project's implementation and evaluation. These goals are directly related to the identified gaps described on pp. 8-12 and linked to specific objectives and performance measures detailed on pages 24-27.

(A) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

SCOPE builds local capacity and provides improved PE instruction for students beyond the period of Federal financial assistance in the following ways:

- The purchase of PE equipment directly aligned with curriculum provides staff with the resources needed to implement lessons with efficacy. These materials will be used after the grant is completed.
- The purchase of evidence-based, sequential and comprehensive curriculum will provide staff with effective strategies aligned with Utah Core that can be used beyond the grant's duration.
- PD aligned with the curriculum and provided by experts in a training of trainer's model represents a long-term investment in the PE school day and partnerships.

- Revising current wellness policy will provide a foundation for a systemic change.
- The development of school-based wellness committees will increase the likelihood the program will sustain after grant funding is gone.
- Increase partnerships will expand opportunities for youth beyond the grant period.

Moreover, The Executive Committee will develop a sustainability plan using a research-based model as part of its responsibilities. Possible ongoing funding sources for include: (1) School LandTrust; (2) Title 1 (as schools complete turnaround, fewer dollars will be needed for intense interventions); (3) Principal Discretionary funding; (4) Contracted services through partnerships who have a more affordable fringe benefits cost; (5) Expanded partnerships with WSU and WMHP who can provide interns to assist with instruction and assessment; (6) Ogden School Foundation funding for materials replacement; (7) Other private and public grant opportunities; (8) Volunteer support from local PTAs and parent groups.

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

SCOPE is built on a foundation of district and community support and research. It includes all of its stakeholders (educators, administrators, parents, students, government, and community organizations). Further, OCSD understands that systemic change can only occur with a broad-base of support, a thorough needs assessment, evidence-based strategies, and ongoing evaluation. This is evidenced in the OCSD's lead involvement in Ogden United and its collaborative PN Planning Grant. The research supporting SCOPE is provided as it relates to the proposed project activities described below and is included in the bibliography.

(C) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

SCOPE follows the NASPE's Appropriate Practice Guidelines as the approach for its project design: Learning Environment, Instructional Strategies, Curriculum, and Professionalism. All of the activities are grounded the guidelines to meet the Priorities and Requirements. Each activity responds to a gap identified by the SHI. The activities below will help ensure that SCOPE reaches its goals.

Project Activities & alignment to Gaps and Requirements):

1. OCSD will hire and train a PE Site Specialist to work for 25 hours/week at each elementary school to provide instruction, community classroom field days (SnowBasin Ski Resort, Mount Ogden golf Course, Lorin Farr Swimming, IROCK, etc.), and age-appropriate activities for students during recess; facilitate school wellness plans; implement a marketing campaign; assist in collecting data on student fitness and nutrition goals; and mentor individual students. *Research examples:* Students can earn up to 40% of their recommend physical activity during recess. Examples of increasing levels of physical activity include: inexpensive playground equipment, training supervisors, and allocating “activity space” (Robert Wood Johnson Foundation, 2012). Let’s Move, national initiative to assist school districts, provides evidence-based idea to market wellness. **(Gap 3)**
2. Implement an evidence-based, sequential, and highly active curriculum aligned with Utah Core Standards (including the supplies and materials—gym equipment—needed to implement the lessons). *Research examples:* refereed publications Over 45 refereed publications have reported SPARK as an effective PE curriculum, including the CDC. **(Req. 5 & 6; Gap 2)**
3. Provide extensive **Professional Development** (provided by curriculum experts with over 30 years of experience in PE and nutrition) to implement the curriculum (minimum of 2

trainings in year 1 & 1 in years 2 & 3); and ongoing instructional coaching to increase instructional effectiveness. *Research:* Scholars assert that teacher quality is the most important school-related factor influencing student achievement (Rice, 2003; Hattie, 2010; Nye, Konstantopoulos, & Hedges, 2004). Teachers who know their subject well and know how to teach it to others will enhance student learning (Darling-Hammond, 1999). **(Req. 5; Gap 2)**

4. **Implement PLCs 2 x monthly**—supplemental to project instructional time that include deep data dives on student achievement toward project goals and evidence-based practices.

Research: Scholars assert that developing a strong and purposeful PLC is the most effective strategy to improve instructional outcomes (Sergiovanni, 2000; Bruce & Showers, 2002; Dufour & Eaker, 1998) **(Req. 7; Gap 4)**

5. **Revise of district wellness plan & participation in other local** (Promise Neighborhoods, Weber Moves, & Safe Schools, Safe Communities), **state** (Gold Medal Schools, State Office of Education PE conference), and **federal** (Promise Neighborhoods, Let's Move and HealthierUS Schools Challenge) initiatives. Including alignment of vision, mission, goals, and data collection; leveraging resources; collaboration on events. **(Gap 1, Req. 3 & 4)**

6. Increase **student physical activity opportunities outside of school hours** to include a strong outdoor/high adventure program. *Research:* Learning about facing challenge, seeking feedback, peer cooperative learning, and increase self-regulation through outdoor and high adventure experiences have lasting effects (Hattie, 2009; Hattie, Hattie, Marsh, Neill, & Richards, 1997) Effective after school opportunities and policy increase student physical activity (Beets, et. Al, 2012; Kronholz, 2012; Robert Wood Johnson Foundation, 2012). **(Req. 5, Gap 3 & 4)**

7. Students will **develop and self-monitor a personalized wellness and fitness plan** to achieve Carol White **GPRAs** and their own personal goals. *Research:* PYFP has adopted FitnessGram as an assessment tool. Students' self-reporting of grades and motivation have high effect-sizes on achievement (Hattie, 2009). **(Req. 5 & 7, Gaps 2, 3, & 4)**
8. Implement the **Presidential Youth Fitness Program (PYFP)** at all sites and monitor individual student progress. *Research:* The PYFP is a valid and reliable program has 25 years of experience and includes fitness assessment, PD and recognition. **(Gap 1 & Req. 4, 5, & 7)**
9. Implement a **valid and reliable assessment system** to measure SCOPE's progress toward achieving its stated goals. The Carol White RFP states that experts agree that an assessment should be part of a comprehensive program that includes PD and motivational recognition that empowers students to be more physically active. **(Req. 7, Gap 4)**
10. **Fitness and Nutrition Campaign.** To positively affect a universal audience, SCOPE staff will work with experts from the WMHD and student peer leaders to develop a fitness and nutrition campaign aligned with the classroom curriculum objectives. To align with state and federal initiatives, SCOPE staff will use those research-based materials and formats readily available from websites, including *Let's Move*, USDA's *HealthierUS School Challenge*. Some examples include: student-created daily announcements, a bulletin board, posters, ad, and blogs. **(Req. 3 & 4, Gap 1)**

IV. ADEQUACY OF RESOURCES

- (A) The extent to which the costs are reasonable in relation to the number of the persons to be served and to the anticipated results and benefits.**

The costs to implement SCOPE are reasonable in relation to the number of students, staff, and family members served and will produce the anticipated result detailed in the application.

OCSD has identified enormous gaps in its current PE and nutrition education programs: (1) its elementary schools do not have properly trained staff to teach PE and nutrition; (2) elementary students are not participating in the recommended dosage of physical activity; (3) PD for OCSD's secondary PE teachers is virtually nonexistent; (4) all of the schools lack adequate PE "equipment/supplies;" (5) Its wellness policy is out-of-date and needs to be aligned with current local, state, and national initiatives; and (6) its community lacks adequate resources and alignment to serve a substantial number of youth. Given these gaps, OCSD absolutely needs the additional funding that the Carol White PEP grant will provide.

SCOPE will serve approximately 12,739 OCSD students and their families in 20 schools. With an overall three-year federally-funded budget of \$1,961,362, it averages to \$153.96 per student for the entire project (\$58.86 per student in year 1, \$45 per student in year 2, and \$50 per student in year 3). Since OCSD believes that its most valuable resources leading to systemic change are its staff, a substantial amount of funding is allocated to increasing their knowledge of evidence-based practices and collaboration. Included in this budget is extensive training for project staff, current PE teachers, and after school youth providers (36 total individuals). This PD averages to approximately \$2,986 per participant and is built upon a Training of Trainer's Model led by nationally recognized experts who have multiple years working with Carol White grant awardees. By investing in these individuals, OCSD is investing in a long-term sustainable plan.

Not reflected in the actual budget narrative is the substantial in-kind funding that will support SCOPE. OCSD will leverage current Title 1 and other federal funds to fund instructional coaches at each school. These coaches will mentor the new PE Specialists and provide ongoing feedback on lesson delivery and student achievement. It will use federal grant

flow-through programs like 21st Century Community Learning Center and Gang Prevention grants to develop appropriate after school physical activities and nutrition education. The federal PN Planning Grant will facilitate the community needs assessment and organize a community-wide implementation plan to increase health and wellness and OCSD's Full Service Community Schools will provide a summer camp program to keep all of OCSD's students active during the summer.

V. QUALITY OF THE MANAGEMENT PLAN

(A) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Milestone	Schedule	Responsibility
Set Up: 2013		
Announce grant award to stakeholders	Oct.	Communications Director
Hold SCOPE EC meeting & individual school meetings	Oct.	Executive Committee (EC)
Hire Elementary PE Specialists & Clerical Staff	Nov.	Project Director (PD) & EC
SCOPE orientation training	Nov.	PD
Order instructional & student supplies	Nov.	PD & project secretary
Complete Procurement for consultants & evaluation	Nov.	PD & Grant Specialist(GS)
Conduct initial training for PE Specialists	Nov.	PD, Contracted Service
Complete PN Plans & revise OCSD wellness policy	Nov.	PD, Nutritionist (N), PN
Develop individual school PE & nutrition plans	Nov.	Principals, PE specialists (PES) & N
Develop and sign MOUs with partners.	Dec.	PD, Partners, EC
Participating schools join Let's Move.	Dec.	PD, PES, NS
Begin PLCs.	Dec.	PD, Partners
Wellness Policy approved by Board	Jan.	EC

Conduct initial student assessments	Dec.	PD, & PES, Evaluator
Develop after school program & marketing campaign	Jan.-Feb.	PD, Partners
Implementation & Management: Years 1-3	Schedule	Person(s) Responsible
Teach PE & nutrition classes, provide structure recess, implement PYFP & marketing plan	Fall Daily	PES, principals, partners
Required assessments & data collection for evaluation	biannual	PD, PES, Evaluator
Executive Committee meeting and progress updates	Quarterly	Executive Committee (EC)
Schedule & Provide student field trips	Ongoing	PES
Provide training to WSU student volunteers & interns & after school providers	biannual	PD, PES, Partners, Evaluator
Hold PLC meetings & instructional observations	monthly	PD, Admin, partners, Eval.
Promote & participate in community fitness events	monthly	PD, PES, Partners,
Provide booster PD & PD for after school providers	Yearly	PD, PES, Partners
Implement summer fitness programs	summer	PD, PES, Partners
Report evaluation to school board, PN, and PTA council and publish on district website	biannual	PD, Admin
Marketing project services, education and progress	Ongoing	PD, Admin, partners, CD
PN Committee & partnership meetings	Monthly	PD, Admin, partners ,GS, CD
Complete required federal reports	biannual	PD, Secretary, GS, evaluator

Project Management Staff: Mr. Benjiman Carrier (.4 FTE) will act as the project Director for SCOPE. Mr. Carrier has been OCSD's Director over Extra-Curricular Activities, Athletics, Physical Education, Driver's Education, Sex Education, and Health for the past two years. His duties will include: the daily project programming, management of the budgets, and staff evaluations. He will direct the efforts of project staff and partners; attend all required federal meeting; and complete the required federal reports. In addition, he will chair the Executive Committee; lead the PLCs; and monitor all SCOPE activities. His resume is included.

Ms. Kathleen Bideaux (.15 FTE) will mentor and assist Mr. Carrier throughout the implementation to ensure fidelity to the proposal and observe that all grant guidelines are being followed. She has 19 years of experience in education, with 10 implementing school reform projects. She served as the Federal Grant Specialist for 12 federal and multiple state grants. She holds a BA in English Education and a MEd in Curriculum and Instruction. Her experience managing daily project programming and budgets, directing the efforts of project staff and partners, and meeting Federal reporting requirements will ensure that SCOPE has strong leadership from the start. Her resume is included.

Elementary P.E. Site Specialists: Fourteen Physical Education Site Specialists will be hired to provide direct service to OCSD's elementary students. Each specialist will be assigned to work directly with their school team to implement the activities outlined in this application. A Bachelor's degree in Physical Education, Health Promotions, Recreation or a related field is required. A list of responsibilities is included in Section 3: Quality of Design.

After School Fitness/Health Instructors: SCOPE will contract with OCR will provide funding to develop and oversee the implementation of an elementary school intramural sports, community classrooms, and outdoor recreation program. A minimum of a Bachelor's Degree in Physical Education, Health, Recreational Fitness, or a related field is required.

Clerical Support (.375 FTE): The secretary will manage the project's communication, inventory, data collection, and budget. The secretary will have at least three years' experience providing clerical support for projects of similar size.

