

**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 # S215F130283**

**Grants.gov Tracking#: GRANT11379460**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

04/12/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

Hononegah Community High School District 207

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

366005757

\* c. Organizational DUNS:

8784609890000

**d. Address:**

\* Street1:

307 Salem St.

Street2:

\* City:

Rockton

County/Parish:

Winnebago

\* State:

IL: Illinois

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

610720000

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

\* First Name:

Daniel

Middle Name:

\* Last Name:

Phelps

Suffix:

Title:

Phys. Ed Teacher

Organizational Affiliation:

\* Telephone Number:

8156242070

Fax Number:

\* Email:

dphelp@hononegah.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:**

Comprehensive Physical Education for Today's Students (CPETS)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

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

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Lynn Gibson	* TITLE  Superintendent
* APPLICANT ORGANIZATION  Hononegah Community High School District 207	* 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

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

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name:

\* Street 1:  Street 2:

\* City:  State:  Zip:

Congressional District, if known:

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

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

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

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215F130283

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPAHononegah2013.pdf

Add Attachment

Delete Attachment

View Attachment

**Hononegah Community High School**  
**Section 427 of the General Education Provision Act (GEPA)**  
**NOTIFICATION OF NONDISCRIMINATION IN PHYSICAL EDUCATION**

Hononegah Community High School (HCHS) has established a project that involves all of their students in grades 9-12 along with three feeder schools who are served by HCHS: Shirland CCSD, Kinnikinnick CCSD, and Prairie Hill School District. Faculty and staff from each school have participated in the planning and design of the project. During the design process, measures were taken to ensure equitable access and participation in project activities. Teachers and administrators will continue to collaborate during the implementation of activities in order to overcome any challenges to equitable participation.

In order to meet needs of students with disabilities, special education teachers will collaborate with physical education teachers to accommodate various needs. In addition, representatives from HCHS and each of the feeder schools will gather several times per year to discuss how to target groups who may have lower participation in project activities. For example, in order to ensure that female students are actively involved in fitness in their target heart rate zone, teachers will explore select activities from SPARK curricular materials that will encourage females to participate. SPARK is a research-based, proven-effective, standards-aligned PE curriculum that engages all students in moderate to vigorous physical activity for as much of the PE class period as possible. Professional development opportunities (i.e. Tech Camp, Illinois AHPERD, SPARK training, Fitness Assessment System training) will offer teachers training on how to adapt physical education activities to students of varying ability and skill levels. All school buildings are handicapped accessible and both recumbent bikes and upper body ergometers are included in our budget to present cardiovascular fitness opportunities to students with disabilities.

It is also important to note that our project emphasizes individual, objective assessment that will guide students as they set and achieve fitness and nutrition goals. The use of these assessment tools (heart rate monitors, activity monitors, fitness assessment system) gives teachers the ability to customize health improvement programs and create/print reports on student fitness levels and trends. Teachers can design student programs based on target body composition, caloric intake goals, cardiovascular fitness and weight training routines, all which support a student's personal objectives and level of ability; age and gender specific templates are included.

## 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

Hononegah Community High School District 207

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Lynn Middle Name:

\* Last Name: Gibson Suffix:

\* Title: Superintendent

\* SIGNATURE: Lynn Gibson

\* DATE: 04/12/2013

## Abstract

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

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

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

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## 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:

## Hononegah High School

Abstract

Hononegah Community High School (HCHS) on the northwestern edge of Winnebago County is the only high school serving Rockton, Illinois, a city with a population of 7,652. HCHS offers grades 9-12 in one building and serves feeder students from nearby Roscoe (Kinnikinnick), Rockton, South Beloit (Prairie Hill) and Shirland School Districts. All of these districts were approached to partner in the PEP project, three have been involved in the planning and design of our 2013 PEP project. Shirland CCSD includes one K-8 school; Kinnikinnick CCSD includes three elementary schools and a middle school; and Prairie Hill includes an elementary school and middle schools. All of these schools feed into the single Hononegah High School when they reach 9<sup>th</sup> grade. The combined enrollment of the feeder school partners and HCHS will participate in PEP activities, an estimated 5,100 students in grades K-12.

Assessment data, including SH and other fitness data, gathered and analyzed from HCHS and the 3 feeder schools, indicate that the schools are falling short of Illinois state standards in critical areas: effective curriculum, equipment that is accessible and engaging for all students, and nutrition education. Students would also benefit from individual assessment tools that would allow them to consistently measure progress objectively and across grade levels. Teachers lack research-based professional development and training opportunities that equip them to serve a diverse student body that includes students with disabilities. As a result of these gaps, HCHS and its feeder schools are experiencing significant levels of overweight or obese students who are making poor choices related to fitness and nutrition.

We propose to impact the health of K-12 students at HCHS and feeder schools (Shirland, Kinnikinnick, Prairie Hill) by addressing PEP Absolute Priorities 1 and 2 a-e. Administrators and

staff from each school have participated in the project design process in order to select curriculum, equipment, supplies, and training opportunities that will impact the fitness and nutrition habits of our students in a transformative way. PEP funds will be used to promote an active lifestyle among students and increase their exposure to a variety of fitness and lifetime physical activities.

Project objectives include: increase the percentage of students at participating schools who achieve 60 minutes of physical activity on a daily basis (GPRA 1); increase in the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment (GPRA 2); and increase the percentage of students at participating schools who consumed fruit two or more times per day and vegetables three or more times per day (GPRA 3). In addition, we have included project-specific outcomes related to utilizing individualized assessment tools to monitor and motivate progress toward fitness goals; increasing the percentage of students who have a healthy body mass index (BMI); and increasing PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes. The activities and strategies we are proposing to implement represent a true community-based collaboration that will result in meaningful, sustainable improvements to our students' health, nutrition and fitness outcomes. The reach of our project is significant, impacting not only the 6,000 students our activities will serve, but their families and the community as a whole.

## Project Narrative File(s)

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

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**APPLICANT OVERVIEW**

Hononegah Community High School District #207 (HCHS) is a rural school district located in Rockton, Illinois. HCHS is a single-building district serving grades 9-12 only. Four nearby districts serve students in grades K-8, and then students feed into HCHS upon reaching grade 9. These "Feeder" districts are Kinnikinnick (Roscoe, IL); Prairie Hill (South Beloit, IL); Shirland; and Rockton School Districts. This project involves four of the five area districts: HCHS (lead applicant), Kinnikinnick, Prairie Hill, and Shirland. Approximately 5,100 students will be served by this project.

District	# of Buildings	# of Students	Racial/Ethnic Breakdown	Free/Reduced Lunch	Low Income	% with IEP
Hononegah (HCHS)	1	2,130	4.4% Black; 1.4% Native American; 4.0% Asian; 89.9% White; 5.45% Hispanic/Latino	24.1%	13.0%	11.1%
Kinnikinnick (K)	4 buildings: 1 w/grades K-1; 1 w/grades 2-3; 1 w/ grades 4-5; 1 w/grades 6-8	2,045	1.6% Black; 0.4% Native American; 2.6% Asian; 86.9% White; 5.3% Hispanic/Latino; 3.2% Multi-racial	NA	19.8%	15.8%
Prairie Hill (PH)	2 buildings: 1 w/grades K-4; 1 w/grades 5-8;	777	1.7% Black; 2.2% Native American; 2.8% Asian; 91.5% White; 1% Hispanic/Latino; 0.5% Multi-racial	NA	16.6%	8.5%
Shirland (Sh)	1 building serving grades K-8	136	0.7% Asian; 88.2% White; 3.7% Hispanic/Latino; 7.4% Multi-racial	NA	21.3%	18.4%

**NEED**

**Illinois Physical Education Standards (ILS)**

- 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**
- 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**
- 21: Develop team-building skills by working with others through physical activity.
- 22: Understand principles of health promotion and the prevention and treatment of illness and injury.**
- 23: Understand human body systems and factors that influence growth and development.
- 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

The Illinois (IL) physical education (PE) standards (ILS) call for students to understand and apply physical activity and fitness concepts to be regularly physically active now and throughout life in a way that is safe, maximizes school and community resources, and *results in fitness*. In February and March of 2013, PE teacher Dan Phelps of HCHS led PE teachers and administrators from the four participating districts in conducting a multi-component needs assessment to determine whether students are achieving standards for PE, and if not, to identify the gaps inhibiting student achievement. The needs assessment included HCHS student surveys,

all participating districts completing Modules 1-4 of the CDC's School Health Index (SHI) assessment (**PEP Requirement 1**), PE teachers surveys, and a review of current PE program components for all districts. The assessment revealed especially critical gaps related to achievement of state standards 19, 20, and 22. The table below shows the SHI scores and critical weaknesses identified by district.

March 2013 SHI Results (Aggregate results by district)		HCHS	Kinnikinnick (K)	Prairie Hill (PH)	Shirland (Sh)
Module 1: School Health Policies and Environment		78%	79%	89%	87%
Module 2: Health Education		86%	74%	89%	87%
Module 3: PE & Other Physical Activity Programs		70%	86%	80%	82%
Module 4: Nutrition Services		100%	69%	85%	57%
<b>Critical Weaknesses: Criteria Scoring "1/Under Development" or "0/Not in Place" Out of a Total of 3 Points</b>					
HCHS	Foods, beverages, and fundraising efforts offered outside of school hours do not meet strong nutrition standards; <b>professional development in delivering Health/nutrition curricula is not in place</b> ; essential topics in physical activity are not sufficiently covered through Health education; <b>lack of sequential PE curricula</b> ; <b>lack of information and materials for PE</b> ; <b>lack of individualized physical activity and fitness plans</b> ; <b>lack of professional development for teachers</b> ; <b>lack of health-related physical fitness</b> ; allowance of exemptions/waivers for PE.				
Kinnikinnick	Physical activity is used as punishment; fundraising efforts are not supportive of healthy eating; credentialed health teachers are not in place; <b>professional development on health/nutrition education and delivering curricula are not in place</b> ; <b>lack of health-related physical fitness</b> ; minimal participation in extracurricular physical activity programs; sites outside the cafeteria offer appealing low-fat items; collaboration between Food Service staff and teachers is not in place; the Food Service manager is not certified and does not have a degree; minimal preparedness for food emergencies.				
Prairie Hill	Sites outside the cafeteria offer appealing low-fat items; <b>professional development in delivering health curricula is not in place</b> ; <b>students are not offered recommended amounts of PE</b> ; <b>individualized physical activity and fitness plans are not in place</b> ; community physical activities are not promoted; training requirements for coaches are not in place.				
Shirland	Fundraising efforts are not supportive of healthy eating; <b>health education grading is underdeveloped</b> ; <b>lack of individualized physical activity and fitness plans</b> ; training requirements for coaches are not in place; breakfast programs is not in place; lack of variety of foods in school meals; offering appealing, low-fat foods is not in place; collaboration between Food Service staff and teachers is not in place.				