Executive Committee: An Executive Committee will meet monthly to oversee project implementation to monitor SCOPE's progress, oversee the wellness policy revision, and review implementation. OCSD's PE & Nutrition Director, SCOPE Project Director; Grants Specialist,

Kristine Scott, and leadership from each of our major *SCOPE* partners: Weber State University, Ogden City Recreation, Youth Impact, Boys and Girls Club, and YMCA will participate. Each are involved in an advisory role for the other Federally-funded, local project.

VI. QUALITY OF PROJECT EVALUATION

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

Ogden City School District will contract with an independent, third-party evaluator selected through competitive RFP to conduct evaluation activities including collaborating with Weber State University's Community Involvement Center and the Promise Neighborhoods initiative. The evaluator will need to hold a PhD; have previous experience working with both school reform efforts and grant evaluations. S/he needs a working relationship with all of the partners involved and the proven expertise to collect and analyze data.

SCOPE leadership established goals to guide program implementation and evaluation related to gaps identified in services described earlier. Activities were selected after the goals were identified. This section outlines the measureable outcomes that will be used to provide the project evaluation. Where ever possible triangulation of measures will be used to substantiate evaluation of each goal.

SCOPE will use the NASPE's Appropriate Instructional Practice Guidelines to assess the overall effectiveness of its project. The NASPE's tool provides a rubric that details the qualities of an effective fitness and nutrition program. It will also use PYFP adopted Fitnessgram as a student progress assessment tool; the SHI to track overall individual school progress; the PECAT and HECAT and curriculum-produced assessment to gauge student knowledge.

Goal 1: OCSD students will increase their healthy eating habits and good nutrition.

- The % of students who consume fruit 2 or more times per day and vegetables 3 or more times per day will increase 12% yearly from the current baseline of 7% to 43%. **(GPRA 2)**

The effectiveness of instruction in healthy eating habits and good nutrition will be measured using (1) Youth Risk Behavior Survey for high school students; (2) PECAT--structured review of program documents, curriculum, records, and other materials to measure quality and extent of curriculum implementation; (3) student achievement on curriculum assessment questions specific to the goal; (4) biannual on-site observations and measures including observation of school-day eating and measurement of consumption/waste in the school lunch program.

Goal 2: OCSD students will increase their regular engagement in physical activity.

(A) Students will self-monitor personal fitness levels to help students understand, improve, and maintain their physical well-being.

- The % of students self-monitoring physical activity will increase 20% per year from a 2013 baseline.
- The % of students served meeting the standard of a healthy fitness zone as established by the assessment for the *Presidential Youth Fitness Program* in at least 5 of the 6 fitness areas of the assessment will increase 20% per year from the 2013 baseline. **(GPRA 3)**

(B) The number of students who engage in 60 minutes of daily physical activity will increase 14% per year—from the current 21% baseline—to 63%. **(GPRA 1)**

Student engagement in regular physical activity will be measured by: (1) use of Fitness Gram assessment developed by the Cooper Institute to provide fair and accurate fitness assessment of aerobic capacity, body composition, muscular strength, endurance, and flexibility.

The software component will allow project-wide data collection and analysis of benchmark fitness levels, individualized goals for students, and reports of the number of minutes of activity and type of activity; (2) student tracking of activity through pedometers twice yearly; (3) the three-day Physical Activity Recall (3DPAR) for grades 5-12; (4) biannual structured focus group of students and parents to collective qualitative data on goal setting and self-evaluation of daily activity, dosage and duration, and type of activity; (5) examination of documents, schedules, records, and visual inspection of actual schedules documenting daily activity

Goal 3: OCSD students will develop positive social & cooperative skills through participation.

- Percentage of students who participate in community-based outdoor recreation will increase 10% yearly from 50% to a target of 80%.
- Percentage of students who participate on after school, summer, intramural, or team sports will increase 10% yearly from a 2013 baseline.
- A minimum of 80% students who participate in a community classroom field day as part of their classroom lessons or school wellness plan.

Student participation will include: (1) examination of documents, schedules, records, and visual inspection of actual schedules documenting daily activity; (2) student surveys; and (3) biannual focus group assessment. (3) PECAT and HECAT to assess project curriculum for this goal.

Goal 4: OCSD will utilize a district evidence-based wellness policy to guide health and wellness decisions.

(A) The Wellness Policy will be revised with community partner input and adopted by the School Board of Education by January, 2013.

(B) The Wellness Policy will be communicated to all stakeholders through a marketing plan.

- 80% of students and parents surveyed will be aware of the policy and opportunities.

The wellness policy development and adoption will be documented for completions and implementation. Changes made during the project in response to the wellness policy will be noted. The effectiveness of the SCOPE Marketing Plan will be measure through the semi-annual focus group studies and through a randomly-administered survey.

Goal 5: Students in OCSD will receive instruction via a coordinated PE & nutrition curriculum.

(A) Elementary specialists, after school providers & PE teachers will participate in professional learning communities monthly.

- A minimum of 80% of eligible staff will participate in a minimum of 8 PLCs each year.

(B) Elementary specialists & PE teachers will participate in PD.

- A minimum of 80% of eligible staff will participate in a minimum of 7 hours of PE and nutrition PD yearly.

The effectiveness of SCOPE's PD and PLCs will be measured using (1) annual structured review of program documents, curriculum, records, and other materials to measure quality and extent of PD including frequency and duration; (2) annual survey of teachers to determine (a) participation and level of implementation of PD; and (b) participation in and quality of PLCs ; (3) on-site observations and measures of PD and PLCs.

OCSD will provide the aggregate-level information should be easily accessible to the public by posting it on the district and school individual website and a yearly School Board (district-level) and Community Council (school-level) presentation. Project staff will work closely with the district's Data and Evaluation and Informational Technology Teams to enhance its current data collection program to enhance the current data collection system to include project key program indicators and district-specific measures. An evaluation calendar will be posted and its data will be reviewed by the EC every 90 days per OCSD mandate.

Benjamin D. Carrier

(b)(6)

Education

Southern Utah University, M.Ed.

Emphasis in Administrative Licensure
Cumulated GPA: 3.84

01/2011-05/2012

Brigham Young University, BS in Health Science, Provo Utah

Emphasis in School Health with a Minor in Coaching/PE Teaching and Drivers Ed
Cumulated GPA: 3.58

09/2001-04/2008

Experience

Administrator, Ogden School District

Supervisor of Athletics and Other Services

07/2011-Present

Educator, Wasatch County School District

Classroom Instructor

08/2007-05/2011

Coach, Wasatch County School District

Football, Wrestling, and Baseball

08/2007-05/2011

Drivers Education Instructor, A-1 Driving School

Classroom and behind the wheel instructor

03/2006-08/2007

Research Assistant, Provo Utah

Created PowerPoint presentations, analyzed research, and assisted in teaching

08/2005-04/2007

International Volunteer Service, Albania

Served 24 months teaching both public and private English lessons

07/2002-07/2004

Committees

- Rewards Committee at Rocky Mountain Middle School
- Wellness Committee for Ogden School District

Skills and Capabilities

- Fluent in English and Albanian

Awards and Accomplishments

- Health Science Student Teacher of the Year

Rochelle Creager, B.S., CHES

(b)(6)

Education

2007 B.S. in Health Promotion and Education - University of Utah, Salt Lake City, UT

Employment History

2007- Present Community Health Education Specialist – Weber- Morgan Health Department
Program manager for the Physical Activity, Nutrition and Obesity Prevention (PANO) Program, the Diabetes Prevention Program and the Community Transformation Grant. Manage other chronic disease prevention initiatives, as needed. Responsible for grant writing, day-to-day operations, managing contracts and reporting on program objectives. Coordinate with other Health Promotion staff, as needed. Served as Intern Coordinator from 2007 – 2011.

2006-2007 Gold Medal Schools Mentor – Utah Department of Health
Worked with the Salt Lake Valley Health Department to assist four elementary schools in implementing the Gold Medal Schools program. Acted as a liaison between the individual schools and the local and state health departments.

2005 – 2007 Clinical Assistant, Planned Parenthood Association of Utah
Obtained patient vitals and intake information. Provided patient education on family planning and reproductive health. Scheduled appointments and other customer service duties.

Professional Certifications

- 2007 Freedom From Smoking, American Lung Association
- 2008 Certified Health Education Specialist (CHES)
- 2008 Child Passenger Safety (CPS) Technician, Safe Kids Worldwide
- 2011 Nutrition and Physical Activity Self Assessment for Child Care (NAP SACC) Consultant, University of North Carolina, Chapel Hill
- 2011 Chronic Disease Self Management Program (CDSMP), Stanford University

Professional and Community Organizations

- 2007 – Present Member, Health Education Association of Utah (HEAU)
- 2007 – Present Member, Utah Action for Healthy Kids
- 2007 – Present Member, Weber-Morgan Safe Kids, Safe Communities Coalition
- 2009 – Present Member, PANO Community Workgroup
- 2011 – Present Member, PANO Schools Workgroup
- 2010 – 2012 Chair, Utah Action for Healthy Kids
- 2011 – 2012 Chair, PANO Schools Workgroup
- 2008 – 2011 Member, Weber Coalition for a Healthy Community
- 2010 – 2011 Chair, Child Obesity Task Force, Weber Coalition for a Healthy Community
- 2009 – 2010 Co-chair, Utah Action for Healthy Kids
- 2007 – 2012 Ad-hoc board member, Weber Pathways

KATHLEEN A. BIDEAUX

(b)(6)

EDUCATION

M.Ed.	Weber State University, Ogden, Utah	1998
	<ul style="list-style-type: none">• <i>Special Education Endorsement</i>• <i>Curriculum & Instruction</i>	
	Roosevelt University, Chicago	1992
	<ul style="list-style-type: none">• <i>The Teaching of Journalism Summer Internship Program</i>	
B.A.	University of Illinois, Chicago	1991
	<ul style="list-style-type: none">• <i>Teaching of English</i>	

PROFESSIONAL EXPERIENCE

Ogden City School District	1993 -- present
Research, Develop and Special Projects	2011 -- present
Federal & Competitive Grants Specialist	2005 – 2011
Smaller Learning Communities Site Facilitator	2003 – 2005
Comprehensive School Reform Facilitator	2002 – 2005
Language Arts Educator	1998 – 2004
Special Educator & Department Chairperson	1994 – 19 98
Project CARES Site Coordinator	1993 – 1994
<i>Adjunct Faculty</i> , Weber State University	1998 – 1999
<i>English/Journalism Teacher</i> , Chicago Public Schools	1991—1993

MISCELLANEOUS PROFESSIONAL EXPERIENCE

Ogden United	
District School Appraisal Team Ogden City School District	2008 – present
Instructional Coaching Facilitator	2007 – present
State Literacy Planning Team , Utah State Office of Education	2007 – present
State Social Studies Committee , Utah State Office of Education	2007 – present
Ogden City Chamber of Commerce , Ogden City Schools	2007 – present
Ogden Area Youth Alliance	2007 – present
School Support Team Specialist , Ogden City School District	2006 – present
Advanced Placement Committee , Utah State Office of Education	2006 – present
Instructional Focus Chair: Language Arts , Ogden City School District	2005 – 2006
Accreditation Team Leader , Ogden City Schools—Ben Lomond	2003 – 2005
Teaching & Learning Committee , Utah Education Association	2002 – 2004
District Literacy Team , Ogden City School District	2001 – 2004
Fall Author Contest Committee , Ogden School Foundation	2000 – present
Teacher Leader , Ogden City School District	1998 – present
Executive Board , Ogden Education Association	1998 – 2002

NUMEROUS GRANTS AWARDED & IMPLEMENTED

2012	Promise Neighborhoods Planning Grant	Awarded: \$500,000
2011	Gaining Early Awareness and Readiness For Undergraduate Programs (GEAR UP)	Awarded: \$5.1 million
2010	Smaller Learning Communities <i>Cohort 10: College Readiness</i>	Awarded: \$3.5 million
2008	Full Service Community Schools <i>SCOPE (Schools & Community in Ogden Partnering for Excellence)</i>	Awarded: \$2.5 million
2008	Secondary and Elementary Counseling <i>CHILD (Counseling Helps Individuals Learn)</i>	Awarded: \$1 million
2008	Grants to Reduce Alcohol Abuse <i>TEAM</i>	Awarded: 1.2 million
2008	GEAR UP <i>OWN (Own Your Future)</i>	Awarded: \$4.2 million
2007	Teaching American History <i>Frontiers in the Making of American History</i>	Awarded: \$500,000
2006	Advanced Placement Incentive Program <i>Ogden Middle Schools: AVID</i>	Awarded: \$118,000
2006	Smaller Learning Communities <i>Cohort 6: Instructional Coaching & Curriculum</i>	Awarded: \$1.5 million
2005	Smaller Learning Communities Grant <i>Special Initiative: Reading Program</i>	Awarded: \$2.5 million
2004	Utah State Office of Education <i>Entry Year Enhance Program: Teacher Mentoring</i>	Awarded: \$20,000
2004	Comprehensive School Reform Grant <i>School Improvement Plan/Developing Learning Communities</i>	Awarded: \$80,000
2003	Comprehensive School Reform Grant <i>School Improvement Plan/Developing Learning Communities</i>	Awarded: \$70,000
2001	National Education Association, Urban Grant <i>Implementing Effective Mentoring</i>	Awarded: \$5,000
2001	Jordan Fundamentals <i>Heroes, Icons, & Role Models</i>	Awarded: \$2,500
2000	National Education Association, Urban Grant <i>Teacher Induction Program</i>	Awarded: \$5,000
2000	Incentives for Excellence <i>Improving & Integrating Literacy</i>	Awarded: \$4,000

AWARDS & RECOGNITIONS

2005	Teacher of the Year—Ben Lomond Community Council
2003	Teacher of the Year—Ben Lomond High School
2002	Teacher of the Year, <i>Sam's Club</i>
1999	Focus on Excellence, Ogden Foundation
1998 – 01	Teacher Apple Award, <i>Standard Examiner</i>

NATIONAL PRESENTATIONS

2012	Coalition for Community Schools: National Forum
2009	Northwest Regional Educational Laboratories <i>Strengthen SLCs with Cognitive Coaching: A Three-Tier Model</i>
2007	Northwest Regional Educational Laboratories <i>Sustainability = Success</i>
2007	<i>High Schools That Work Summer Conference</i>

2004

Developing Effective Professional Development Programs
High Schools That Work Summer Conference
Developing an Effective Mentoring Program

REFERENCES

- **Dr. Bruce Penland**, Executive Director for the Ogden City School District, 1950 Monroe, Ogden, Utah 84401. Telephone: 801-737-7309
- **Dr. Donna Corby**, Director of Community Relations for the Ogden City School District, 1950 Monroe, Ogden, Utah 84401. Telephone: 801-737-7321
- **Dr. Greg Lewis**, former Executive Director for Ogden City School District, 1950 Monroe, Ogden, Utah 84401. Telephone: 801-940-7216.

Bibliography

- Arnold, K. (2008). Where to live now: The 20 best towns in America. *Outside Magazine* July.
- Avers, S. & Sariscany, M.J. (eds.) (2011). *Physical Education for Lifelong Fitness—3rd Edition*. National Association for Sports and PE.
- Beets, M.W., Vinluan, M., Ciminillo, B., Lou, D. (2012). Programs and policies to get kids active outside of school. *Active Living*, webinar.
- Darling-Hammond, L. (1997). *The right to learn*. San Francisco: Jossey-Bass.
- Dufour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Education Service.
- Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press Inc.
- Hattie, J.A.C., Marsh, H.W., Neill, J.T. & Richards, G.E. (1997). Adventure education and outward bound: Out of class experiences that make a lasting difference. *Review of Educational Research*, 67(1), 43-87.
- Joyce, B., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria VA: Association for Supervision and Curriculum Development
- Kronholz, J. (2012). Academic value of non-academics. *Education Next*. 12(1).online version.
- Kappagoda, M. & Oglive R.S. (eds.) (2012). *Playing Smart: Maximizing the Potential of School and Community Property through joint use agreements*. ChangeLab Solutions.
- Nhan, D. (2012). Analysis: How much states spend on their kids really does matter. *National Journal*. October. Accessed online.
- Nye, Konstantopoulos, & Hedges. (2004). How large are teacher effects. *Educational Evaluation Educational and Policy Analysis*, 26 (3).237-257.
- Rice, J.K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, D.C.: Economic Policy Institute.
- Servage, L. (2008). Critical and transformative practices in professional learning communities. *Teacher Education*. Winter, 63-77.
- The Robert Wood Johnson Foundation. (2012). *Active Living Research : Promoting Physical Activity through the shared use of school and community recreational resources—Research Brief*. April
- The Robert Wood Johnson Foundation. (2012). *Increasing physical activity through recess—Research Brief*. January.
- The Robert Wood Johnson Foundation. (2007). *Physical Education, Physical Activity and Academic Performance—Research Brief*. Fall.

The Robert Wood Johnson Foundation. (2012) Policies and standards for promoting physical activity in after school programs—Research brief. May

Websites:

www.actionforhealthykids.org

www.activelivingresearch.org

www.fitnessgram.net

www.nasbe.org/project/nutrition-and-physical-activity/fit-healthy-ready-to-learn-updated-release

www.presidentialyouthfitnessprogram.org

www.sparkpe.org

www.letsmove.gov

www.teamnutrition.usda.gov/educators.html

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

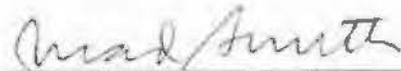
[View Optional Other Attachment](#)

Agency Name: Ogden City School District

DUNS # 961843877

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: Promise Neighborhoods
 - 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.



Brad C. Smith, Superintendent
Ogden City School District

4.10.2013

Date

Agency Name: Ogden City School District

DUNS # 961843877

LEA Partner Agreement for Competitive Preference Priority #2:
Partnerships Between Applicants and Supporting Community Entities

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Brad C. Smith

Roles and Responsibilities: Superintendent of Ogden City School District

Contribution to the Project: Fiscal Agent of SCOPE project. Implementation of grant goals and objectives. Allocation of matching resources.

This agreement is in support of Ogden City School District's Schools and Community in Ogden for Physical Education PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative:

(b)(6)

Dated:

4-10-2013

CBO Name: United Way of Northern Utah-Promise Neighborhoods

Roles and Responsibilities: Facilitate federal Promise Neighborhoods Planning grant. Acts a collaborative partner to develop and implement a community-wide plan to improve health and wellness and increase youth development outcomes.

Contribution to the Project: PN project staff will conduct a Community-wide Needs Assessment, organize committee structures to asset map, research effective strategies, and create a plan to increase health and wellness for Ogden's youth. Pilot Promise Scorecard and Efforts to Outcomes Data dashboard and grant management systems. Contract with Weber State University and University of Utah to collect data on 60 minutes of physical activity, 6 fruits and vegetables, and childhood obesity.

This agreement is in support of Ogden City School District's SCOPE PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: Leslie Herold, Community Impact Director

(b)(6)



Dated: April 10th, 2013

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Weber-Morgan Health Department. Claudia Price, Director of Nursing & Health Promotion

Roles and Responsibilities: Partner with OCSD to provide health promotion and nursing services, as applicable to the project needs. Participate as a member on several local and state health task forces and initiatives, such as Promise Neighborhoods.

Contribution to the Project: Weber-Morgan Health Department will provide consultation to PEP staff in obesity, teen pregnancy and tobacco prevention in OCSD schools. Provide assistance in development of district policies (OCSD Wellness Policy, Comprehensive Tobacco Policy, etc). Partner with OCSD to provide school based health promotion programs, as available. Provide other health promotion services as needed and available. Director Price and/or designated staff will participate as a member of the grant's advisory council.

This agreement is in support of Ogden City School District's Carole White PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Weber/Morgan Health Department's Authorized Representative:

(b)(6)

Dated: 4/8/2013

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

Food Service or Child Nutrition Coordinator: Mr. Ken Crawford

Roles and Responsibilities: Oversee the school lunch and nutrition program. Assure healthy choices for Ogden students during school year and provide free summer lunch program.

Contribution to the Project: Assign Kristine Scott, District Nutritionist, as a member of the SCOPE Executive Committee to work with project staff to revise current district wellness policy and develop appropriate curricula and activities for students ages k-12.

This agreement is in support of Ogden City School District's SCOPE PEP project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Ken Crawford, Support Services Coordinator
Ogden City School District

4-11-13

Date

Agency Name: Ogden City School District **DUNS # 961843877**

LEA Partner Agreement for Competitive Preference Priority #2:

Partnerships Between Applicants and Supporting Community Entities

This form is only necessary if you intend to address Competitive Preference Priority #2 -- Partnerships Between Applicants and Supporting Community Entities.

Page 5 of 5 (Head of Local Government)

Head of Local Government Name: Mayor Michael Caldwell

Roles and Responsibilities: Ogden City's Promise Neighborhoods Facilitator (Scott Ericson) will work directly with Ogden City School District to develop and implement an expanded after school and summer programs and to hone additional local partnerships and funding sources. Ogden City's Recreation Department (OCR) will partner with Ogden School District to implement the after school and summer activities proposed in the grant application to increase fitness and nutrition. Edd Bridge, OCR Director, will oversee the student activities project.

Contribution to the Project: Ogden City will provide (b)(4) funds for the summer programs with additional in-kind donations for (b)(4) fee waivers, and student activities at Lorin Farr Pool, Mount Ogden Golf, and numerous OCR outdoor activities. OCR will also provide contracted services for the SCOPE project to develop youth activities and teacher professional development.

This agreement is in support of Ogden City School District's Carol White PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government (b)(6)

Dated: 4-10-13

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Bonneville

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Dee

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

School Health Index
Overall Score Card

Gramercy

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					
Family and Community Involvement – Module 8					

* Same schools like to write the module scores in each box

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Hillcrest

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**School Health Index
Overall Score Card**

Heritage

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

	the Module Score falls*				
	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1				63%	
Health Education – Module 2		27%			
Physical Education and Other Physical Activity Programs – Module 3		39%			
Nutrition Services – Module 4					90%
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

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					
Family and Community Involvement - Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

James Madison

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

School Health Index
Overall Score Card

Lincoln

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Odyssey

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

School Health Index
Overall Score Card

Polk

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Shadow Valley

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					
Family and Community Involvement – Module 8					

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

Taylor Canyon

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					
Family and Community Involvement - Module 8					

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

T.O. Smith

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

School Health Index
Overall Score Card

Wasatch

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					
Family and Community Involvement - Module 8					

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

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					81%
Health Education - Module 2				66%	
Physical Education and Other Physical Activity Programs - Module 3				68%	
Nutrition Services - Module 4					81%
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

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

**School Health Index
Overall Score Card**

Highland Jr

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					
Family and Community Involvement – Module 8					

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

SCHOOL HEALTH INDEX – MIDDLE SCHOOL/HIGH SCHOOL

**School Health Index
Overall Score Card**

Mound Fort Jr.

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					
Family and Community Involvement – Module 8					

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

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				61%	
Physical Education and Other Physical Activity Programs - Module 3			52%		
Nutrition Services - Module 4				72%	
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

School Health Index
Overall Score Card

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

	the Module Score falls*				
	Low 0 – 20%	21% – 40%	Medium 41% – 60%	High 61% – 80%	81% – 100%
School Health Policies and Environment – Module 1			42%		
Health Education – Module 2				75%	
Physical Education and Other Physical Activity Programs – Module 3				65%	
Nutrition Services – Module 4				66%	
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

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				65%	
Health Education - Module 2	13%			77%	
Physical Education and Other Physical Activity Programs - Module 3		39%		.	
Nutrition Services - Module 4					
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.

SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

Grades 9-12

To complete the scorecard for Content and Student Assessment Analyses (grades 9-12), transfer the individual scores for each standard from the preceding pages.

<i>NATIONAL STANDARD</i>	<i>CONTENT ANALYSIS SCORE</i>	<i>STUDENT ASSESSMENT ANALYSIS SCORE</i>
1	5	5
2	3	2 3
3	5	5
4	4	4
5	2	2
6	2	1 2
<i>ADDITIONAL STANDARDS</i>		

Note: Add each of these scores to the overall PECAT scorecard on page 173.

Content Analysis for Standard 1

Grades 9-12

The content analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 1.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content Analysis Score for Standard 1 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

SCORE

*** Key for Scoring**

2 = Fully: The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Content Analysis for Standard 2

Grades 9-12

The content analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 2.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Content Analysis Score for Standard 2 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\square + 3\square + \square = \square$$

SCORE

*** Key for Scoring**

2 = Fully: The curriculum sufficiently addresses each and every element of the question; **1 = Partially:** The curriculum partially addresses the question; **0 = No:** The curriculum does not address the question.

Content Analysis for Standard 3

Grades 9-12

The content analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 3.

Standard 3: Participates regularly in physical activity

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	┘	☒	┘
2. Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	┘	☒	┘
3. Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	┘	☒	┘
4. Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	┘	☒	┘
5. Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and or skill should be introduced and subsequently taught?	┘	☒	☒

Content Analysis Score for Standard 3 (Grades 9-12) + + = 45
 (Add the numbers across for the total score and place score on scorecard, page 171.) **SCORE**

*** Key for Scoring**
 2 = **Fully:** The curriculum sufficiently addresses each and every element of the question; 1 = **Partially:** The curriculum partially addresses the question; 0 = **No:** The curriculum does not address the question.

Content Analysis for Standard 4

Grades 9-12

The content analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 4.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Specific lessons on basic exercise physiology concepts, such as: the brain's ability to send signals and receive them from muscles, the cardiorespiratory system's ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content Analysis Score for Standard 4 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\square + \boxed{4} + \square = \boxed{4}$$

SCORE

*** Key for Scoring**

2 - Fully: The curriculum sufficiently addresses each and every element of the question; **1 - Partially:** The curriculum partially addresses the question; **0 - No:** The curriculum does not address the question.