Physical activity and nutrition surveys administered to HCHS students in February 2013 showed students are not making healthy choices and do not have the knowledge necessary to do so. The CDC recommends that 60 minutes of daily physical activity for students is needed to maintain good health, proper growth, healthy body weight, and to reduce risk for chronic diseases. However, only 15% of HCHS students are active for 60 minutes daily (GPRA 1, ILS 19). About nine out of ten students are not eating the recommended amounts of fruits and vegetables daily,

and nearly the same amount (86%) did not know the recommended amount. 76% selected a number of servings below the recommended amount.

Survey Item	HCHS Students
Are NOT active for at least 20 minutes daily outside of school	77%
<b>Are NOT active for at least 60 minutes daily (GPRA 1)</b>	<b>85%</b>
Spend more than 2 hours (the recommended limit) daily watching TV	18%
Play video games or use the computer for non-school purposes for more than 2 hours (the recommended limit) per day.	27%
Spend more than 2 hours per day texting	39%
Spend more than 3 hours per day texting	31%
Play just 1 sport per year (counting all school and community sports in which the student is involved)	27%
Play NO sports during the year	40%
Do NOT participate in dance, gymnastics, martial arts, swimming, tennis, or other physically active lessons at least once per week at least one or months in the year	50%
Do NOT regularly use community resources such as parks, bike or walking trails, school or community pools, or local rivers or lakes for physical activity	49%
Do NOT regularly use community resources such as a YMCA, health club, or community -based sports clubs for physical activity	65%
<b>Do NOT eat fruit at least 2 times per day (GPRA 3)</b>	<b>83%</b>
<b>Do NOT eat vegetables as least 3 times per day (GPRA 3)</b>	<b>&gt;88%</b>
Went without eating for at least 24 hours in the last 30 days to try to lose weight	11%

**The gaps identified by the needs assessment were:** (1) *incomplete PE curricula;* (2) *insufficient physical activity time offered for development of fitness;* (3) *inadequate assessment strategies and tools for affecting change;* and (4) *minimal nutrition education.* The three-year *Comprehensive Physical Education for Today's Students (CPETS)* project will respond to these gaps, is our Plan for Improvement for SHI weaknesses, and will increase standards achievement.

**Gap 1: Incomplete PE curricula:** Curricula revisions aimed at providing a program that increases students' regular physical activity levels and fitness are critically needed, as are related equipment and professional development opportunities necessary for proper implementation of such curricula (ILS 19, 20). PE curricula in all four districts are incomplete and do not facilitate student achievement of state PE standards. Existing curricula are primarily focused on preparing students to participate in traditional team sports. This is unfortunate and inadequate since 67% of HCHS students participate in one or no sports, and it is widely recognized that only about 5% of individuals continue to participate in team sports as adults/after high school. As the SHI shows,

HCHS has no sequential PE curricula and lacks information and resource curricula materials for PE, and several schools lack coverage of essential physical activity topics through health, resulting in students not receiving a strong cognitive understanding of how and why fitness and wellness are to be established and maintained, despite ILS 22 requiring this content knowledge. Survey results indicate students lack knowledge about important health concepts and the role they play in ensuring healthy body systems and growth and development and disease prevention. Direct instruction lessons and tools must be added to curricula to ensure students are attaining the knowledge needed to make healthy choices. (ILS 22, 23)

Furthermore, our curricula lack sufficient inclusion of a diverse and up-to-date range of fitness-building activities, lifetime physical activities, and cooperative activities due to lack of equipment, teaching resources, and professional development for teachers. Equipment at all districts is old, and lessons surrounding it do not promote regular physical activity or fitness (ILS 19, 20). Equipment at HCHS does not include up-to-date fitness equipment (including both standard fitness center equipment like treadmills, ellipticals, etc., and functional fitness equipment) beyond some weight training equipment nor any lifelong physical activity equipment, despite the fact that HCHS students are close to the point of leaving school and needing to understand how to access and use such equipment to remain active after graduation.

PE teacher survey results show HCHS teachers identified the following equipment needs.

Equipment Type	% of Teachers Indicating Need	Equipment Type	% of Teachers Indicating Need
Treadmills	100%	Medicine balls	60%
Stationary bikes	90%	Yoga mats	50%
Ellipticals	100%	Resistance bands	40%
Stair climbers	80%	Adapted PE equipment	70%
Rowing machines	50%	Props/supplies/equipment for integrating nutrition into PE	40%
Stability balls	60%		

Most of the PE teachers in the four districts graduated from PE programs that were focused on sports- rather than fitness-based PE, and PE teachers have not had opportunities for professional

development specific to their content area due to budget constraints. Lack of training opportunities negatively impacts teachers' ability to help students meet *all PE standards*. PE teachers indicated through the survey that they need training on the following topics.

Topic Area	% of Teachers Indicating Need	Topic Area	% of Teachers Indicating Need
PE technology	100%	Individual fitness planning	70%
Increasing student fitness	70%	Working with students with special needs	50%
Fitness concepts	40%	Addressing the needs of students who are overweight/obese	70%
Increasing moderate to vigorous physical activity	40%	Individual or lifelong physical activities	60%
Keeping all students active at once to maximize PE class activity time	70%	Aligning lessons to state standards	40%
Motivating unengaged students	70%	Incorporating nutrition	50%

Since our districts are separated by level (HCHS serves only high school students, while the feeder districts serve only elementary and middle school students), and there has been no significant PE collaboration to this point, there is no sequential K-12 curricula for the area nor commonality between teaching methods or PE topics covered. This results in students reaching HCHS with widely varying knowledge and skill sets, making it difficult for HCHS teachers to effectively establish and deliver a program for all students that recognizes and builds on age-appropriate skills and knowledge. Conversely, with no communication or collaboration plan in place in the past, feeder districts have had to operate with no clear direction regarding which skills they should focus on in order to properly prepare students to successfully participate in high school PE and establish healthy lifestyles after graduation (ILS 19). As survey results show, the percentage of students achieving the recommended amount of daily physical activity is alarmingly low, at just 15%.

Addressing the Gap: The districts will conduct and utilize results from the CDC's Physical Education Curricula Analysis Tool (PECAT), in conjunction with regular communication and collaboration between districts, to revise curricula (including purchasing necessary equipment for implementation) to include fitness-building, lifetime fitness, and cooperative activities that

will increase standard achievement. **(PEP Requirement 5)**. Feeder districts will implement SPARK. PE teachers will receive training on the new, fitness-focused, curricula.

**Gap 2: Insufficient physical activity time offered for development of fitness:** The SHI recommends 150 minutes per week of PE for elementary students and 225 minutes for secondary students. While HCHS meets the recommendation for all students enrolled in PE, and Kinnikinnick meets the recommendation for grades 4 and 5, HCHS offers a waiver option, and Prairie Hill and Shirland do not offer the recommended number of PE minutes, nor does Kinnikinnick for grades K-3 and 6-8.

District	Number(s) of PE Minutes Offered	Comparison to Recommendation
HCHS	50 minutes per class 5 days/week = 225 minutes/week	Meets recommendation
Kinnikinnick	K-3: 25 minutes/class 5 days/week = 100 minutes/week 4-5: 30 minutes/class 5 days/week = 150 minutes/week 6-8: 42 minutes/class 5 days/week = 210 minutes/week	K-3: 33.3% <i>BELOW</i> recommendation 4-5: Meets recommendation 6-8: 6.7% <i>BELOW</i> recommendation
Prairie Hill	K-4: Less than 150 minutes/week 5: 45 minutes/class 2 days/week = 90 minutes/week 6-7: 45 minutes/class 3 days/week = 135 minutes/week 8: 45 minutes/class 4 days/week = 180 minutes/week	K-4: <i>BELOW</i> recommendation 5: 40% <i>BELOW</i> recommendation 6-7: 10% <i>BELOW</i> recommendation 8: 20% <i>BELOW</i> recommendation
Shirland	K: 20 minutes/class 3 days/week = 60 minutes/week 1-5: 20 minutes/class 5 days/week = 100 minutes/week 6-8: 41 minutes/class 5 days/week = 205 minutes/week	K: 60% <i>BELOW</i> recommendation 1-5: 33.3% <i>BELOW</i> recommendation 6-8: 8.9% <i>BELOW</i> recommendation

Additionally, not all of PE time is spent being active, resulting in even few physical activity minutes for students, and even less time is spent in moderate to vigorous physical activity (MVPA). While HCHS does offer competitive sports teams, as survey results show, nearly half of the students do not participate in any sports over the course of the year. The weight room is open one hour before and one hour after school currently, but equipment available is not appropriate for us by all students and does not include cardiovascular fitness equipment. HCHS is not able to offer other opportunities for physical activity outside of PE. With little to no inclusion of lifelong physical activities in the curricula, students are extremely limited with regard to knowledge of and skills for performing physical activities outside of school independent of specific opportunities to do so. Survey results confirm existing offerings are

insufficient to prompt students to be active outside of PE as three out of four students report they are not engaging in at least 20 minutes of physical activity daily outside of PE. At the feeder districts, students have extremely limited free school-based opportunities to be physically active outside of school. For all districts, our rural location severely limits free community-based structured physical activity opportunities for students. Without adequate engagement in physical activity, students are not likely to successfully achieve fitness (ILS 19, 20).

Plan to Address the Gap: The feeder districts will implement proven-effective PE programming (SPARK) to maximize time spent active and MVPA. We will communicate with partners to identify and promote to students free community-based physical activity opportunities.

**Gap 3: Inadequate assessment strategies and tools for affecting change:** The districts have no common inter-district policy or set of strategies for PE, physical activity, or fitness assessment. In fact, assessment policies and strategies are under developed even within the individual districts. For example, while HCHS uses FITNESSGRAM standards, only cardiovascular fitness testing is regularly administered, and results are not used to inform instructional decisions, primarily because they *cannot* be. None of the districts has any fitness assessment and tracking software, so fitness results can only be manually tallied and analyzed. Teachers have neither the significant amounts time required nor the training or resources to do this properly or with any regularity. Fitness data currently most commonly remains in raw, unusable form; thus, our inability to present it in this application. Student and group fitness results cannot be effectively tracked throughout the year, the student's career within the district, or as students move from their elementary/middle district to HCHS.

All districts also lack objective physical activity assessment tools such as heart rate monitors, activity monitors, and pedometers necessary for accurate measurement of the time students spend in moderate to vigorous physical activity. 70% of teachers report a need for these tools.

Due to lack of these critical assessment technologies and a strong need for PE teacher training on assessment strategies and technologies, individualized physical activity and fitness plans are only partially in place at Kinnikinnick, underdeveloped and not being utilized at HCHS and Shirland, and not in place at Prairie Hill. Availability of assessment technologies and effective use of individualized physical activity and fitness plans are *critical to achieving and **required by ILS 20***, which specifically calls for "continual self-assessment" as students work to achieve and maintain health-related fitness. Furthermore, HCHS and Kinnick report underdeveloped approaches to and achievement of health-related fitness, which is also called for by ILS 20.

Addressing the Gap: We will create standardized assessment policies; implement a uniform set of objective physical activity and fitness tracking and reporting technologies; and provide training for teachers necessary for successful implementation.

**Gap 4: Minimal nutrition education:** Nutrition education is not a formal part of the PE curricula in any of the districts. 70% HCHS PE teachers indicate that nutrition education is taught five or fewer times per year, and 40% indicate it is taught "sometimes but without any regularity" or "never." Prairie Hill offers nutrition education as part of a weekly Health class, and HCHS offers nutrition education as part of a one-semester high school Health course. In both cases, however, nutrition is a just a small part of the course, so the content covered is not comprehensive or complete. It is not clear who is responsible for nutrition education at Kinnikinnick and Shirland or even if the topic is taught at all. No specific curricula appear to be in place. Additionally, SHI results show, NO collaboration between Food Service and PE staff is in place at Kinnikinnick and Shirland, making it unlikely messaging presented in the cafeteria (if any) is consistent with messaging presented in PE (if any). As a result, student outcomes for healthy eating are extremely poor by the time our students reach high school. Survey results show at least 88% of HCHS students do not eat the recommended amount of fruits and

vegetables per day (**GPRA 3**). This evidences that students are not making good decisions as required by ILS 24, and healthy habits are not being formed. It suggests students do not understand the connection between healthy eating and healthy growth and development as necessary for achievement of ILS 23. Furthermore, without healthy eating habits in place, students are not likely to achieve fitness since they will be challenged to achieve and maintain healthy body weights (ILS 20). Body composition is a fitness component in its own right, and it typically affects success in other fitness component areas, as well.

Addressing the Gap: We will administer and use results from the CDC's Health Education Curricula Analysis Tool (HECAT) results to inform creation or purchase of a nutrition curricula; work with a dietitian to improve nutrition education and policies and campus food offerings; and design plans for collaboration between PE and Food Service staff.

**SIGNIFICANCE** *Comprehensive Physical Education for Today's Students (CPETS)* is a three-year project that will transform PE in four districts into catalysts for achievement and maintenance of regular physical activity, healthy eating, and fitness now and throughout life. Our **goal** is to improve wellness by increasing K-12 student achievement of IL State PE standards. We have adopted the **six elements of the Absolute Priority as our objectives** for the project to ensure a comprehensive approach. Gaps and standards addressed by the Key Project Activities have been noted in response to SHI results described in the Need section. *Measurement tools for all outcomes are listed in the Evaluation.*

PEP Elements/Objectives	Key Project Activities
<p><i>PEP Element/Objective 1: To provide instruction in healthy eating habits and good nutrition to students</i>  <b>GAPS ADDRESSED: 3, 4, 5, 7</b>  <b>STANDARDS: 1,3</b></p>	<ul style="list-style-type: none"> <li>-Administer and use results from HECAT to revise PE curricula to include nutrition education (NE) through purchased and/or PEP team-written nutrition curricula to help students understand the connection between eating and activity choices and physical fitness. (<b>PEP Requirement 5</b>)</li> <li>-Purchase and implement nutrition teaching supplies as needed for the curricula.</li> <li>-Design and implement a communication plan to facilitate ongoing collaboration between PE and Food Service staff that includes adding healthy eating messaging to cafeterias.</li> <li>-Utilize a dietitian to: offer NE sessions to parents and students; assist with integrating</li> </ul>

	<p>NE into PE; support HCHS Food Service Director in improving nutritional content of campus food offering</p> <ul style="list-style-type: none"> <li>-The Project Director will communicate regularly with partners about healthy eating resources available in the community. Information received will be conveyed to PE staff to promote to students.</li> <li>-Collaborate with Roscoe YMCA to offer 2 community fitness/NE events per year</li> <li>-Join Fuel Up to Play 60 and implement two activity and/or healthy eating events/year.</li> </ul>
<p><b>MEASURABLE OUTCOME 1:</b> 15% increase in the percentage of students served by the grant who consume fruit two or more times per day and vegetables three times per day by the end of the project period. (GPRA 3)</p>	
<p><i>PEP Element/Objective 2a: To provide fitness education and assessment to help students understand, improve, or maintain their physical well-being</i></p> <p><b>GAPS: 1, 3, 4</b>  <b>STANDARDS: 20, 22-24</b></p>	<ul style="list-style-type: none"> <li>-Administer and use results from PECAT to revise the existing curricula to ensure it will facilitate engagement in a range of activities and standards achievement.</li> <li>-Implement heart rate monitors, accelerometers/activity monitors, pedometers and fitness assessment and tracking technologies.</li> <li>-Standardize fitness assessment policies within and across districts, incorporating new assessment technologies.</li> <li>-Create individualized student fitness plans with activity/fitness and nutrition goals.</li> <li>-Purchase fitness-building equipment for PE and after school use by students via Fitness Center.</li> <li>-Purchase physical activity supplies for Feeder districts that will empower them to implement a proven-effective fitness-building program (SPARK).</li> <li>-Purchase equipment to serve students requiring adapted PE services.</li> <li>-The Project Director will communicate regularly with partners about physical activity and healthy eating resources available in the community. Information received will be conveyed to PE staff to promote to students.</li> </ul>
<p><b>MEASURABLE OUTCOME 2:</b> 20% increase in the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment by the end of the project period. (GPRA 2)</p>	
<p><b>MEASURABLE OUTCOME 3:</b> 20% increase in the percentage of students who achieve age-appropriate cardiovascular fitness by the end of the project period.</p>	
<p><b>MEASURABLE OUTCOME 4:</b> 3% decrease in the percentage of students who are overweight or obese by the end of the project period.</p>	
<p><i>PEP Element/Objective 2b: To provide instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student</i></p> <p><b>GAPS ADDRESSED: 1</b>  <b>STANDARDS: 19, 21</b></p>	<ul style="list-style-type: none"> <li>-Utilize PECAT results to revise the existing curricula to ensure it will facilitate engagement in a range of activities and standards achievement.</li> <li>-Expand activities offered in PE to include a wider range of games and activities that sustain full-group movement for the majority of the PE class period, cooperative games and challenges, and fitness-building activities by incorporating new equipment into the curricula (<b>PEP Req. 5 and 6</b>)</li> <li>-Implement SPARK in Feeder schools.</li> <li>-Purchase and implement physical activity equipment and individual monitoring technologies to better serve Adapted PE students.</li> <li>-Collaborate with Roscoe YMCA to offer 2 community fitness/NE events per year</li> <li>-Communicate w/partners to promote community-based opportunities for activity.</li> <li>-Join Fuel Up to Play 60 and implement two activity and/or healthy eating events/year.</li> </ul>
<p><b>MEASURABLE OUTCOME 5:</b> 20% increase in the percentage of students served by the grant who engage in 60 minutes of daily physical activity by the end of the project period. (GPRA 1)</p>	
<p><i>PEP Element/Objective 2c: To facilitate development of, and provide instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle for students</i></p> <p><b>GAPS ADDRESSED: 1, 2, 3</b></p>	<ul style="list-style-type: none"> <li>-Revise PE curricula using PECAT results and assessment technologies at all districts, SPARK in Feeder districts, and the new common Learning Management System to be implemented at HCHS to increase the amount of lessons that address healthy lifestyles in the cognitive domain.</li> <li>-Use objective assessments and measurement technologies to support implementation and progress tracking for individualized fitness plans that include activity and/or fitness and healthy eating goals.</li> <li>-Use assessment and reporting technologies in conjunction with direct instruction and</li> </ul>

<p><b>STANDARDS ADDRESSED: 19, 20, 22-24</b></p>	<p>letters to parents to allowing students and parents to understand individual student health and fitness outcomes and visualize progress toward improvement goals.                  -Institute regular use of activity and fitness tracking tools (pedometers, HRMs, accelerometers) to raise student awareness of exertion levels and activity times.</p>
<p><i>PEP Element/Objective 2d: To provide opportunities for students to develop positive social and cooperative skills through physical activity participation</i>  <b>GAPS ADDRESSED: 1, 2</b>  <b>STANDARDS: 19, 21, 24</b></p>	<p>-Collaborate with Roscoe YMCA to offer 2 community fitness/NE events per year                  -Communicate w/partners to promote community-based opportunities for activity.                  -Join Fuel Up to Play 60 and implement two activity and/or healthy eating events/year.                  -Implement SPARK programming in Feeder schools to increase the number of cooperative activities they can offer to provide students with more opportunities to develop skills in: positive decision-making, communication, team-building, problem-solving, risk assessment, and leadership.</p>
<p><b>MEASURABLE OUTCOME 6:</b> 25% of students by the end of Year 1 and 75% of students by the end of the project period will have individual fitness plans that include at least one fitness or activity goal and at least one healthy eating goal by the end of the project period.</p>	
<p><i>PEP Element/Objective 2e: To provide opportunities for professional development for PE teachers to stay abreast of the latest research, issues, &amp; trends in PE</i>  <b>GAPS: 1-4 STANDARDS: 19, 20</b></p>	<p>-Provide training opportunities for PE staff on a wide range of topics, including <u>new curricula</u>, PE assessment technologies, nutrition education, fitness center equipment, fitness facilitation, and other areas as determined by PECAT                  -Provide opportunities for PE teachers to attend professional conferences.                  -Contract with a dietitian to provide PE teachers with NE information, tools, &amp; training.                  -Invite community partner representatives to trainings.</p>
<p><b>MEASURABLE OUTCOME 7:</b> The PECAT scores for each district will increase by 25% by the end of the project period.  <b>MEASURABLE OUTCOME 8:</b> The HECAT scores for each district will increase by 25% by the end of the project period.  <b>MEASURABLE OUTCOME 9:</b> 100% of PE teachers will attend at least 2 physical activity/nutrition-related professional development events each year.  <b>MEASURABLE OUTCOME 10:</b> 100% of PE teachers will implement concepts, strategies, or lessons learned in trainings in their classes by the end of the same year.</p>	