Content Analysis for Standard 5

Grades 9-12

The content analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the content analysis score box for standard 5.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Content Analysis Score for Standard 5 (Grades 9-12)

$$\square + \boxed{2} + \square = \boxed{2}$$

(Add the numbers across for the total score and place score in scorecard, page 171.)

SCORE

ing
curriculum sufficiently addresses each and every element of the question: 1 = Partially: The curriculum
question; 0 = No: The curriculum does not address the question.

Standard

Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 2, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Explain the importance of choosing healthy foods and beverages.
- Identify a variety of healthy snacks.
- Identify the benefits of drinking plenty of water.
- Describe the benefits of eating breakfast every day.
- Describe the type of foods and beverages that should be limited.
- Describe body signals that tell people when they are hungry and when they are full.
- Describe how to keep food safe from harmful germs.
- Identify eating behaviors that contribute to maintaining a healthy weight.

Additional Concepts

- _____
- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

CONCEPT COVERAGE SCORE



0

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3)**.

Notes:

Elementary does not have curriculum

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district

Standard  **Students will comprehend concepts related to health promotion and disease prevention.**

After implementation of this curriculum, by grade 5, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Name the food groups and a variety of nutritious food choices for each food group.
- Explain the importance of eating a variety of foods from all the food groups.
- Identify the number of servings of food from each food group that a child needs daily.
- Summarize the benefits of healthy eating.
- Explain the concept of eating in moderation.
- Describe the benefits of eating plenty of fruits and vegetables.
- Summarize the benefits of drinking plenty of water.
- Identify nutritious and non-nutritious beverages.
- Identify foods that are high in fat and low in fat.
- Identify foods that are high in added sugars.
- Describe the benefits of limiting the consumption of fat and added sugar.
- Conclude that breakfast should be eaten every day.
- Summarize body signals that tell people when they are hungry and when they are full.
- Describe methods to keep food safe from harmful germs.
- Explain that both eating habits and level of physical activity can affect a person's weight.
- Explain how eating disorders impact proper nutrition.

Additional Concepts

- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0)

CONCEPT COVERAGE SCORE

→ 7

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

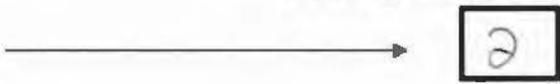
After implementation of this curriculum, by grade 8, students will be able to:

- HEALTHY EATING (Check all that are given attention in the curriculum)
- Explain various methods available to evaluate body weight.
 - Identify healthy and risky approaches to weight management.
 - Differentiate between a positive and negative body image, and state the importance of a positive body image.
 - Describe the signs, symptoms, and consequences of common eating disorders.
 - Summarize how eating disorders impact proper nutrition.
 - Summarize food safety strategies that can control germs that cause food borne illnesses.
- Additional Concepts
- _____
 - _____
 - _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

- The curriculum addresses:
- 4 = all of the concepts. (100%)
 - 3 = most of the concepts. (67-99%)
 - 2 = some of the concepts. (34-66%)
 - 1 = a few of the concepts. (1-33%)
 - 0 = none of the concepts. (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Describe healthy and risky approaches to weight management.
- Explain the effects of eating disorders on healthy growth and development.

Additional Concepts

- _____
- _____
- _____
- _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
- 3 = most of the concepts. (67-99%)
- 2 = some of the concepts. (34-66%)
- 1 = a few of the concepts. (1-33%)
- 0 = none of the concepts. (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS LINE OF THE OVERALL SUMMARY FORM (CHAP. 3).

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

Standard  **Students will comprehend concepts related to health promotion and disease prevention.****After implementation of this curriculum, by grade 8, students will be able to:**

HEALTHY EATING (Check all that are given attention in the curriculum)

- Summarize a variety of nutritious food choices for each food group.
- Classify the number and appropriate sizes of servings of food from each food group that a person needs each day.
- Explain why some food groups have a greater number of recommended portions than other food groups.
- Analyze the benefits of healthy eating.
- Describe the federal dietary guidelines for teens.
- Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
- Describe the benefits of eating in moderation.
- Summarize the benefits of eating plenty of fruits and vegetables.
- Analyze the benefits of drinking plenty of water.
- Differentiate between nutritious and non-nutritious beverages.
- Identify foods that are high in fiber.
- Identify food preparation methods that add less fat to food.
- Identify examples of whole grain foods.
- Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.
- Describe the benefits of eating a variety of foods high in iron.
- Summarize the benefits of limiting the consumption of fat and added sugar.
- Describe the relationship between what people eat their physical activity level, and their body weight.

Healthy Eating, Grades 6-8 continued on next page.

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard  **Students will comprehend concepts related to health promotion and disease prevention.**

After implementation of this curriculum, by grade 12, students will be able to:

HEALTHY EATING (Check all that are given attention in the curriculum)

- Describe the recommendations of the *Dietary Guidelines for Americans*.
- Describe the relationship between nutrition and overall health.
- Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Analyze the benefits of healthy eating.
- Explain food sources that provide key nutrients.
- Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- Analyze the benefits of drinking water before, during, and after physical activity.
- Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- Identify how to make a vegetarian diet healthy.
- Describe the importance of healthy eating and physical activity in maintaining a healthy weight.
- Explain how the *Dietary Guidelines for Americans* are useful in planning a healthy diet.

Healthy Eating, Grades 9-12 continued on next page.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks) 0

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-11 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks) 0

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*.

Notes:

Standard 3 **Students will demonstrate the ability to access valid information and products and services to enhance health.**

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks)

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks)

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*

Notes:

Standard 4 | **Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks)

2

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks)

3

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*

Notes:

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks)

2

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks)

3

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3

Notes:

Standard 6  **Students will demonstrate the ability to use goal-setting skills to enhance health.**

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks) 2

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form - Chap 3*

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks) 2

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap 3*

Notes:

Standard 7 **Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks) 0

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form - Chap. 3*

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See pages HE-21 and HE-22 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks) 0

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap. 3*

Notes:

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-25 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Student Skill Learning and Application Score (total number of "yes" checks)

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form - Chap 3*

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate "yes" or "no" box for each criteria and summing the "yes" checks. See page HE-25 for Standard 8 sub-skills and skill examples

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Teacher Instruction and Assessment Score (total number of "yes" checks)

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form - Chap 3*

Notes:

Student Assessment Analysis for Standard 6

Grades 9-12

The student assessment analysis for standard 6 grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 6.

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

<i>Does the curriculum include</i>	Fully 2	Partially 1	No* 0
1. Protocols for determining students' understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Protocols for assessing students' knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Protocols for assessing students' ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Assessment Score for Standard 6 (Grades 9-12) + + = 2
 (Add the numbers across for the total score and place score on scorecard, page 171.) SCORE

*** Key for Scoring**

2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; **1 = Partially:** Does include 1 or more protocols but not multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 5

Grades 9-12

The student assessment analysis for standard 5, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 5.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Does the curriculum include

	Fully 2	Partially 1	No* 0
1. Protocols for assessing students' ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an after-school walking club?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Protocols for assessing students' knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Protocols for assessing students' knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students' knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Assessment Score for Standard 5 (Grades 9-12)

$$\square + \boxed{2} + \square = \boxed{2}$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

SCORE

*** Key for Scoring**

2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; **1 = Partially:** Does include 1 or more protocols but not multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 4 Grades 9-12

The student assessment analysis for standard 4, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 4.

Standard 4: Achieves and maintains a health-enhancing level of physical fitness

<i>Does the curriculum include</i>	Fully 2	Partially 1	No* 0
1. Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Protocols for determining students' knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for analyzing students' personal health-related fitness programs, including an analysis of their personal fitness goals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Assessment Score for Standard 4 (Grades 9-12)

$$\square + \square 4 + \square = \square 4$$

(Add the numbers across for the total score and place score on scorecard, page 171.)

SCORE

*** Key for Scoring**

2 - Fully: Includes 1 or more specific protocols for assessment **and** multiple levels of competency; **1 - Partially:** Does include 1 or more protocols **but not** multiple levels of competency; **0 = No:** Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 3

Grades 9-12

The student assessment analysis for standard 3, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 3.

Standard 3: Participates regularly in physical activity

<i>Does the curriculum include</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing students' knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for determining students' ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for determining students' ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for determining students' capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Student Assessment Score for Standard 3 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\square + \boxed{5} + \square = \boxed{5}$$

SCORE

*** Key for Scoring**

2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 2

Grades 9-12

The student assessment analysis for standard 2, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 2.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

<i>Does the curriculum include</i>	Fully 2	Partially 1	No* 0
1. Protocols for determining students' ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students' knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Protocols for assessing students' knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Student Assessment Score for Standard 2 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\square + \boxed{2} + \square = \boxed{3}$$

SCORE

*** Key for Scoring**

2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.

Student Assessment Analysis for Standard 1 Grades 9-12

The student assessment analysis for standard 1, grades 9-12, is completed by placing a check in the box corresponding to "2", "1", or "0" after each question. Once this is complete, add the numbers down and then across and place in the student assessment analysis score box for standard 1.

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

<i>Does the curriculum include:</i>	Fully <u>2</u>	Partially <u>1</u>	No* <u>0</u>
1. Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Protocols for assessing students' ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Protocols for assessing students' ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student Assessment Score for Standard 1 (Grades 9-12)

(Add the numbers across for the total score and place score on scorecard, page 171.)

$$\boxed{0} + \boxed{5} + \boxed{0} = \boxed{5}$$

SCORE

*** Key for Scoring**

2 = Fully: Includes 1 or more specific protocols for assessment and multiple levels of competency; 1 = Partially: Does include 1 or more protocols but not multiple levels of competency; 0 = No: Does not include any protocol for assessing student performance.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

SCOPE BUDGET NARRATIVE

Carol White PEP: SCOPE Budget		Year 1	Year 2	Year 3
<u>Personnel</u>	Breakdown of Budget Item	*Salaries include a 3% annual adjustment		
Project Director - Benji Carrier: oversee project implementation, grant employees, and complete required reports. Salary based upon district policy. 20% match provided to total of .4 FTE. COLA Years 2 & 3	(\$35/hr x 40/hrs wk x 42wks) .2 FTE	\$11,760	\$12,113	\$12,476
Clerical Support-TBH: .39 FTE to assist PD with grant implementation, data collection, & financial reports. Salary based on district policy. COLA Years 2 & 3	\$15/hr x 19/hrs wk x 42 wks (39 weeks Yr 1)	\$8,190	\$8,436	\$8,689
Elementary PE Specialists-TBH: Implement SCOPE at elementary sites; implement grant goals, collect student level data. Salary based upon district policy. COLA Years 2 & 3	\$15.51/hr x 25/hr wk x 40 wks x 14 FTE (37 weeks in year 1 due to start up delay)	<u>\$200,855</u>	\$223,654	\$230,364
Teacher Participation in Professional Learning Communities (2 hours/month): to increase teacher effectiveness and keep current. Stipend based upon district policy. COLA Years 2 & 3	\$400/stipend/staff x 28 staff	<u>\$11,200</u>	<u>\$11,200</u>	<u>\$11,200</u>
OCSD staff participation in Wellness Plan Revision: To revise current policy to meet student needs. Hourly rate based upon district extra services pay. Reduced hours in Years 2 & 3 for updates and revisions to policy.	\$22.71/hr x 10 hours (Year 1); 4 hours Years 2 & 3 x 10 member team	<u>\$2,271</u>	<u>\$908</u>	<u>\$908</u>
IT Specialist Stipend to set-up& manager enhanced or new OCSD data collection tools and dashboard beyond contracted duties. Stipend based upon estimated amount of time to complete work at \$50/hour.	\$1000/year	<u>\$1,000</u>	<u>\$1,200</u>	<u>\$1,200</u>

	SUBTOTAL PERSONNEL	\$235,276	\$257,511	\$264,837
Benefits				
Project Director	33% of salaries + \$2,600 medical insurance	\$6,481	\$6,597	\$6,717
Clerical Support	33% of salaries	\$2,703	\$2,784	\$2,867
Elementary PE Specialists	33% of salaries	\$66,282	\$73,806	\$76,020
Fringe for Stipends	33% of stipend	\$16,384	\$15,974	\$15,974
	SUBTOTAL BENEFITS	\$91,849	\$99,160	\$101,578
		-	-	-
	TOTAL SALARY & BENEFITS	\$327,125	\$356,672	\$366,415
Travel				
Local Travel (for Project Director to go to schools, university, and partnering sites)	\$0.51/mile x 50 miles/month x 10 months	\$255	\$263	\$271
Washington D.C. Project Director's Required Meeting	Air Fare to Washington D.C. \$500 x 2	\$1,000	\$0	\$0
(2 Participants--year 1 only)	Lodging \$180/night x 3 nights x 2	\$1,080	\$0	\$0
	Per Diem \$71 x 3 days x 2 Participants	\$426	\$0	\$0
	Ground Transportation \$50 x 2 Participants	\$100		\$0
State PE Conference: Staff keeps abreast of current strategies and participates in state-level policy and initiative. Cost based on 2012 expenditure for PE Director.	\$350/person x 28 people	\$9,800	\$9,800	\$9,800
Training of Trainers (location TBA)	\$1,500/person for flight, hotel, & per diem as estimated by vendor quotes x 5 participants	\$0	\$0	\$7,500
Transportation for student PE community classrooms: Provide students with opportunity to participate in a physical or nutrition activity in their community to create lifelong results. Cost based upon current field trip expenses.	\$280/trip x 1 trip per grade level x 6 grade levels x 14 elementary schools + 3 grade levels x 6 secondary schools	\$28,920	\$28,920	\$28,920