**Gap 1: Incomplete PE curricula:** The HCHS Project and Athletic Directors will lead the PEP team at each district in completing the PECAT and reviewing results by the end of the first quarter of Year 1. The PEP Leadership Team will then meet to discuss results, determine a common direction, and develop a framework and curriculum map for the 4-district K-12 curriculum. New PE equipment will be purchased, and district teams will continuously revise their curricula (including writing or revising unit and lesson plans) over the course of the grant period to address identified weaknesses, incorporate new equipment, align to state standards, and fit within the 4-district curricular framework and map (**PEP Requirement 5**). While curricula may have some unique elements and approaches, the net result will be standards-aligned, sequential curricula (at the district and K-12 levels) that facilitate standards and fitness achievement. Support for the process will be provided as needed by professors in the Departments of PE Teacher Education and Exercise Science at Illinois State University (ISU).

Our students are in dire need of a program that provides significant opportunities for developing good decision-making and self-management skills and building fitness. The new PE curricula will incorporate: (1) fitness-building activities (ILS 20); (2) instruction in fitness concepts responsive to the cognitive domain (ILS 19, 22, 23); (3) lifelong physical activities (ILS 19, 20); (4) Adventure/cooperative games that provide students with opportunities to develop communication, risk-assessment, leadership, self-management, and good decision-making skills necessary for achieving fitness now and throughout life (ILS 21, 24); and (5) use of individual fitness plans that include physical activity, healthy eating, and fitness goals, and help students track progress toward achieving those goals (ILS 20).

(1) Fitness-building: At HCHS, a full range of fitness equipment will be added to the program over the course of the three-year project period from treadmills, ellipticals, stationary bikes, and upper body ergometers for students needing adapted PE, to resistance bands and weights for improving muscular strength, to mats and rollers for improving flexibility. While sports and games will not be removed for the program, increasing activity and fitness levels will become the focus of required PE courses and a key part of all PE courses.

At Feeder districts, SPARK curricula and equipment packages will be added to and serve as a corner stone for the programs. SPARK has been repeatedly proven to increase physical activity and fitness levels in and outside of structured activity settings. The program is focused on building movement skills and using *inclusive, adaptable*, group-engaging games and activities to get and keep all students moving for as much of the activity period as possible in order to build fitness. SPARK equipment packages include a variety of balls, hoops, cones, paddles and rackets, poly spots, resistance bands, stability balls, hand weights, etc.

All districts will receive fitness assessment and tracking technologies, including heart rate and activity monitors; fitness assessment tracking and reporting software and systems; and grading

and rubric software. These tools will enable teachers to accurately determine and make instructional decisions based on the degree to which fitness-building activities offered are improving student fitness levels.

(2) Instruction in fitness concepts responsive to the cognitive domain: Revised curricula will include an increase in coverage of the "how and when" of health-related fitness. At HCHS, this will be accomplished through direct instruction and research and homework assignments using the new common Learning Management System the district will be implementing next year. The system selected will also teachers to offer documents, notes, podcasts, video, images, assessments, message boards, general student-teacher and student-student communication all online for student use. Feeder district will use SPARK fitness concept lessons, which are physical activity-based, allowing for maximization of class time for activity. SPARK also offers a range of physical activity and nutrition-related online resources for students and parents to supplement in-class education.

(3) Lifelong physical and outdoor activities: In Year 1, HHS will add equipment for lifelong physical activities. The district PEP team will use PECAT assessment and student interest survey results as part of the process for determining which activities will be added. Activities added may include but are not limited to: biking, kayaking, skating, skateboarding, snowshoeing, archery, climbing, Cross Fit, Yoga, Pilates, Zumba, martial arts, etc. This will increase student physical activity levels now and help to establish healthy habits for the future.

(4) Adventure: Feeder districts will receive new cooperative games via the SPARK curriculum.

(5) Individualized fitness plans: All districts will implement individualized physical activity and fitness plans using assessment technologies listed above. All plans will include age-appropriate personal goals that students develop with PE teacher assistance based on physical activity, eating behavior, and fitness baseline data determined at the start of the project. Our initial aim will be

for all plans to include at least one physical activity or fitness goal and at least one healthy eating goal and progress tracking toward goal achievement. PE teachers will review progress toward goals with students at least twice per year.

PE teachers will receive trainings each year of the grant that will ensure effective curriculum implementation, including but not limited to vendor-led SPARK (for Feeder districts) and assessment technology trainings and Illinois State University (ISU)-led pedagogy, curriculum, and content area trainings. In Year 3, 9 teachers will undertake rigorous coursework to receive training in strength-building techniques and to become Certified Personal Trainers.

**Gap 2: Insufficient physical activity time offered for development of fitness (ILS 19, 20):**

The HCHS Fitness Center is currently simply a weight room (small and incomplete). It is open for one hour before and one hour after school, but the amount of equipment available is minimal, is comprised of primarily weight-training equipment primarily aimed at athletes, and does not include equipment for students with adapted PE needs. Under this project, cardiovascular fitness and functional fitness strength-building equipment will be added, making the Center accessible to all students. At Feeder districts, implementation of SPARK will ensure existing PE time is maximized by keeping all students active for as much of the class period as possible. All districts will receive activity and heart rate monitors for use in PE classes. These tools will help students identify whether they are moving at moderate to vigorous intensity levels and serve to motivate and hold students accountable for staying active for the majority of the PE class period.

We will collaborate with the Roscoe YMCA to offer two family fitness events yearly that will include information on physical activity and fitness and physical activity opportunities. Activities may include but are not limited to large group exercise using Zumba, Tae Bo, Yoga, etc.; non-elimination tag games offered as part of the SPARK program; and running or biking events.

We will also join the Fuel Up to Play 60 initiative, which offers online resources such as lesson and event plans to promote healthy eating and 60 minutes of daily physical activity. Each year, two or more Fuel Up to Play 60 events will be held at HCHS to promote proper daily physical activity and encourage Feeder districts to do the same. Examples of events include walk-to-school challenges, new activities such as yoga, and creation of fitness challenge calendars.

**Gap 3: Inadequate assessment strategies and tools for affecting change (ILS 19, 20, 22-24):**

The PEP Leadership Team will meet in the first quarter to create guidelines and recommendations for district PE assessment policies in order to ensure standardization of policies and strategies so that data will be transferrable when students age out of the elementary and middle school districts and move up to the high school district. The guideline document will indicate any assessment components that "required" to be included in local district assessment policies based on PEP grant rules. The HCHS Project and Athletic Directors will then lead the district PEP teams through the process of developing formal, standardized PE assessment policies to be used by all PE teachers district wide. The policies will be drafted and ready for district approval and PE teacher implementation by the end of Year 1. Policies will indicate who to assess, when, using which tools, how, and why, and provide an explanation of when data will be reported to administrators, parents, etc., and what information should comprise those reports. The policy will clearly identify which assessed items will be applied to the student's grade and which items will be used solely for the student's personal fitness and wellness achievement purposes. Individualized physical activity and fitness plans will be part of all policies. **(PEP Requirement 2, ILS 20)** Teachers will receive annual training on assessment technologies from the technology vendor and training in evaluation and support for the process as needed by ISU.

**Gap 4: Minimal nutrition education (ILS 20, 24):** The HCHS Project and Athletic Directors will lead district PEP teams and Food Service Directors in completing the HECAT Healthy

Eating Module and reviewing results by the end of the first quarter of Year 1. As little curricula exists now, curricula will be purchased or developed in Year 1 that are standards-aligned and responsive to HECAT-identified weaknesses (**PEP Requirement 5**). Curricula work will result in lesson plans for each grade, some of which will be implemented in PE, while others may be designed for classroom teacher implementation depending on district needs and resources. Support for the process will be provided as needed by ISU.

We will contract with a dietitian for 18 hours of support per year. The dietitian will offer nutrition education events for parents in the evenings or on Saturdays as separate events and/or as part of CPETS/YMCA family fitness or Fuel Up to Play 60 events; present to students in nutrition classes; review nutrition and PE curricula and make recommendations for improvement; and work with the HCHS Food Service Director (FSD) to improve campus meal, snack, and vending options. Efforts to improve campus foods will take place in Year 1. The HCHS FSD will then meet with FSDs from Feeder districts in Years 2 and 3 to share information and lessons learned to help them improve their campus food options. (PEP Requirement 2)

We will collaborate with the Roscoe YMCA to offer two family fitness events that will include nutrition information and/or hands-on healthy eating education such as fruit and vegetable recipe taste tests, healthy snack preparation, and simulated healthy shopping challenges.

Each year the PD will ensure two Fuel Up to Play 60 events are held to promote proper nutrition. Examples of events include taste tests, taste comparisons, featured fruits and vegetables that may be unfamiliar to students, etc., and may be held during school or at night.

**QUALITY OF THE PROJECT DESIGN**    **A:CAPACITY-BUILDING.**    Sustainable Model:

By leveraging research-based strategies (see next section), the *CPETS* approach will **build capacity**, is likely to **result** in positive change, and will be **sustainable beyond the funding period**. Many of these activities institutionalize valuable practices and procedures that result in

student nutritional and activity behavior change and do not require financial support beyond the original start-up funding provided by PEP funds. High-quality equipment designed for heavy use and longevity will be purchased to ensure equipment will be usable for many years with minimal maintenance. The districts are committed to funding necessary equipment maintenance through the annual budget after the grant ends.