Transportation for student PE community classrooms in after school and summer programs: Provide students with opportunity to participate in a physical or nutrition activity in their community to create lifelong results. Cost based upon current field trip expenses.	\$150/trip x 2 trip per month x 11 months (Year 1-9 mths.)	\$2,700	\$3,300	\$3,300
	SUBTOTAL TRAVEL	\$44,281	\$42,283	\$49,791
<u>Supplies & Materials</u>				
Office Supplies (copies, paper, etc.) & Mailings: communications, data collection, plan implementation	(\$100/mth x 12/mths x 1/office for Project Director)	\$1,200	\$1,236	\$1,273
IPADS for PE Specialists for data collection, lesson planning, email, etc. (includes Fitnessgram APP)	450/ipad + \$5/APP + 50/case x 14 staff	\$6,370		
Fitnessgram (or comparable program) to track student PE performance for PYFC; self-monitoring, and project evaluation	\$599/school x 20 schools	\$11,980		
Fitness/Nutrition Books and Periodicals: keep teachers abreast of current research. Will be discussed in PLCs. Cost based on current subscription estimate and book quotes from internet.	\$20/subscription + \$20/texts x 20 sites	\$800	\$800	\$800
Teacher Instructional materials: Lessons, instructional materials, classroom resources. Cost based on vendor estimate. See attached budget documents.	\$469/elementary school grades K-2 + \$469/school grades 3-6 x 14 schools + \$469/secondary school x 6 schools	\$15,946		
After School Teacher Instructional Materials: Lessons, instructional materials, classroom resources. Cost based on vendor estimate. See attached budget documents.	\$399/book-CD set x 3 sets/provider x 3 providers		\$3,591	

PE & Nutrition Classroom Supplies & Materials Kits (based on class size of 36) detailed list attached: needed to implement research-based lessons. Cost based on vendor estimate. See attached budget documents.	K-6 grades: \$6,237.55/kit x 14 schools; junior high \$8,993/kit x 3 kits; \$9,738/kit x 3 kits	\$143,519		\$23,000
After School PE & Nutrition Supplies & Materials (based on 36 students) detailed list attached: needed to implement research-based lessons. Cost based on vendor estimate. See attached budget documents.	\$4909/kit x 3 after school providers		\$14,727	\$13,500
Pedometer packs to collect required student activity data. Cost based on vendor estimates via internet search.	\$391/pack of 40 x 20 packs + 10/case x 20 cases	\$8,020	\$1,604	\$1,604
Supplies & materials needed to implement Health & Wellness Campaign to include posters, banners, student-made commercials/announcements, backpack campaigns and flyers at school events, booths at community & school events. Cost based upon current prices for similar expenditures.	\$5/poster x 30 posters/school + \$100/banner x 21 banners + \$500/school for elementary backpack campaign + \$100/school event x 4 events/school x 20 schools + \$500 booth backdrop + \$100/event for booth marketing materials x 4 events (year 2 & 3 only)	\$20,100	\$21,525	\$20,100
	SUBTOTAL SUPPLIES	\$207,935	\$21,958	\$40,177
<u>Consultants & Contracts</u>				
Ogden City Recreation: Will implement an after school and summer focus, with an emphasis on outdoor recreation, for OCSD students. Cost estimate at current costs for reduced fee waiver programs to similar services.	\$3,000/mth to provide outdoor recreation activities for SCOPE students and after school + summer programs @ \$6,000. \$10/student/month x 300/month during school year & \$20/student x 300 students in summer. (7 months in year 1--start up)	\$27,000	\$33,000	\$33,000

Ogden City Recreation: Will facilitate community partnerships and help organize community classrooms field days in which students participate in community -based physical activity & nutrition activities. Assist in observing PE instruction in after school programs receiving grant funding.	\$25/hour x 40 hrs/mth to consult & assist with the development, implementation, & oversight of the community physical and nutrition activities program.	\$12,000	\$12,000	\$12,000
PE teacher & specialist training on research-based curricula: Trainings specifically aligned to purchased curriculum and state core standards. Cost estimated at SPARK vendor pricing.	\$4,699 for grade configuration: K-2; 3-6; junior high; high school (year 1) + \$1600/travel expenses/ training x 4 trainings ; Year 2 \$4,699 for after school + \$1600 travel expenses & \$5,598 Booster; \$Year 3: \$6,699/trainer x 5 trainers based on grade configuration for Training of Trainer	\$25,196	\$11,897	\$33,495
Community Classroom Registration costs: admission costs for students to participate in local fitness venues like IROC & Lorin Farr Pool. Cost based upon local school district budgeting expenses from previous grant award with similar partners.	\$3/admission fee x 6000 students + \$3/student x 4000 secondary students	\$30,000	\$30,000	\$30,000
Project Evaluation: TBH: Performance measurement data collection and analysis; Evaluation of project activities and outcomes including PLCs, training, instruction, communication, student participation, etc. Analysis and presentations related to evaluation activities & project data. Ongoing reports (bi-annual formal reporting; additional ad hoc reporting as requested). Cost estimated using Utah StateOffice of Educations allowable billing for PhD level work.	\$1200/day x 30 day/year	<u>\$36,000</u>	<u>\$36,000</u>	<u>\$36,000</u>

Data Collection: TBH: Interns will assist will survey dissemination, focus group coding, fruit & vegetable waste assessment tallies, PYFP tracking.	WSU Student Interns will collect data specific to performance measurement requirements. \$1,000/student intern stipend (120 hour internship) x 4 interns	<u>\$4,000</u>	<u>\$4,000</u>	<u>\$4,000</u>
	SUBTOTAL CONSULTANTS	\$130,196	\$122,897	\$144,495
	TOTAL DIRECT COSTS	<u>\$709,536</u>	<u>\$543,809</u>	<u>\$600,878</u>
-	INDIRECT COSTS (5.05%)	<u>\$35,832</u>	<u>\$27,462</u>	<u>\$30,344</u>
-		-	-	-
<u>Equipment</u>	\$	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
	SUBTOTAL EQUIPMENT	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<u>Training Stipends</u>				
Teacher Stipends - summer training for classroom secondary teachers	\$125/participant x 4 participants/school x 6 schools	\$4,500	\$4,500	\$4,500
	SUBTOTAL STIPENDS	\$4,500	\$4,500	\$4,500
-	YEARLY TOTAL	<u>\$749,868</u>	<u>\$575,772</u>	<u>\$635,722</u>
-	TOTAL FOR YEARS ONE, TWO and THREE	\$1,961,362	-	-

SCOPE MATCH BUDGET NARRATIVE

Carol White PEP: SCOPE Match Budget		<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>Personnel</u>		*Salaries include a 3% annual inflation adjustment		
Project Director: Benji Carrier	\$30/hr x 40 hrs/week x 42 weeks @ .2 FTE	\$10,080	\$10,382	\$10,694
Director of Physical Education & Nutrition: Ken Crawford	\$90,000/year @ .05 FTE	\$4,500	\$4,635	\$4,774
Nutritionist: Kristine Scott	\$55,000/year @ .1 FTE	\$5,500	\$5,665	\$5,835
Federal Grant Specialist: Kate Bideaux	\$70,000/year @ .15 FTE	\$10,500	\$10,815	\$11,139
School Principals	\$85,000/year x 14 elementary principals @ .05 FTE	\$59,500	\$61,285	\$61,285
Director of Communications--Donna Corby	\$90,000/year @ .03 FTE	\$2,700	\$2,781	\$2,781
	SUBTOTAL PERSONNEL	\$92,780	\$95,563	\$96,508
<u>Benefits</u>				
Project Director: Benji Carrier	33% of salary + \$2,600 medical insurance	\$5,926	\$6,026	\$6,129
Director of Physical Education & Nutrition: Ken Crawford	33% of salary + \$750	\$2,235	\$2,280	\$2,325
Nutritionist: Kristine Scott	33% of salary + \$1300 medical insurance	\$3,115	\$3,208	\$3,226
Federal Grants Specialist-Kathleen Bideaux	33% of salaries + \$1950 medical insurance	\$5,415	\$5,519	\$5,626
School Principals	33% of salaries + \$750 medical insurance	\$30,135	\$30,724	\$30,724
Director of Communications--Donna Corby	33% of salaries + \$600 medical insurance	\$1,491	\$1,518	\$1,518
	SUBTOTAL BENEFITS	\$48,317	\$49,275	\$49,548
	TOTAL SALARY & BENEFITS	\$141,097	\$144,838	\$146,056
<u>Travel</u>				
Transportation for student PE experiential days	\$150/trip x 1 trip per grade level x 6 grade levels x 14 schools	-	\$12,600	\$12,600
State PE Conference	\$650/participant x 2 participants	-	\$1,300	\$1,300

	SUBTOTAL TRAVEL		\$0	\$13,900	\$13,900
Supplies & Materials					
PE teacher & specialist office supplies (copies, paper, pencils, etc.)	(\$20/mth x 10/mths x x 14 schools for PE Specialists)		\$2,800	\$2,884	\$2,971
Ogden-Weber Breakfast Exchange: athletic shoes	\$25/student voucher x 30 vouchers/year for youth athletic shoes		\$750	\$750	\$750
	SUBTOTAL SUPPLIES		\$3,550	\$3,634	\$3,721
Consultants & Contracts					
Ogden City Recreation (OCR)	\$5,000 fee waivers fro student participation in leagues and camps		\$5,000	\$5,000	\$5,000
OCR SCOPE Partnership Director-Edd Bridge	\$55,000 x .05 FTE		\$2,750	\$2,750	\$2,750
Lorin Farr Pool (Ogden City Recreation)	\$2/admission fee x 4,000 students/year			\$8,000	\$8,000
OCR: Outdoor facilities rentals--fields	\$100/month x 12 months		\$1,200	\$1,200	\$1,200
Weber-Morgan Health Department:	\$50/hour x 2 hrs/month x 12 months		\$1,200	\$1,200	\$1,200
After school programs staff providing PE & nutrition instruction. Participation in trainings & PLCs	\$15/hr for after school staff x 5 hrs, week x 9 sites. \$15/hr. for trainings & PLC x 4 hrs. month x 10 months			\$6,000	\$6,000
	SUBTOTAL CONSULTANTS		\$10,150	\$24,150	\$24,150
Equipment					
	SUBTOTAL EQUIPMENT		\$0	\$0	\$0
Other					
OCSD telephones for 14 elementary specialists	\$20/month x 12 months x 14 staff + \$200/desk phone x 14 staff (depreciated @ 20% yearly)		\$3,040	\$2,480	\$1,976
	TOTAL DIRECT COSTS		\$157,837	\$189,002	\$189,803



Dear Kathleen,

On behalf of the entire SPARK team, thank you for the opportunity to draft this proposal. On the pages that follow, I hope to convey the messages of who we are, what we do, and how well we do it.

Since 1989, SPARK has been providing a coordinated package of research-based curriculum, on-site teacher training, content-matched equipment, and extensive follow up support to teachers representing more than 50,000 schools, organizations or agencies, worldwide. Our research background has proven that SPARK works and lasts ([see Publications](#)); and years of “real-world” field-testing has taught us how to modify SPARK to meet the needs of YOUR students and teachers ([click here to view Testimonials](#)).

Hopefully, this proposal begins a process that will lead to our common goal – healthier, happier students and staff. ([Click Here to see what a SPARK school looks like](#)).

The following comprise what SPARK research refers to as the “essential components;” necessary for a successful implementation.

1. Educational Materials (the “What to teach”)	Page 2
2. Teacher Training (the “How to teach”)	Page 3
3. Content-Matched Equipment (the “Tools you need”)	Page 4
4. Follow Up Support (the sustainability you must have)	Page 5
5. Summary and Budget	Page 6

After you review all that SPARK provides, I’m sure you’ll agree, SPARK is an exemplary program that is surprisingly cost-effective.

I will follow up with you shortly to see if I captured your goals and objectives in this first draft.

Our entire team is looking forward to exceeding your expectations.

Sincerely,

(b)(6)

The SPARK Programs

Phone: 949-505-2525

E: ryan.schissler@schoolspecialty.com

The SPARK Programs
438 Camino Del Rio South, Suite 110
San Diego, CA 92108

Component #1

SPARK Curriculum Materials



SPARK curricula represent a paradigm shift from traditional approaches to movement education. SPARK lessons and activities are designed to involve all children, be more active, incorporate social skills, and emphasize health-related fitness and skill development.