**Professional Development:** The PEP Team will revise the curricula guided by PECAT and HECAT results by adding units and lesson plans to increase standards alignment and incorporate all new equipment by the end of Year 3 (PEP Requirements 5 and 6). Teacher training will increase long-term capacity for staff to meet student needs. PE Teachers will participate in trainings on the topics indicated below. A train-the-trainer model will be employed to promote sustainability. Five HCHS PE teachers will be able to attend the state PE professional conference (IAHPERD) and five teachers will be each year to stay abreast of the latest trends and research in the field. Teachers will also study for Group Exercise certification. Information from conferences and all trainings will be shared with district PEP Teams and the PEP Leadership Team to preserve what was learned for future.

Training Topics for All PE Teachers and Others Where Noted	Trainer(s)	Year
Sustained trainings in PE topics: Exercise Science, PE teaching pedagogy, curriculum development and evaluation: PE teachers 4 events/year	ISU professors	1-3
SPARK Training: PD and Feeder district PE teachers 2 days/year	SPARK trainer	1-3
Polar PE Technology Camp @ ISU: 5 HCHS PE teachers 3 days/year	ISU professors	1-3
Heart rate monitoring systems: PE teachers 6 days in Year 1	Equipment vendor	1
Fitness assessment and tracking system: 1 2-day training PER DISTRICT in Year 1	Equipment vendor	1
National Strength and Conditioning Association Certification: 5 PE teachers in Year 3	NSCA trainer	3
Certified Personal Trainer Certification: 9 PE Teachers 4 day plus 6-week webinar and individual webinar	ACSM trainers	3

**Leveraging Partners:** Under *CPETS*, HCHS and partnering Feeder districts Kinnikinnick, Prairie Hill, and Shirland will partner with community entities (including those required by **Competitive Preference Priority 2**) to build capacity and ensure sustainability. ISU is providing assistance with curriculum and assessment changes and data analysis at no charge,

evidencing strong local commitment and contribution to the project. All partners will designate a representative to participate on the **Wellness Council (WC)** at least twice per year and promote the project to the greater community, in addition to the roles described below.

Partner	CPP 2 Role	Role
Roscoe YMCA	CBO	YMCA will assist in planning and presentation of two family fitness nights per year that include fitness education, nutrition education, and opportunities for students and families to participate in physical activity.
Winnebago County Health Dept.	Local Public Health	The Health Department will support SHI assessment processes as needed.
HCHS Food Service Dept.	Food Service Director	HCHS FSD will coordinate efforts between PE and cafeteria staff to ensure consistent nutrition messaging for students; participate in review and revision of nutrition-related policies; ensure cafeteria and vending foods offered are aligned with policies with dietitian assistance; meet with Feeder district FSDs to share lessons learned; and participate in SHI and HECAT assessments.
Mayor of Rockton	Head of Local Gov.	Review project goals and assist with coordination with relevant local, state, and federal resources and programs.
Illinois State University Depts. of PETE & Exercise Science	Community Partner	<ul style="list-style-type: none"> <li>-Send pre-service teachers and Exercise Science majors to HCHS to participate in curriculum development and implementation and development of new policies.</li> <li>-Interpret data collected via assessment technology.</li> <li>-Provide 4 training sessions per year related to Exercise Science, PE teaching pedagogy, curriculum development and evaluation.</li> <li>-Assist with PECAT assessments.</li> </ul>

**B. RESEARCH/EFFECTIVE PRACTICE.** *CPETS* is built on proven effective best practices.

Program Component	Research/Evidence of Effectiveness
SPARK implementation (K-8)	Numerous studies have documented the capability of the SPARK program to significantly increase the percentage of students engaged in moderate to vigorous physical activity (MVPA) during PE classes. Schools that have implemented SPARK engaged in 225% of the amount of MVPA each week that schools not utilizing SPARK engaged in. Numerous refereed publications (over 45) have reported SPARK program effects, including papers showing evidence of success. Among many other recognitions and honors, SPARK was recognized by the CDC in 2008 as a national model program for increasing physical activity and addressing childhood obesity.
Individualized Fitness Plans (K-12)	<i>The Guide to Community Preventative Services</i> indicates individualized programs were proven to increase physical activity and cardiovascular fitness levels in 14 out of 14 studies reviewed. The median increases in physical activity and cardiovascular fitness were 35.4% and 6.3%, respectively. <sup>1</sup>
Heart rate monitor & fitness assess. technology (K-12)	A preliminary study from Southern Illinois University Carbondale examined the impact of technology-based PE curriculum in schools and determined that heart rate monitors and assessment technology can provide immediate feedback that can motivate students work harder during PE time. <sup>2</sup>
Comprehensive, ongoing training for PE teachers	PE teachers will participate in significant training opportunities each year of the grant, including but not limited to vendor-led assessment technology and SPARK training each year, dietitian support each year, as well as four days per year of curriculum, pedagogy, and/or evaluation training from ISU professors. Content area and curriculum-focused professional development for PE and Health teachers and nutrition education is a best practice recommended by the SHI. Well-trained activity providers is a best practice recommended by First Lady Obama's Let's Move! initiative.

<sup>1</sup> <http://www.thecommunityguide.org/pa/behavioral-social/individuallyadapted.html>

<sup>2</sup> Bian, W., Partridge, J., King, M. et al. Impact of Technology-Enhanced Curriculum on High School Students' Physical Activity Participation. (2007) *Research Consortium Poster Session: Thematic Physical Education and Physical Activity Instruction and Motivation Posters*. In 2007 AAHPERD National Convention and Exposition (March 13 – 17, 2007). Retrieved from [http://aahperd.confex.com/aahperd/2007/finalprogram/paper\\_10418.htm](http://aahperd.confex.com/aahperd/2007/finalprogram/paper_10418.htm)

**C. EXCEPTIONAL MODEL.** As demonstrated by our use of the six elements of the PEP Absolute Priority as our project objectives (see the Objectives, Outcomes, and Key Activities table in Significance), our project design's entire framework is built and guided by the statutory purposes of the grant program, representing an exceptional approach. Additionally, the project is responsive to Competitive Preference Priority 2, based on a partnership between the school district (LEA), Feeder districts (LEAs), HCHS Food Service Director, community-based organizations (Roscoe YMCA and ISU), the Winnebago County Health Department (local public health), and the Mayor of Rockton, as demonstrated by the partnerships table in Design part A. The project is also responsive to Invitational Priority 1: Let's Move! design filters.

Design Filters	Reflection in CPETS
1. Strive for universal access.	The program will be offered equally to all students in four districts regardless of gender, background, or ability. New adaptive/accessible equipment (recumbent bikes and upper body ergometers) will be purchased for adapted PE students at HCHS. SPARK, which is an inclusive program and adaptable model, will be used in Feeder districts. Technology will be used for individual monitoring purposes. Community partners will be asked for input to ensure cultural sensitivity. Materials in other languages or translators will be provided as needed.
2. Include a range of age-appropriate activities.	The PEP Team will ensure all activities are age-appropriate by leveraging age-level performance indicators listed for each of the Illinois state standards for PE (ILS) and purchasing equipment appropriately sized for students at each involved school building. Model programs will be used for the grades for which they are approved (e.g. SPARK K-2 will be used for students in grades K-2).
3. Aim to reach recommended dosage/duration.	With the introduction of increased PE equipment and SPARK we will be able to increase activity levels in PE classes by keeping most or all students moving for the full class period. Heart rate and activity monitors will motivate and hold students accountable for MVPA for specified time periods. An improved fitness center at HCHS will increase student use before and after school. Fuel Up to Play 60 events will excite students about physical activity. YMCA family fitness nights will provide opportunities for students to be active outside of school.
4. Be engaging and fun for kids.	We will utilize heart rate and activity monitoring technologies which will be exciting and motivating for students. K-8 students will participate in SPARK, which is regarded as a "fun" program.
5. Led by well-trained coaches/mentors.	All PE teachers are IL-certified in PE and will participate in significant trainings led by highly experienced professionals in the field each year of the project period.
6. Track individual & group progress.	All students will be monitored for progress toward individual physical activity, fitness, and healthy eating goals using pedometers, activity monitors, fitness assessment software and other tools.
7. Consistent motivation/incentives.	Monitoring tools will provide real-time and ongoing feedback that will be motivating and rewarding for students as these tools help them visualize and track achievement toward personal fitness goals.

Our project is strongly linked with similar local, state, and federal resources (**PEP Requirement 4**) and responsive to all PEP requirements. **Local:** CPETS involves collaboration with local partners, is aligned with the HCHS and Kinninnick's Wellness Policies, and furthers policy aims. Shirland and Prairie Hill will create Wellness policies as part of CPETS. (**PEP Requirement 3**)

District	Wellness Policy Goals	Supportive Project Activities
HCHS	Strive to continue providing wholesome foods with nutritious content in a variety and quality our school has come to expect.	With dietitian support each year, HCHS will be able to review menu and vending offerings and improve their nutrition content, then share knowledge/lessons learned with Feeder districts.
HCHS & KINN.	HCHS: Incorporate good nutrition habits in curricula. K: NE will be integrated into the curriculum.	Nutrition education will be integrated into PE curricula using HECAT Healthy Eating Module results, dietitian support, and Food Service Director and ISU input.
HCHS	Coordinate with feeder schools on nutrition education.	All four Feeder districts were invited to partner on this project. Three (Kinnikinnick, Prairie Hill, and Shirland) have to do so.
HCHS	Inform parents of ways to provide a healthy diet and daily physical activity.	Parents will have opportunities to learn about these topics via dietitian speaking sessions and YMCA family fitness events.
HCHS	Provide staff with professional development on nutrition education.	ISU will provide up to four trainings per year on relevant topics.
HCHS	Emphasize physical health and wellness in PE classes. Has to achieve minimum fitness level.	This project shifts the PE focus to health and wellness including the implementation of individualized activity/fitness plans.
KINN.	All schools will promote an active lifestyle for students.	CPETS will introduce students to new activities to participate in now and throughout life and include individualized activity plans.
KINN.	PE will be taught so as to include a developmentally planned and sequential curriculum that fosters the development of movement, skills, enhances health related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.	The PE curriculum will be revised to meet this goal under the project. Kinnikinnick's curriculum will be designed to be sequential within the district and sequential with HCHS's curriculum.
KINN.	District curriculum will incorporate relevant state PE standards	PE curriculum revision will ensure the curriculum is aligned to standards through use of PECAT, support of and training from ISU, and implementation of SPARK which is standards-aligned.

**State:** We have reviewed the *Illinois Strategic Plan: Promoting Healthy Eating and Physical Activity to Prevent and Control Obesity* and identified the following strategies which fit within our project scope and will help us achieve our goals, objectives and outcomes. and outcomes.

State Strategies	Reflection in CPETS
Increase moderate-to-vigorous physical activity (MVPA) to > 50% of [PE] class time.	Feeder districts will implement SPARK (proven to increase and maximize MVPA) and all districts will implement heart rate and activity monitors to motivate and track students' activity time and intensity level.
Promote the utilization of community-based facilities, including schools, to provide opportunities for the public to be physically active.	Two YMCA/HCHS family fitness nights will be held each year offering opportunities for fitness education and engagement in physical activity.
Provide schools with a portable tool kit for training the child, family and school administrative staff including nurses, coaches and counselors on the priority areas of energy balance, portion sizes, increased fruit and vegetable consumption and sweetened beverages.	The Project Director will obtain this tool kit and distribute it to PE teachers, Food Service staff, nurses and administrators in all participating districts.
Include families in nutrition education messages.	Families will participate in YMCA/HCHS family fitness nights (which will include nutrition education) and dietitian speaking sessions.

A key aim of the Action for Healthy Kids IL State Team is for schools to join the Fuel Up to Play 60 initiative. Fuel Up to Play 60--in partnership with the USDA's Let's Move! initiative and the National Dairy Council--facilitates healthy eating and 60 minutes of daily physical activity

by providing lesson and event plans for schools on topics such as eating fruit and vegetables, drinking milk, eating breakfast, participating in 60 minutes of daily physical activity, and staying active in any location. HCHS will join the Fuel Up to Play 60 initiative, hold two events each year, and encourage Feeder districts to join as well. **Federal:** PECAT and HECAT will be administered at the start of the project and all participating districts have already administered Modules 1-4 of the CDC's School Health Index determine environment, policy, and curricula strengths and weaknesses. Results will be used in conjunction with all new equipment (selected based on needs assessment results) to make improvements to increase state PE standards achievement. Assessments will be re-issued at the end of the project to determine success. (**PEP Requirements 1, 5, 6**) The project also reflects all Let's Move design filters.

**PEP Requirement 7:** Aggregate data on GPRA measures and project-specific measures will be collected regularly, reported to the US Department of Education annually, made easily accessible to the community through the district websites and used for improvement purposes.

**ADEQUACY OF RESOURCES** As demonstrated under Significance, *CPETS* is directly and thoroughly responsive to all gaps identified through the needs assessment. As our management plan shows, staff time has been allocated to accomplish all activities. Incorporation of best practices and proven effective programs such as the use of assessment technologies, SPARK, and individualized fitness plans will empower us to maximize outcomes. Sustained training for teachers and a partnership with ISU offering professional development and implementation support, as well as other valuable community partnerships, will ensure enhanced capacity for success. For about \$204 per student, we will transform PE programs in **four school districts** into effective systems facilitating state PE standards and fitness achievement for all students in an enjoyable environment that motivates lifelong physical activity and healthy eating. Costs are almost exclusively one-time costs, so this effort will reach hundreds more students over the next

10-20 years (the usable lifespan of most activity equipment items) at virtually no additional cost beyond basic equipment maintenance, supported through our annual budgets. Assuming one new group of Kindergarteners per year with approximately 392 students in each group (our average), this project will reach 9,020 students in ten years, reducing the per-student cost to just \$115.

**QUALITY OF THE MANAGEMENT PLAN** (A) HCHS PE teacher Dan Phelps will serve as a .8 FTE Project Director (PD) and be replaced in the classroom by a 1.0 long-term substitute teacher during the grant period to fulfill that role. In the remaining .2 FTE, the long-term sub will provide clerical support and assist with data collection and data entry for the project.

Role	Responsibilities and Time Commitments
Project Director (Dan Phelps)	Dan will devote .8 FTE to serving as <b>Project Director (PD)</b> to oversee all aspects of grant implementation; adhere to the timeline and grant budget and track funds; select equipment and trainings for purchase; lead all teams and Council meetings; communicate with Food Service Staff, partners, and the federal grant monitor; oversee data collection and coordinate with the evaluator; review results; lead curricula and policy revisions; and produce federal reports. Dan is a IL state-certified PE teacher with a Bachelors in PE, Masters in Exercise Science, Strength and Conditioning and Certified Personal Trainer Certifications, among other qualifications. He has won several awards, including the ISU Professional Development Award, and has grants management experience.
Site Coordinators (S. Reese, Shirland; Brian Knipp, Kinnickinnick; Justin Bonne, Prairie Hill)	<b>Site Coordinators (SC)</b> will <u>each devote as .05 FTE</u> of their contracted day plus out of school time (paid via additional stipend) to ensuring proper implementation of grant activities; participating in meetings, trainings, assessments, and curriculum and policy writing and revision processes. They will oversee data collection and reporting for their districts. All coordinators are state-certified PE teachers with degrees and experience in the field.
HCHS Superintendent, Assistant Superintendent, & Principal; & Feeder district Superintendents	These administrators ( <b>A</b> ) will devote .05 FTE attending project meetings, serving as liaisons between districts and to classroom teachers, and ensuring systems, processes, and supports are in place so that the project can meet data collection and reporting requirements. Superintendents will be part of the Leadership Team.
HCS D PE and Athletic Directors	The <b>PE D</b> and <b>AD</b> will each devote .05 FTE to district and Leadership PEP Team and Wellness Council participation; assistance with PECAT, HECAT, and SHI assessments; and curricula and policies writing and revision processes.
HCHS Director of Technology	Director Technology ( <b>DT</b> ) (.05 FTE) will oversee installation and networking of and provide support for proper implementation of new technologies.
HCHS Food Service Dir.	The Food Service Director ( <b>FSD</b> ) (.05 FTE) will assist in review and revision of nutrition policies and campus food offerings, participate in SHI and HECAT assessments and Leadership Team meetings, and meet with Feeder district FSDs to share experiences.
HCHS Finance Director	The Finance Director ( <b>FD</b> ) will devote .10 FTE to providing fiscal oversight, tracking funds, and coordinating bidding.
HCHS Nurse	The nurse will devote .05 FTE to assisting with body composition data collection.
External evaluator	An external evaluator will determine the effectiveness of the <i>CPETS</i> Project. The evaluator will have experience evaluating PE programs. The evaluator will: generate an evaluation plan that includes an explanation of the assessment tools to be used, data to be collected, parties responsible, and key dates; design tools; perform PE assessments; and assist with data collection and reports.

As our project is complex, involving four separate school districts, a series of teams will be necessary to ensure effective communication and project implementation.

Team	Responsibilities
<b>PEP Leadership Team (PLT):</b> Project Director, HCHS Principal & Superintendent, HCHS PE Dept Chair, HCHS Athletic Director, a Site Coordinator and the superintendent from each Feeder district, HCHS Food Service Director, HCHS Director of Technology, and the HCHS Finance Director	<b>Meet bi-monthly;</b> review progress; reviewing PECAT, HECAT, and SHI assessments; devise a framework and curriculum map and guidelines for assessment policies; support the curricula revisions process; communicate with partners and cafeteria staff; and oversee data collection.
<b>PEP district teams (PDT):</b> Project Director and all PE staff, the superintendent, and Food Service Director at each district, and the HCHS Principal for the HCHS team	<b>Meet monthly;</b> implement programs and activities, administer assessments; collect data; revise the PE and NE curricula; write policies.
<b>Wellness Council (WC):</b> PEP Leadership Team, HCHS Health teacher, HCHS Spanish teacher (for cross-curricular guidance), and representatives from each partnering organization	<b>Meet 2-4 times per year;</b> provide a mechanism for accountability; review project progress and results data; provide stakeholder feedback; and make recommendations for improvement.

**The project will adhere to the following timeline.**

Date	Activity	Persons Responsible (first)/Involved
Quarter 1 <i>Each year unless otherwise noted</i>	1) Receive award and hold initial call with federal grant monitor (Y1) 2) Establish G5 account (Y1) 3) Advertise, select and hire long-term sub and Evaluator (Y1) 4) Conduct bidding for the year for Equipment, Supplies, and Contracts 5) Submit POs for Equipment, Supplies, and Contracts 6) Attend PEP New Grantees Meeting 7) Establish project evaluation plan and conduct/attend training on data collection, assessment tools, Fitness Assessment System (Y1) 8) Install technology equipment (Y1 and then as needed) 9) Complete HECAT Healthy Eating Module and PECAT assessments (Y1) 10) Schedule trainings for the year 11) Collect progress data on GPRA and project-specific measures (Y2 & Y3) 12) Provide SPARK training for grades K-8-- <i>continue annually</i> 13) Begin SPARK implementation in grades K-8 (Y1) -- <i>continue throughout</i> 14) PEP Leadership Team meets to review PECAT results and develop framework and curriculum map for the group 15) PEP Leadership Team creates guidelines for assessment policies	1) PD, FD 2) FD 3) PD, FD 4) PD, FD 5) PD, FD 6) PD, FD 7) Vendor, PE teachers, PD, Evaluator, DT 8) Vendor, DT 9) PDTs, PLT 10) PD 11) PE teachers led by SC, PD, Eval. 12) Site Coord., PE Teachers, PD 13) SC, PE Teachers, PD 14) PLT 15) PLT
Quarter 2 <i>Each year unless otherwise noted</i>	1) Review PECAT & HECAT results (Y1); begin curriculum work-- <i>continue</i> 2) Begin work on PE assessment policies (Y1; <i>to be drafted and ready for approval and implementation by the end of Y1</i> ) 3) Collect baseline data for GPRA and project-specific measures (Y1) 4) Attend IASPERD conference 5) Convene Wellness Council (AB) 6) Collect progress data for GPRA and project-specific measures (Y1) 7) Conduct/attend PE teacher trainings as scheduled	1) PDTs led by PD, AD, and PED 2) PDTs led by PD, AD, and PED 3) PE teachers led by SC, PD, Eval. 4) 5 selected staff 5) PD, WC Members 6) PE teachers led by SC, PD, Eval. 7) Vendor, PE teachers, partners' staff, PC
Quarter 3 <i>Each year unless otherwise noted</i>	1) Conduct/attend PE teacher trainings as scheduled 2) Collect progress data for GPRA and project-specific measures 3) Prepare and submit annual federal progress report (Y1 and Y2) 4) Convene Wellness Council	1) Vendor, PE teachers, partners' staff, PC 2) PE teachers led by SC, PD, Eval. 3) SC, PD, Evaluator 4) PD, WC Members
Quarter 4 <i>Each year unless otherwise noted</i>	1) Re-administer PECAT, HECAT, and SHI assessments 2) Complete drafting of PE assessment policies (Y1) 3) Convene Wellness Council 4) Compile data and begin generating final federal project report (Y3)	1) PDTs led by PD, AD, and PED 2) PDTs led by PD, AD, and PED 3) PD, WC Members 4) SC, PD, Eval.