The SPARK team considered many factors in the preparation of each curriculum manual: National and state content standards, the opinions and recommendations of researchers and subject experts, Healthy People Goals Objectives for the Nation, professional organizations, and the need for a user-friendly document that can be implemented in the “real-world.”

[Click Here](#) for Alignment to National Standards

[Click Here](#) for Scope and Sequence (PreK-12)

Click on links below for details

[K-2 PE Manual, Music CD and SPARKfolio](#) [K-2 PE Sample Lessons](#)

[3-6 PE Manual, Music CD and SPARKfolio](#) [3-6 PE Sample Lessons](#)

[Middle School PE Manual, Music CD and Folio](#) [Middle School PE Sample Lessons](#)

[High School PE Manual, Music CD and Folio](#) [High School PE Sample Lessons](#)

[After School Manual, Music CD and SPARKfolio](#) [After School Sample Lessons](#)

[Nutrition Education: K-2 Manual](#) [Nutrition Education K-2 Sample Lessons](#)

[Nutrition Education 3-5 Manual](#) [Nutrition Education 3-5 Sample Lessons](#)

[Nutrition Education 6-8 Manual](#) [Nutrition Education 6-8 Sample Lesson](#)

The Elementary & Middle School sections also include SPARKfit, and Great Young Minds – a section on academic integration.

[Click here](#) to view a short video showing SPARKfamily.org in action.

Price for Component 1:

(14) K-2 Manuals, Music CD's, SPARKFolios and 3 years access to SPARKFamily x \$399.00 ea

(14) 3-6 Manuals, Music CD's, SPARKFolios and 3 years access to SPARKFamily x \$399.00 ea

(8) MS Manuals, Music CD's, SPARKFolios and 3 years access to SPARKFamily x \$399.00 ea

(8) HS Manuals, Music CD's, SPARKFolios and 3 years access to SPARKFamily x \$399.00 ea

(8) AS Manuals, Music CD's, SPARKFolios and 3 years access to SPARKFamily x \$399.00 ea

(14) K-2 Healthy Kids Challenge Nutrition Curriculums x \$69.99 ea and (14) 3-5 Healthy Kids Challenge x \$69.99

(8) Middle School Healthy Kids Challenge Nutrition Curriculums x \$69.99 ea

Component #2

SPARK On-Site Teacher Training



SPARK workshops solicit philosophical “buy-in,” show teachers how to navigate manual and website content, then prepare effective lessons, and provide active examples that foster experiential learning.

SPARK training is truly a special event: Smiles are prevalent, laughter frequent, and a special rapport occurs between participants and their trainer. Participants leave ready, willing and able to implement SPARK effectively and maximize student outcomes.

SPARK Standard Program Provides:

- A Project Coordinator: Oversees delivery of all components and serves as liaison and single point of contact to the contracted school/agency and its representatives
- Four evaluative tools and the consultation on how to use them ([needs assessments](#), [in-service evaluations](#), [lesson quality checklists](#), and [program evaluations](#))
- An estimated 3 hours trainer preparation time for each SPARK training
- 3 hours for set-up and take down at each training
- (6) hours of active instruction led by a SPARK Certified Trainer
- Targeted handouts for each participant and SPARK raffle prizes (e.g., t-shirt, clipboard, water bottle, equipment, etc.)
- SPARK Star* Training and Materials
- Each person attending earns a SPARK Certificate of Completion

SPARK Premium Package -- All Standard PLUS:

- Additional 6-hour workshop (new content and more instructional strategies)
- Second SPARK *Star meeting
- Attendees receive “SPARK Certification Awards”
- Participants eligible for a unit of credit from San Diego State University (additional cost)
- Colorful SPARK Banner

Click on the link below for program-specific workshop details:

[K-2 PE Training](#)

[3-6 PE Training](#)

[Middle School PE Training](#)

[High School PE Training](#)

[After School Training](#)

View a short video on what a [SPARK training](#) looks like.

SPARK Star Training Model:

The SPARK Trainer will lead a 30-60 minute workshop for identified SPARK liaisons (at least one per program/per site) immediately following each workshop. These address issues relate to building a supportive infrastructure, overcoming implementation/change barriers, and institutionalizing SPARK concepts and methods. [Click for more on SPARK Stars](#)

Notes:

- Up to (**not to exceed**) 40 participants per training program.
- Transportation costs for SPARK trainer not included in program price.
- SPARK Star not applicable for CSHI programs.
- No limit to # of schools/agencies per program. Combine with others and share costs (e.g., 10 schools send 4 teachers each – each school pays 10% of Standard or Premium).

Price for Component 2: See PAGE 8

Component #3

SPARK Content-Matched Equipment



Providing teachers with the “what to teach” (SPARK curriculum) and the “how to teach it” (SPARK Training) is only the start. Without “the tools to teach SPARK” the program cannot be implemented successfully. Therefore, it is critical each site receives a SPARK Standard or Premium equipment set prior to training. This way, participants can begin instructing SPARK activities to their students immediately.

SPARK strongly encourages the purchase of complete sets to ensure all SPARK activities are instructed. SPARK educators and content-experts field-test and revise equipment sets annually, thus ensuring items are age-appropriate and perfectly matched to SPARK activities.

Ordering directly from SPARK provides a single point of contact for free consultation, personal service, and careful tracking of your order. SPARK not only provides the most competitive pricing but also the industry’s top warranty.

Note: If budgetary or storage constraints exist, SPARK will consult with you and modify a Standard or Premium set to meet your needs.

K-2 PE Equipment Sets	Standard	Premium	Workshop	Modified
3-6 PE Equipment	Standard	Premium	Workshop	Modified
K-6 Equipment Sets	Standard	Premium	Workshop	Modified
Middle School Equipment Sets	Standard	Premium	Workshop	Modified
High School Equipment Sets	Standard	Premium	Workshop	Modified
After School Equipment Sets	Standard	Premium	Workshop	Modified

Price for Component 3:

(14) K-6 Premium sets x

(3) Middle School Premium sets x

(3) High School Premium sets x

(8) After-School Premium sets x

Component #4

SPARK Follow Up Support



Dynamic curriculum, inspirational training, and innovative equipment are not always enough to facilitate systemic change that lasts. It is critical to provide extensive support to each individual throughout the change process, and even after successful adoption and institutionalization.

To facilitate this effort, SPARK **includes** the following with every Standard or Premium Training Program:

- **Lifetime Support:** SPARK provides consultation to each implementer via phone (800 SPARK PE) and/or email (spark@schoolspecialty.com).
- **Webinars:** Each month, SPARK conducts an interactive presentation on a timely topic. [Click here for Monthly Webinar information.](#)
- **eNewsletter:** Sent to each workshop participant's email each month. Includes teaching tips, grant info, relevant articles and news, and much more. [Click here to sign up for the eNewsletter.](#)
- **SPARKblog:** SPARK Principals and guest bloggers share their professional and personal thoughts on line. SPARK also has Twitter and Facebook pages and encourages SPARK "family" members to stay in touch and support one another. [Click here to read the latest BlogSpot.](#)
- **SPARK Stars:** Site identified, SPARK trained liaisons (see SPARK Stars under Component 2 – Teacher Training) and [click here for more information.](#)

Price for Component 4: Included FREE with Standard or Premium Programs

SPARK also provides the following:

- **On-Site Consultation:** Research shows that having SPARK Consultants visit schools/agencies and work directly with teachers and their students is an effective post-training strategy. [Click here for more information.](#)
- **SPARK Institutes:** If a teacher misses a training session, SPARK provides a 2-day workshop in San Diego that replicates a Premium Program. [Click here for more information.](#)

SUMMARY

Curriculum	Training
<ul style="list-style-type: none"> • K-2 PE Instructional Materials (Curriculum, CD, Folio) (14) • 3-6 PE Instructional Materials (Curriculum, CD, Folio) (14) • MS PE Instructional Materials (Curriculum, CD, Folio) v 2011 (8) • HS PE Instructional Materials (Curriculum, CD, Folio) v 2012 (8) • After School PA Instructional Materials (Curriculum, CD, Folio) v 2012 (8) • K-2 Balance My Day Nutrition Education Instructional Materials (14) • 3-5 Balance My Day Nutrition Education Instructional Materials (14) • 6-8 Balance My Day Nutrition Education Instructional Materials (8) 	<ul style="list-style-type: none"> • Premium: 2 full-day workshops (12 hours total) • Standard 1 full-day workshops (6 hours total) • Needs assessments, workshop, and program evaluations, available upon request • Project coordination, prep/planning (pre, during, post) by SPARK staff and trainers • Handouts and teaching materials for up to 40 attendees prepared and shipped • "SPARK Star Training" & materials • "SPARK Certification" award for each attendee (12 hours training required) • Teachers eligible for unit of credit at San Diego State University (per program) • SPARK Banner for school <p>Extras:</p> <ul style="list-style-type: none"> • SPARK Train the Trainer Agreement • SPARK Institutes

Equipment	Follow-Up Support
<ul style="list-style-type: none"> • Premium/Standard Kits (#) 	<ul style="list-style-type: none"> • Lifetime Support via 800# and/or email • Monthly Webinar • Monthly e-Newsletter • Weekly SPARKblog • SPARK social media opportunities • SPARK Stars Training

Contact Person:
Organization: Ogden School District
Name: Kathleen Bideaux
Title: Grant Coordinator
Address: Ogden, UT
Telephone: 801.430.3568 or 801.725.0568
Fax:
Email: bideaux@ogdensd.org

Billing Information:	Ship To:
Organization: TBA	Organization: TBA
Name:	Name:
Title:	Title:
Address:	Address:
Telephone:	Telephone:
Fax:	Fax:
Email:	Email:

PEP Grant Description:

Ogden School District has (14) elementary schools, (3) Middle School, (3) High School and (8) After-school programs. All current or future educators will receive 2 days of training in the SPARK Physical Education training program. Teachers will receive SPARK instructional materials i.e. curriculum, music, and SPARKfolio's. All schools will receive matched-coordinated SPARK/Sportime Premium equipment sets to gain greatest outcomes among students health. Elementary and middle schools will receive curriculum in nutrition by implementing the Healthy Kids Challenge.

Project Summary:

Year 1: Train all current and future K-12 and AS staff in the SPARK Premium Training Program (2 full days of training in each program). Each School will receive SPARK curriculum instructional materials, and each school will receive equipment through SPARK. K-8 staff will receive, Healthy Kids Challenge Nutrition Curriculum

Year 2: Elementary and Secondary (1) day booster workshop. Equipment and AS training

Year 3: Send 2-4 staff members to SPARK Summer Institutes for the Train the Trainer Model.
 Replenish SPARK equipment sets.

In-service Dates:

Participants: Not to exceed 40 participants per workshop

In-service Location: Ogden, UT

Sessions (or trips): 12 sessions/ 12 trips

Airport: OGD

WORKSCOPE & BUDGET
Year 1: Training, Equipment, Curriculum

	Quantity	Type	Description	Unit Price		Subtotal
Program	1	Grades K-2	Premium	\$4,699.00		\$4,699.00
	1	Grades 3-6	Premium	\$4,699.00		\$4,699.00
	1	Middle School	Premium	\$4,699.00		\$4,699.00
	1	High School	Premium	\$4,699.00		\$4,699.00
				Subtotal		\$18,796.00
	Quantity	Description	Unit Price	S & H/each	Tax/ea	Subtotal
Instructional Materials	14	K-2 Book, CD, Folio Combo	\$399.00			\$5,586.00
	14	3-6 Book, CD Combo	\$399.00			\$5,586.00
	8	Middle School Book, CD Combo (f	\$399.00			\$3,192.00
	8	High School Book, CD, Folio Comb	\$399.00			\$3,192.00
	14	HKC K-2 Curriculum	\$69.99			\$979.86
	14	HKC 3-5 Curriculum	\$69.99			\$979.86
	8	HKC 6-8 Curriculum	\$69.99			\$559.92
			Subtotal			\$20,075.64
	Quantity	Description	Unit Price	S & H/each	Tax/ea	Subtotal
Equipment	14	Grades K-6 Standard	\$5,328.12			\$74,593.68
	3	Middle School Standard	\$7,860.04			\$23,580.12
	3	High School Standard	\$8,393.49			\$25,180.47
			Subtotal			\$123,354.27
	Quantity	Description	Unit Price			Subtotal
Transportation	8	Trips	\$800.00			\$6,400.00
			Subtotal			\$6,400.00
Order Total						\$168,625.91

Year 2: AS Workshop, Books, Equipment and Booster trainings

	Quantity	Type	Description	Unit Price		Subtotal		
Program	1	After School	Premium	\$4,699.00		\$4,699.00		
	1	Grades K-6	Booster	\$1,999.00		\$1,999.00		
	1	Secondary	Booster	\$1,999.00		\$1,999.00		
					Subtotal	\$8,697.00		
Instructional Materials	Quantity	Description		Unit Price	S & H/each	Tax/ea	Subtotal	
	8	After School Book, CD Folio Combo (v		\$399.00			\$3,192.00	
							Subtotal	\$3,192.00
Equipment	Quantity	Description		Unit Price	S & H/each	Tax/ea	Subtotal	
	8	After School Standard		\$4,708.15			\$37,665.20	
							Subtotal	\$37,665.20
Transportation	Quantity	Description		Unit Price			Subtotal	
	4	Trips		\$1,000.00			\$4,000.00	
							Subtotal	\$4,000.00
Order Total							\$53,554.20	

Year 3: Replenish equipment sets and Train the Trainer Models

Program	Quantity	Type	Description	Unit Price		Subtotal		
	1	Grades K-2	Train the Trainer	\$6,699.00		\$6,699.00		
	1	Grades 3-6	Train the Trainer	\$6,699.00		\$6,699.00		
	1	Middle School	Train the Trainer	\$6,699.00		\$6,699.00		
	1	High School	Train the Trainer	\$6,699.00		\$6,699.00		
	1	After School	Train the Trainer	\$6,699.00		\$6,699.00		
						Subtotal	\$33,495.00	
Equipment	Quantity	Description		Unit Price	S & H/each	Tax/ea	Subtotal	
	14	Grades K-6 Modified		\$1,500.00			\$21,000.00	
	3	Middle School Modified		\$1,500.00			\$4,500.00	
	3	High School Modified		\$1,500.00			\$4,500.00	
	8	After School Modified		\$1,500.00			\$12,000.00	
							Subtotal	\$42,000.00
Order Total							\$75,495.00	

PLEASE NOTE; INCLUDE AROUND \$1500.00 (PER PERSON x 5) IN YEAR 3 FOR TRAVEL AND TRANSPORTATION COSTS OF OGDEN STAFF TO ATTEND THE TRAIN THE TRAINER WORKSHOP IN SAN DIEGO, CA

Special Notes/Instructions:

Thank you for the opportunity to draft this proposal.