**QUALITY OF THE PROJECT EVALUATION** The evaluation will be comprehensive, ongoing, utilize formative and summative assessment techniques, and seek to determine project's effectiveness based on the degree of achievement of the goal and objectives. Outcome measures are directly related to determining the degree to which the goal and objectives have been met.

Goal: To improve district wellness by increasing student achievement of IL Learning Standards for PE. Objectives are shown in Significance. **Baseline data will be collected by 12/20/2013.** Per program requirements, data on all three GPRA measures will be collected two times each project year in addition to a baseline collection period in Year 1. Progress data for project-specific measures will be collected annually in May/June unless otherwise indicated. *Data will be collected by PE teachers or the evaluator.*

Outcomes	Measurement Tools
<b>MEASURABLE OUTCOME 1:</b> 15% increase in the percentage of students served by the grant who consume fruit two or more times per day and vegetables three times per day by the end of the project period. (GPRA 3)	Food logs followed by <b>adapted Youth Risk Behavior Survey</b> questions on fruit/vegetable consumption or <b>SPAN</b> survey
<b>MEASURABLE OUTCOME 2:</b> 20% increase in the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment by the end of the project period. (GPRA 2) <b>MEASURABLE OUTCOME 3:</b> 20% increase in the percentage of students who achieve age-appropriate cardiovascular fitness by the end of the project period. <b>MEASURABLE OUTCOME 4:</b> 3% decrease in the percentage of students who are overweight or obese by the end of the project period.	2. <b>PYFP testing battery</b> 3. 20-meter shuttle run (PACER) and age-appropriate test or protocols for ages 9 and under 4. BMI data using CDC BMI-for-Age Growth Charts for analysis or BMI based on PYFP standards (to be determined by evaluator)
<b>MEASURABLE OUTCOME 5:</b> 20% increase in the percentage of students served by the grant who engage in 60 minutes of daily physical activity (GPRA 1)	5. <b>K-6: Pedometers; 3-Day Physical Activity Recall: grades 5, 6</b>
<b>MEASURABLE OUTCOME 6:</b> 25% of students by the end of Year 1 and 75% of students by the end of the project period will have individual fitness plans that include at least one fitness or activity goal and at least one healthy eating goal by the end of the project period.	6. PE teacher audit of fitness plans using evaluator-determined protocol
<b>MEASURABLE OUTCOME 7:</b> The PECAT scores for each district will increase by 25% by the end of the project period. <b>MEASURABLE OUTCOME 8:</b> The HECAT scores for each district will increase by 25% by the end of the project period. <b>MEASURABLE OUTCOME 9:</b> 100% of PE teachers will attend at least 2 physical activity/nutrition-related professional development events each year. <b>MEASURABLE OUTCOME 10:</b> 100% of PE teachers will implement concepts, strategies, or lessons learned in trainings in their classes by the end of the same yr.	7. pre/post PECAT 8. pre/post HECAT 9. Training tracking sheet, PE teacher surveys created by the evaluator 10. PE teacher surveys, evaluator and Project Director observations and walk-throughs

Data on process outcomes will also be collected to determine implementation quality and inform project direction. Qualitative data will be gathered through twice yearly staff and annual student surveys, interviews, monthly PD/evaluator observations of teachers and walk-throughs, out-of-school time attendance records, and formal and informal discussions. All surveys will be developed by the evaluator.

**Other Evaluation Components to be Considered**

- Were all planned project activities for the time period under consideration implemented or completed?
- Did the project remain within the budget and timeline?
- Were the PECAT and HECAT conducted and was the PE curricula appropriately revised? Is implementation underway?
- Did PE Teachers integrate new activity strategies, equipment, PE technology, and nutrition information?
- Has coordination and collaboration between PE providers and cafeteria staff increased?
- Did students attend out-of-school time activity opportunities?
- Did partners contribute to the value of the project?
- Did teachers increase the frequency incorporation of lifetime fitness, fitness-building, and Adventure activities?
- Is there evidence of progress toward elimination of identified Gaps and SHI assessment-identified weaknesses?

The PEP Team will meet monthly to discuss progress and challenges based on evaluation data and team observations. Data and resulting information will guide project plan adjustment. The Team will create action plans for mitigating challenges that arise as necessary. Action plans will include steps to be taken, persons responsible, and timeframes. Mid-year and year-end progress reports will be prepared by the Project Director and evaluator for the federal program office. Reports will be distributed to the Wellness Council and Superintendent for feedback twice yearly.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

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**LEA Partner Agreement for Competitive Preference Priority #2:**

**Agency Name: Hononegah Community High School**

**DUNS # 878460989**

**LEA Partner**

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**LEA Authorized Representative Name: Hononegah Community High School (CHS)**

**Roles and Responsibilities: As the lead applicant, we have consulted with and collaborated with a number of key partners in our district and greater community. This collaboration strengthens our unified mission of impacting the levels of physical activity and proper daily nutrition among students at Hononegah and surrounding schools. Hononegah CHS will manage all project activities, including staff oversight and new hires, bidding procedures and purchases, planning and implementation of project activities, and evaluation of project objectives and outcomes. Hononegah CHS will retain the administrative and fiscal control of the project, employing the Project Director who will oversee the project timeline, inform project partners, manage the implementation of equipment and supplies, and convene quarterly meetings of the PEP advisory board.**

**Contribution to the Project:**

- **Hiring of new staff and oversight of project staff and partner activities**
- **Providing facilities for project activities**
- **Leading the Advisory Board; communicating schedule and convening 2-4 meetings each year**
- **Communicating progress on project outcomes to PEP staff and partners**
- **Leading ongoing process improvement in communication with project staff, partners and evaluator**
- **Providing matching funds according to PEP budget and reporting matching and federal funds as required**

**This agreement is in support of Hononegah CHS's PEP project and was developed after timely and meaningful consultation between the required partners.**

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

**Dated:** 4/1/13

Hononegah Community High School

PEP 2013

**(Additional) LEA Partners**

LEA Authorized Representative Name: Shirland CCSD #134  
 Kinnikinnick CCSD #134  
 Prairie Hill District #133

(b)(6)

*John W. H. S.*

Roles and Responsibilities: Hononegah Community High School is the only high school in Rockton, Illinois and serves feeder students from Roscoe (Kinnikinnick), Rockton, South Beloit (Prairie Hill) and Shirland School Districts. All of these districts were approached to partner in the PEP project, three have been involved in the planning and design of our 2013 PEP project. Shirland CCSD includes one K-8 school; Kinnikinnick CCSD includes three elementary schools and a middle school; and Prairie Hill includes an elementary school and middle schools. All of these schools feed into the single Hononegah High School when they reach 9<sup>th</sup> grade. A representative from each school, as demonstrated by the signatures below, has committed to participation of students in PEP activities and to provide site management of the implementation of such activities and/or new equipment and materials.

**Contribution to the Project: Each feeder district will:**

- Oversee the implementation of activities to support increased student fitness and nutrition as well as proper use of purchased supplies and equipment
- Participate in required data collection by assessing student progress according to project objectives and providing this information to the lead agency for evaluation
- Contribute to matching funds as follows: Each feeder school has designated a Site Coordinator who will oversee implementation of new activities and equipment/supplies within the school. This individual will also attend meetings as stated in the bullet following. The Site Coordinator will contribute 5% of his/her time and 5% of their respective salary and fringe benefits have been included in our budget as an in-kind donation to the project.
- (A representative of each feeder school will) attend Advisory Board meetings 2-4 times per year. At these meetings, representatives will provide feedback regarding the challenges and successes of program activities at their respective sites and take part in ongoing process improvement.
- (A representative of each feeder school will) participate in quarterly, and as needed, Implementation Team meetings with the Project Director. They will also attend bi-monthly District Implementation Team meetings with their respective PE/Health teachers.
- Administer the School Health Index (SHI) tool in order to assess the school's strengths and weaknesses related to physical fitness and nutrition
- Utilize the PECAT and HECAT tools to assess physical education and health education curriculum and revise these as necessary to increase student achievement of state standards and to integrate new equipment, supplies, and teaching resources provided through the grant.
- Ensure PE teachers attend project-specific professional development opportunities to receive training on new physical activity equipment, supplies, curricula, and methods.
- Review and revise as necessary physical activity, nutrition, and local Wellness policies to ensure alignment with grant goals, objectives, and outcomes.
- Coordinate grant activities with similar local, state, and/or federal initiatives present within the district, including (if relevant): Coordinated School Health, Team Nutrition, Recovery Act Communities Putting Prevention to Work—Community Initiative, Action for

Hononegah Community High School

PEP 2013

Healthy Kids, USDA Farm-to-School, Alliance for a Healthier Generation, and HealthierUS School Challenge.

- Maintain all grant-purchased equipment and supplies loaned and/or otherwise given to the district during and after the grant period.

This agreement is in support of Hononegah CHS's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representatives:

Shirland CCSD #134: (b)(6) *John U. [Signature]* Date: 4-1-13

Kinnikinnick CCSD #134: \_\_\_\_\_ Date: \_\_\_\_\_

Prairie Hill District #133: \_\_\_\_\_ Date: \_\_\_\_\_

**(Additional) LEA Partners**

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LEA Authorized Representative Name: Shirland CCSD #134  
Kinnikinnick CCSD #134  
Prairie Hill District #133

Roles and Responsibilities: Hononegah Community High School is the only high school in Rockton, Illinois and serves feeder students from Roscoe (Kinnikinnick), Rockton, South Beloit (Prairie Hill) and Shirland School Districts. All of these districts were approached to partner in the PEP project, three have been involved in the planning and design of our 2013 PEP project. Shirland CCSD includes one K-8 school; Kinnikinnick CCSD includes three elementary schools and a middle school; and Prairie Hill includes an elementary school and middle schools. All of these schools feed into the single Hononegah High School when they reach 9<sup>th</sup> grade. A representative from each school, as demonstrated by the signatures below, has committed to participation of students in PEP activities and to provide site management of the implementation of such activities and/or new equipment and materials.