View SPARK's Awards and Honors – [click here](#)

Hear what others say about SPARK – [click here](#)

Itemized K-6 Equipment Kit						
Item	Qty	Unit	Description	Unit Price	(* APPR.) (* APPR.)	
Item	Qty	Unit	Description	Unit Price	Total	
Bag		1 Set/6	Bag Mesh Heavy Duty 12x18	\$39.99	\$39.99	
Bag		3 Set/6	Bag Mesh Heavy Duty 24x36	\$59.99	\$179.97	
Ball		6 Set/6	Ball Multi-Use Pebbles 8.5"	\$73.99	\$443.94	
Balloons		1 Pk/144	Balloon Round 12"	\$17.89	\$17.89	
Band		1 Each	Band Exercise CanDo Medium 50YD Green, no latex	\$94.99	\$94.99	
Bean Bag		10 Set/6	Bean Bag Utility /Sequencing	\$18.79	\$187.90	
Cart		2 Each	Cart Dump-n-Go	\$123.59	\$247.18	
Cone		6 Set/6	Game Cones 6 Colors 6"H	\$27.99	\$167.94	
Cone		2 Set/6	Cones Safety Assorted Colors 18"	\$64.99	\$129.98	
Cubes		1 Set/3	Foam Move Cubes Set	\$28.89	\$28.89	
Flags		1 Set/12	Flag Football Replacement Yellow	\$10.99	\$10.99	
Flags		2 Set/12	Flag Football Replacement Red	\$10.99	\$21.98	
Fluffball		2 Set/36	Fluffballs 90mm	\$14.59	\$29.18	
Flying Disc		18 Each	Flying Disc Spin Jammer Deluxe 10"	\$5.79	\$104.22	
Football		3 Set/6	Football Pebbles Size 6	\$59.99	\$179.97	
Hockey		3 Set/12	Plastic Hok-E-Ball Soft	\$22.99	\$68.97	
Hockey		3 Set/12	Dom Junior Hockey Set 36"	\$103.99	\$311.97	
Hoop		3 Set/12	Hoop No Kink 36"	\$64.99	\$194.97	
Hoop		3 Set/12	Hoop No Kink 30"	\$62.99	\$188.97	
Hurdle		2 Set/5	Hurdle Over/Under	\$69.99	\$139.98	
Inflator		1 Each	Air Compressor Mini Super Duty	\$129.99	\$129.99	
Jump Band		1 Set/6	Kit Jump Band	\$117.99	\$117.99	
Jump Rope		2 Set/6	Jump Rope Nylon 10' End Knot	\$26.99	\$53.98	
Jump Rope		6 Each	Speed Rope Licorice 10' Black	\$3.79	\$22.74	
Jump Rope		3 Set/6	Jumprope Vinyl 7' Set of 6 w/ Red Handle	\$10.29	\$30.87	
Jump Rope		4 Set/6	Jumprope Vinyl 8' Set of 6 w/ Yellow Handle	\$11.39	\$45.56	
Jump Rope		4 Set/6	Jumprope Vinyl 9' Set of 6 w/ Blue Handles	\$13.49	\$53.96	
Paddle		6 Set/6	Paddle Lollipop	\$39.99	\$239.94	
Parachute		6 Each	Gripstarchute 6'	\$24.99	\$149.94	
Parachute		1 Each	Gripstarchute 24'	\$134.99	\$134.99	
Rhythm Stick		2 Set/24pr	Sticks Rhythm	\$26.99	\$53.98	
Ribbon Wand		6 Set/6	Ribbon Wands Rainbow 36"	\$15.99	\$95.94	
Scarf		9 Set/12	Scarf Juggling	\$13.99	\$125.91	
Scoops		3 Set	Kit Scoop Ball	\$29.99	\$89.97	
Scrimmie		18 Each	Scrimmie Full Size Blue	\$3.99	\$71.82	
Shoulder Folder		2 Set/6	Pockets Shoulder Folder	\$73.49	\$146.98	
Softball		1 Set	Ultrafoam Bonkerball 29"	\$69.99	\$69.99	
Softball		1 Set/6	Ultrafoam Bonkerball Jr 27"	\$65.99	\$65.99	
Softball		18 Each	Softball Foam Coated Yellow	\$4.59	\$82.62	
Softball		6 Each	Round-N-Flat Bat 26" w/ 18" head	\$16.99	\$101.94	
Softball		3 Set/6	Funball Plastic Softball	\$7.99	\$23.97	
Spot Marker		8 Set/6	Spot Markers Utility/Sequencing 10"	\$19.99	\$159.92	
Volleyball		54 Each	Volleyball Foam Coated	\$8.69	\$469.26	
SHIPPING & HANDLING				Subtotal of unmodified list		\$5,328.12
				Subtotal of all items that begin with a '7' or '9' (Parcel)		\$5,328.12
				Add 15% for Shipping & Handling (\$9.95 minimum)		\$799.22
				Subtotal of all items that begin with a '6' or '8' (Truck/Freight)		\$0.00
				Add 15% for Shipping & Handling if subtotal is less than \$1000 (\$59 minimum)		\$0.00
				SUBTOTAL		\$6,127.34
				Total		\$6,127.34

High School PE Kit					(*APPR.)	(*APPR.)
Item	Qty	Unit	Description	Unit Price	Total	
Bag	3	Set/6	Bag Mesh Heavy Duty 24x36	\$ 59.99	\$ 179.97	
Ball	36	Each	Ball Utility Sportime Max 8.5" Yellow	\$ 6.99	\$ 251.64	
Ball	6	Each	Ball Ultra Ball 36"	\$ 154.99	\$ 929.94	
Baseball	2	Set/6	Ultrafoam Bonkerball Jr 29"	\$ 69.99	\$ 139.98	
Baseball	12	Each	Softball Ragball 12" Yellow Polyester	\$ 4.99	\$ 59.88	
Basketball	18	Each	Basketball Men's Prorubber Tan	\$ 14.29	\$ 257.22	
Basketball	18	Each	Basketball Prorubber 28.5" Tan	\$ 13.59	\$ 244.62	
Bean Bag	6	Set/6	Bean Bag Utility/Sequencing	\$ 18.79	\$ 112.74	
Cards	2	Each	Cards Playing Poker	\$ 2.95	\$ 5.90	
Cones	6	Set/6	Game Cones 6 Colors 6"H	\$ 27.99	\$ 167.94	
Cones	12	Each	Cone Yeller Game Cone 18"	\$ 8.99	\$ 107.88	
Curl-Up Strips	18	Each	Strip Abdominal Crunch Orange	\$ 3.99	\$ 71.82	
Exercise Mat	36	Each	Mat Yoga Mat (colors may vary)	\$ 16.99	\$ 611.64	
Flying Disc	18	Each	Frisbee Freestyle 160G	\$ 10.49	\$ 188.82	
Football	3	Set/6	Ball Football Max Size 7	\$ 89.19	\$ 267.57	
Football Belts	2	Set/12	Belts Flag Football Universal (6 Red, 6 Yellow)	\$ 35.99	\$ 71.98	
Handball	12	Each	Ball Multi Play 6.25" Foam	\$ 28.89	\$ 346.68	
Hockey	1	Set/12	Game Polo Super Softouch Set of 12	\$ 139.99	\$ 139.99	
Hockey	1	Set/24	Game Polo Super Softouch Double Set	\$ 209.99	\$ 209.99	
Hoop	2	Set/12	Hoop No Kink 36"	\$ 64.99	\$ 129.98	
Inflator	1	Each	Mini Air Compressor 1/8 HP	\$ 99.49	\$ 99.49	
Jump Rope	10	Each	Jump Rope Licorice Speed 8' Red	\$ 3.59	\$ 35.90	
Jump Rope	16	Each	Jump Rope Licorice Speed 9' Green	\$ 3.89	\$ 62.24	
Jump Rope	10	Each	Speed Rope Licorice 10' Black	\$ 3.79	\$ 37.90	
Jump Rope	6	Set/2	Rope Jump Double Dutch 16'	\$ 11.49	\$ 68.94	
Medicine Ball	20	Each	Medicine Ball-Red-Sportime Strength 2 KG	\$ 20.99	\$ 419.80	
Mesh Vest	9	Each	Vest Mesh Adult Red	\$ 5.39	\$ 48.51	
Mesh Vest	9	Each	Vest Mesh Adult Blue	\$ 5.39	\$ 48.51	
Mesh Vest	9	Each	Vest Mesh Adult Green	\$ 5.39	\$ 48.51	
Mesh Vest	9	Each	Vest Mesh Adult Purple	\$ 5.39	\$ 48.51	
Racquet	36	Each	Racquetball Yeller	\$ 17.29	\$ 622.44	
Resistance Bands	1	Roll	Band Exercise CanDo Medium 50YD Green, no latex	\$ 94.99	\$ 94.99	
ShoulderFolder	1	Set/6	Pockets Shoulder Folder	\$ 73.49	\$ 73.49	
Shuttlecocks	3	Set/12	Shuttlecock- White	\$ 5.69	\$ 17.07	
Sit and Reach	2	Each	Equipment Fitness Trunk Flexibility Tester	\$ 153.99	\$ 307.98	
Soccer	6	Set/6	Mass Soccer Ball Size 5	\$ 79.99	\$ 479.94	
Spot Marker	12	Set/6	Spot Markers Utility/Sequencing 10"	\$ 19.99	\$ 239.88	
Stability Ball	4	Each	Chair Ball 65 CM Green	\$ 34.99	\$ 139.96	
Stopwatches	3	Set/6	StopWatch Timetracker Basic	\$ 51.99	\$ 155.97	
Tennis Balls	3	Pack/12	Ball Tennis Wilson Extra Duty Championship Set of 12	\$ 16.99	\$ 50.97	
Vertical Jump	1	Each	Mat Vertical Test Jump	\$ 299.99	\$ 299.99	
Volleyball	36	Each	Volleyball Foam Coated	\$ 8.69	\$ 312.84	
Volleyball	6	Set/6	Volleyball VB-Trainer Gradeball Orange	\$ 22.59	\$ 135.54	
Wiffle Balls	6	Set/6	Funball Plastic Softball 6 Color	\$ 7.99	\$ 47.94	
				Subtotal of unmodified list	\$8,393.49	
				Subtotal of all items that begin with a '7' or '9' (Parcel)	\$8,393.49	
				Add 15% for Shipping & Handling (\$9.95 minimum)	\$1,259.02	
				TOTAL	\$9,652.51	

Vendor estimated prices effective 4-1-13 and may be subject to change.

Middle School Supply & Material List

					(*APPR.)	(*APPR.)
Item	Qty	Unit	Description	Unit Price	Total	
Bag	2	Set/6	Bag Mesh Heavy Duty 24x36	\$ 59.99	\$ 119.98	
Ball	6	Each	Chair Ball 65CM Green	\$ 34.99	\$ 209.94	
Ball	6	Each	Poly PG 8.5" Blue	\$ 7.89	\$ 47.34	
Ball	36	Each	Inflatable All-Balls 6"	\$ 5.19	\$ 186.84	
Ball	36	Each	Ball Utility Sportime Max 8.5" Yellow	\$ 6.99	\$ 251.64	
Ball	2	Each	36" Ultra Ball	\$ 154.99	\$ 309.98	
Ball	2	Each	Blue Outdoor Kin-Ball Sport Ball 40"	\$ 204.99	\$ 409.98	
Basketball	3	Each	Basketball Men's Prorubber Tan	\$ 14.29	\$ 42.87	
Basketball	36	Each	Basketball Prorubber 28.5" Tan	\$ 13.59	\$ 489.24	
Baton	2	Set/6	Baton SPARK	\$ 21.99	\$ 43.98	
Beachball	12	Each	Heavy Duty Beach Balls	\$ 2.19	\$ 26.28	
Bean Bag	12	Set/6	Bean Bag Utility/Sequencing	\$ 18.79	\$ 225.48	
Bench Steps	1	Set/10	Step Exercise Stackable Steps 4" Green	\$ 229.99	\$ 229.99	
Cone	6	Set/6	Game Cones 6 Colors 12"H	\$ 39.99	\$ 239.94	
Cone	18	Each	Yeller Game Cone 18"	\$ 8.49	\$ 152.82	
Exercise Mat	6	Each	Aeromat 48" Exercise Mat	\$ 18.59	\$ 111.54	
Flying Disc	18	Each	Frisbee Freestyle 160G	\$ 10.49	\$ 188.82	
Football	18	Each	Football Trainer Cellular Rubber Max #7	\$ 12.99	\$ 233.82	
Football Belt	3	Set/12	Belts Flag Football Universal Size	\$ 35.99	\$ 107.97	
Golf	2	Pk/36	Pee Gee Golf Balls	\$ 13.99	\$ 27.98	
Golf	18	Each	Golf Two Way Putter 31"	\$ 18.59	\$ 334.62	
Hockey	3	Set/12	Plastic Hok-E-Ball Soft	\$ 22.99	\$ 68.97	
Hockey	3	Set/12	Dom Excel Hockey Set 45"	\$ 156.99	\$ 470.97	
Hoop	3	Set/12	Hoop No Kink 36"	\$ 64.99	\$ 194.97	
Hurdle	2	Set/5	Hurdle Over/Under	\$ 69.99	\$ 139.98	
Inflator	1	Each	Inflator Omnikin with Adapters	\$ 219.99	\$ 219.99	
Inflator	1	Each	Mini Air Compressor 1/8 HP	\$ 94.99	\$ 94.99	
Jump Rope	18	Each	Licorice Speed Rope 8'	\$ 3.59	\$ 64.62	
Jump Rope	18	Each	Licorice Speed Rope 9'	\$ 3.89	\$ 70.02	
Medicine Balls	6	Each	Medicine Ball-Red-Sportime Strength 2 KG	\$ 20.99	\$ 125.94	
Paddle	6	Set/6	Paddle Pick a Paddle Set	\$ 54.99	\$ 329.94	
Parachute	4	Each	Gripstarchute 6'	\$ 24.99	\$ 99.96	
Playing Cards	2	Each	Cards Playing Poker	\$ 2.95	\$ 5.90	
Resistance Band	1	Roll	Band Exercise CanDo Medium 50YD Green, no latex	\$ 94.99	\$ 94.99	
Scooter Board	1	Set/6	Scooter Boards 16"	\$ 189.99	\$ 189.99	
Scrimmie	8	Each	Scrimmie Full Size Blue	\$ 3.99	\$ 31.92	
Scrimmie	8	Each	Scrimmie Full Size Green	\$ 3.99	\$ 31.92	
Scrimmie	8	Each	Scrimmie Full Size Red	\$ 3.99	\$ 31.92	
Scrimmie	8	Each	Scrimmie Adult Yellow	\$ 3.99	\$ 31.92	
Shoulder Folder	1	Set/6	Pockets Shoulder Folder	\$ 73.49	\$ 73.49	
Soccer	6	Set/6	Ball Soccer Max Size 5	\$ 63.99	\$ 383.94	
Softball	3	Set/6	Ultrafoam Bonkerball Jr 29"	\$ 69.99	\$ 209.97	
Softball	18	Each	Softball Ragball 12" Yellow Polyester	\$ 4.99	\$ 89.82	
Softball	36	Each	Softball Wiffle	\$ 1.99	\$ 71.64	
Spot Marker	12	Set/6	Spot Markers Utility/Sequencing 10"	\$ 19.99	\$ 239.88	
Storage Cart	1	Each	Super Gokart - 4	\$ 139.99	\$ 139.99	
Toy	1	Set/6	Rubber Chicken Set	\$ 54.99	\$ 54.99	
Volleyball	18	Each	Volleyball Foam Coated	\$ 8.69	\$ 156.42	
Volleyball	6	Each	Volleyball Trainer Big Blue	\$ 24.99	\$ 149.94	
					Subtotal of unmodified list	\$ 7,860.04
					Subtotal of all items that begin with a '7' or '9' (Parcel)	\$ 7,860.04
					Add 15% for Shipping & Handling (\$9.95 minimum)	\$ 1,179.01
					TOTAL	\$9,039.05

Vendor estimated prices are effective 4-1-13 and may be subject to change.



After School Standard List EP

(Based Upon 36 Children)

(*APPR.)

(*APPR.)

Item	Qty	Unit	Item #	Description	Unit Price	Total
Bag	1	Set/6	9-030184-201	Bag Mesh Heavy Duty 12x18	\$ 37.99	\$ 37.99
Bag	2	Set/6	9-030187-201	Bag Mesh Heavy Duty 24x36	\$ 57.99	\$ 115.98
Ball	12	Each	9-1400863-201	Ball Heavy Duty Beach Ball 24"	\$ 3.29	\$ 39.48
Ball	3	Set/6	9-020502-201	All-Balls 4"	\$ 19.99	\$ 59.97
Ball	3	Set/6	9-1328185-201	Technoskin Foam Coated Balls 6"	\$ 36.99	\$ 110.97
Ball	6	Set/6	9-1005620-201	Ball Playground Poly 8.5"	\$ 34.99	\$ 209.94
Bean Bag	6	Set/6	9-1004582-201	Bean Bag Utility Sequencing	\$ 18.79	\$ 112.74
Cart	1	Each	7-024440-201	Super Go-Kart 4	\$ 139.99	\$ 139.99
Cone	6	Set/6	9-006763-201	Classic Safety Cones 6 Colors 6"H	\$ 27.99	\$ 167.94
Cone	2	Set/6	9-025089-201	Classic Safety Cones 6 Colors 18"H	\$ 64.99	\$ 129.98
Cone	4	Each	9-009259-201	Yeller Game Cone 28"H	\$ 22.99	\$ 91.96
Footballs	6	Set/6	9-031564-201	Pebbles Size 6 Footballs	\$ 59.99	\$ 359.94
Football Belts	1	Set/12	9-004280-201	Flag Football Replacement Flags Yellow	\$ 10.99	\$ 10.99
Football Belts	2	Set/12	9-004288-201	Flag Football Replacement Flags Red	\$ 10.99	\$ 21.98
Fluffballs	2	Set/36	9-1390152-201	Fluffballs 90mm	\$ 14.59	\$ 29.18
Flying Disc	36	Each	9-006220-201	Flying Disc Spin Jammer Deluxe 10"	\$ 5.59	\$ 201.24
Hoop	1	Set/12	9-006241-201	Hoop No Kink 30"	\$ 62.99	\$ 62.99
Hoop	2	Set/12	9-004625-201	Hoop No Kink 36"	\$ 64.99	\$ 129.98
Inflator	1	Each	9-087966-201	Mini Air Compressor 1/8 HP	\$ 92.99	\$ 92.99
Inflator	1	Each	9-032913-201	Inflator Omnikin 1HP	\$ 99.99	\$ 99.99
Jump Band	1	Set/6	9-087892-201	Jump Band Kit	\$ 117.99	\$ 117.99
Jump Rope	2	Set/6	9-1306553-201	Link-N-Speed Rope 7'	\$ 20.49	\$ 40.98
Jump Rope	2	Set/6	9-1306554-201	Link-N-Speed Rope 8'	\$ 22.99	\$ 45.98
Jump Rope	2	Set/6	9-1306555-201	Link-N-Speed Rope 9'	\$ 24.99	\$ 49.98
Jump Rope	3	Set/6	9-016584-201	Jump Rope Nylon 10' End Knot	\$ 26.99	\$ 80.97
Jump Rope	6	Each	9-087921-201	Jump Rope Double Dutch Speed Rope 14'L	\$ 8.99	\$ 53.94
KinBall	3	Each	9-087907-201	Sportime Blad-A-Balls 36"	\$ 91.99	\$ 275.97
KinBall	1	Each	9-087907-201	Sportime Blad-A-Balls 48"	\$ 119.99	\$ 119.99
Parachute	6	Each	9-1352609-201	School Smart 6' Parachutes	\$ 15.99	\$ 95.94
Parachute	1	Each	9-1361479-201	Gripstarchute 24'	\$ 131.99	\$ 131.99
Rag Balls	12	Each	9-025577-201	RagBalls 11"	\$ 2.99	\$ 35.88
Scrimmie	9	Each	9-008755-201	Scrimmie Full Size Blue	\$ 3.99	\$ 35.91
Scrimmie	9	Each	9-008756-201	Scrimmie Full Size Green	\$ 3.99	\$ 35.91
Scrimmie	9	Each	9-009065-201	Scrimmie Adult Red	\$ 3.99	\$ 35.91
Scrimmie	9	Each	9-009314-201	Scrimmie Adult Size Yellow	\$ 3.99	\$ 35.91
Shoulder Folders	1	Set/6	9-030846-201	Shoulder folders	\$ 71.99	\$ 71.99
Skillastics	1	Each	9-088305-201	FitnessSkillastics	\$ 249.99	\$ 249.99
Soccer	6	Set/6	9-016589-201	Sportime Max Soccer Balls	\$ 58.99	\$ 353.94
Softball	1	Set/6	9-003431-201	Ultrafoam Bonkerball Set 29"	\$ 74.99	\$ 74.99
Softball	18	Each	9-009185-201	Softball Foam Coated Yellow	\$ 4.59	\$ 82.62
Spot Marker	6	Set/6	9-1005401-201	Spot Markers Utility/Sequencing 10"	\$ 19.99	\$ 119.94
Volleyball	36	Each	9-019992-201	Volleyball Foam Coated	\$ 8.69	\$ 312.84
Wiffle Balls	3	Set/6	9-1004666-201	Sportime Fun Max Balls	\$ 7.99	\$ 23.97

SHIPPING & HANDLING		
CONTIGUOUS 48 STATES * Shipping & Handling charges are 15% of the order value. The order value is based on the subtotals of items with 7 and/or 9 prefixes, before any discounts are applied (\$9.95 minimum) * Shipping & Handling charges are 15% of the order if less than \$1,000 on items with 6 and/or 8 prefixes, with a \$59 minimum charge. * Inside Delivery 945; LFR gate delivery \$69	AL, AK, & US TERRITORIES * Parcel only shipping (7 & 9 prefix items) 20% or \$15 minimum charge, whichever is greater * Truck shipping (6 & 8 prefix items) & special delivery contact Program Consultant for quote SPECIAL DELIVERY, INTERNATIONAL OR FREIGHT CHARGES OVER \$1000 * Please contact a Program Consultant for a quote	Subtotal of unmodified list
		Subtotal of all items that begin with a '7' or '9' (Parcel)
		Add 15% for Shipping & Handling (\$9.95 minimum)
		Subtotal of all items that begin with a '6' or '8' (Truck/Freight)
		Add 15% for Shipping & Handling if subtotal is less than \$1000 (\$59 minimum)
		SUBTOTAL
Add Applicable Sales Tax (all states except AK, DE, MT, NH, OR)		
Tax Subtotal		
Total		

All quotes come from a SPARK representative. For more information, go to www.spark.org

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

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

Name of Institution/Organization

Ogden City 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	235,276.00	257,511.00	264,837.00			757,624.00
2. Fringe Benefits	91,849.00	99,160.00	101,578.00			292,587.00
3. Travel	44,281.00	42,283.00	49,791.00			136,355.00
4. Equipment						
5. Supplies	207,935.00	21,958.00	40,177.00			270,070.00
6. Contractual	130,196.00	122,897.00	144,495.00			397,588.00
7. Construction	0.00	0.00	0.00			0.00
8. Other						
9. Total Direct Costs (lines 1-8)	709,537.00	543,809.00	600,878.00			1,854,224.00
10. Indirect Costs*	35,832.00	27,462.00	30,344.00			93,638.00
11. Training Stipends	4,500.00	4,500.00	4,500.00			13,500.00
12. Total Costs (lines 9-11)	749,869.00	575,771.00	635,722.00			1,961,362.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 5.05 %.

(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 5.05 %.

Name of Institution/Organization Ogden City 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:	First Name:	Middle Name:	Last Name:	Suffix:
	Benjamin		Carrier	

Address:

Street1:	1950 Monroe
Street2:	
City:	Ogden
County:	
State:	UT: Utah
Zip Code:	84401-0619
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
801-737-7311	

Email Address:

carrierb@ogdensd.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------