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Healthy Kids, USDA Farm-to-School, Alliance for a Healthier Generation, and HealthierUS School Challenge.

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This agreement is in support of Hononegah CHS's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representatives:

Shirland CCSD #134:

Date: \_\_\_\_\_

Kinnikinnick CCSD #134:

Date: \_\_\_\_\_

Prairie Hill District #133:

Date: 4/1/2013

(b)(6)

**(Additional) LEA Partners**

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LEA Authorized Representative Name: Shirland CCSD #134  
Kinnikinnick CCSD #134  
Prairie Hill District #133

Roles and Responsibilities: Hononegah Community High School is the only high school in Rockton, Illinois and serves feeder students from Roscoe (Kinnikinnick), Rockton, South Beloit (Prairie Hill) and Shirland School Districts. All of these districts were approached to partner in the PEP project, three have been involved in the planning and design of our 2013 PEP project. Shirland CCSD includes one K-8 school; Kinnikinnick CCSD includes three elementary schools and a middle school; and Prairie Hill includes an elementary school and middle schools. All of these schools feed into the single Hononegah High School when they reach 9<sup>th</sup> grade. A representative from each school, as demonstrated by the signatures below, has committed to participation of students in PEP activities and to provide site management of the implementation of such activities and/or new equipment and materials.

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Healthy Kids, USDA Farm-to-School, Alliance for a Healthier Generation, and HealthierUS School Challenge.

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Signature of LEA's Authorized Representatives:

Shirland CCSD #134: \_\_\_\_\_ Date: \_\_\_\_\_

(b)(6)

Kinnikinnick CCSD #134: \_\_\_\_\_ Date: 4-1-13

Prairie Hill District #133: \_\_\_\_\_ Date: \_\_\_\_\_

**LEA's Food Service or Child Nutrition Director**

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Food Service or Child Nutrition Director Name: Joy Smith, Food Service Director at Hononegah CHS

Roles and Responsibilities: Joy Smith, as Food Service Director, will participate in the assessment of existing district nutrition curricula/instruction through use of the Healthy Eating Module of the CDC's Health Curriculum Analysis Tool (HECAT). She will also participate in the selection and adoption of new, or revised nutrition education curricula and the delivery of nutrition education and publicity of healthy eating. Ms. Smith will also assist in assessment of district strengths and weaknesses utilizing the School Health Index (SHI) and the revision or adoption of new policies related to physical activity and nutrition.

Contribution to the Project: The Food Service Director will:

- Provide input and feedback on resolving weaknesses identified by the SHI and HECAT
- Participate as a Advisory Board representative, attending 2-4 meetings per year
- Align cafeteria and vending options with nutrition policies in the district
- Assist the district to promote healthy eating and drinking at school

This agreement is in support of Hononegah CHS's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative

(b)(6)

Dated: 3/22/13

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**Head of Local Government Partner**

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Head of Local Government Name (or designee): Mayor of Rockton, Illinois, Dale Adams

Roles and Responsibilities: The Mayor's Office has demonstrated support of our project objectives as indicated by the signature below. In addition, the office will assist the district in the creation of new policies related to physical activity and nutrition. They will also provide publicity of and promotion for the project's objectives and activities to the greater community.

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Contribution to the Project: The office of Dale Adams, Mayor of Rockton will:

- Participate as a Wellness Council representative, attending meetings 2-4 times per year
- Notify the district of community initiatives that present opportunities for collaboration or funding of the project's objectives
- Participate in the review of adoptions to or revisions of the district's policies related to physical activity and nutrition

This agreement is in support of Hononegah CHS's PEP project and was developed after timely and meaningful consultation between the required partners <sup>(b)(6)</sup>

Signature of Head of Local Government or Designee:



Dated: 3-22-13

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**CBO Partner**

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CBO Name: Roscoe YMCA

Roles and Responsibilities: The Roscoe YMCA serves the communities of Roscoe and Rockton, Illinois promoting youth development, healthy living, and social responsibility through a variety of programs and activities. The YMCA is supportive of the mission on Hononegah High School's PEP project and is pleased to partner with them to help students develop healthy habits related to diet and fitness.

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Contribution to the Project: The Roscoe YMCA will:

- Participate as a Wellness Council representative, attending quarterly meetings
- Assist in the planning and development of community fitness events, held twice per year, to promote to and inform parents concerning new fitness equipment and activities
- Provide cross-promotion of community fitness resources available to students at the district and the YMCA

Signature of CBO Authorized Representative:

(b)(6)

Dated:

9/1/13

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**Other Community Partners**

Community Partner Name: Dr. Mary Henninger (Department of Physical Education Teacher Education) and Dr. Dale Brown (Department of Exercise Science) of Illinois State University.

Roles and Responsibilities: Illinois State University is located in Normal, Illinois and is accredited by the Higher Learning Commission of the North Central Association. Illinois State is a Doctoral/Research Universities with a student enrollment of over 20,000 and is composed of six degree-granting colleges.

The Doctors above have participated with Hononegah in the planning and design of their PEP activities, contributing their expertise and knowledge in the subject of teacher education, health related fitness, and professional development for physical educators. The University is supportive of the objectives of Hononegah's PEP project and will provide assistance in the revision of curricula and policy, by providing pre-service teachers, exercise science majors, and graduate students to participate in these processes.

Contribution to the Project: Dr. Henninger and Dr. Brown will:

- Send pre-service teachers, exercise science majors and graduate students to Hononegah High School to participate in curriculum development and implementation of new assessment and grading policies as deemed appropriate
- Interpret data collected via assessment technology (i.e. fitness tracking software, heart rate data, cardiovascular data, and students' survey results) for use by Hononegah High School physical education curriculum development and for use in presentations and publications by Dr. Henninger and Dr. Brown.
- Provide 4 professional development session per year related to Exercise Science, PETE pedagogy, and curricular development and evaluation to Hononegah CHS.
- Assist to evaluate the newly designed curriculum at the High School using the PECAT instrument and provide the findings to the school

This commitment is in support of Hononegah CHS's PEP project and was developed after timely and meaningful consultation between the required partners. Contribution is estimated and will be provided from normal operating funds. These will not be separately budgeted or accounted for.

Dr. Alan Lacy (b)(6) Date: 4/9/13  
Director, School of Kinesiology and Recreation

Dr. Mary Henninger (b)(6) Date: 4/9/13

Dr. Dale Brown (b)(6) Date: 4/9/13

PROGRAM SPECIFIC ASSURANCE

**Agency Name: Hononegah Community High School**      **DUNS # 878460989**

**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 \*Action for Healthy Kids

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

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

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

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

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

(b)(6)

**Signature of Authorized Representative**

**Hononegah Community High School**  
**Applicant Organization**

**Superintendent**  
**Title**

3/20/13  
**Date Submitted**

# DANIEL PHELPS

(b)(6)

## OBJECTIVES

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To teach physical education with the purpose of helping students learn to develop and carry out healthy lifestyles. To continue coaching with the intention of furthering students' personal and physical development.

## EDUCATION

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**Illinois State University**, Normal, IL

**Degree:** Master's of Science, August 2012

**Major:** Exercise Physiology

**Research:** The relationship between fitness knowledge and cardiorespiratory endurance and body composition in high school students

**Milikin University**, Decatur, IL

**Endorsement:** Driver Education, August 2008

**Illinois State University**, Normal, IL

**Degree:** Bachelor of Science in Education, May 2006

**Certification:** K-12, Illinois Type 10

**Major:** Physical Education

**Minors:** Health Education; Athletic Coaching

### Academic Honors / Awards

National Association for Sport & Physical Education (NASPE) Physical Education Major of the Year for Illinois State University, 2006

Illinois State University Professional Development Award, 2006

Illinois State University Distinguished Senior Award nominee, 2006

Eta Sigma Gama, a national professional honorary for men and women in health education, 2005

National Society of Collegiate Scholars, 2002

## PROFESSIONAL TEACHING

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**Hononegah High School** – Rockton, IL – August 2013-Present

### Primary Responsibilities

- Primary course taught focuses on strength & conditioning and personal training
- Redesigned Strength & Conditioning curriculum to meet the needs of both general students and student-athletes, as well as meet the ISBE State Standards, ACSM Physical Activity Guidelines, and NASPE National Standards
- Currently developing Freshman PE cognitive curriculum based on *ACSM's Complete Guide to Fitness & Health (1<sup>st</sup> ed.)*
- Wrote differentiated lesson plans for students with special needs, and individualized workouts for students with rehabilitation guidelines
- Taught content on movement patterns, strength training program design, target heart rate training, nutrition, training modalities, etc.
- Cognitive assessments ranging from knowledge-based (quizzes) to evaluation (student program design)

- Physical assessments focusing on movement patterns, technique, and progression of exercise. Use of both Fitnessgram and Presidential fitness assessment protocols

#### **School/District Level Committees**

- Physical Education Content Team (curriculum design) – Team leader
- District Wellness Committee – Committee Chair
- District Technology Committee, Member of Learning Management System sub-committee

#### **Extracurricular**

- Serve as Strength & Conditioning coach (program design and implementation) for football, men's & women's basketball, baseball, women's soccer, men's & women's cross-country, wrestling, men's swimming & diving, and men's track and field

### **Normal West High School – Normal, IL – August 2007-July 2012**

#### **Primary Responsibilities**

- Primary courses included Personal Development and Intro to Personal Fitness (strength & conditioning and personal training).
- Experience in teaching Health Education, Wellness, Swimming, and Driver Education/Behind the Wheel
- Redesigned Personal Development curriculum to meet the needs of both general students and student-athletes, as well as meet the ISBE State Standards, ACSM Physical Activity Guidelines, and NASPE National Standards
- Co-wrote entire curriculum to Intro to Personal Fitness (new course)
- Wrote differentiated lesson plans for students with special needs, and individualized workouts for students with rehabilitation guidelines
- Taught content on movement patterns, strength training program design, target heart rate training, nutrition, training modalities, etc.
- Cognitive assessments ranging from knowledge-based (quizzes) to evaluation (student program design)
- Physical assessments focusing on movement patterns, technique, and progression of exercise. Use of both Fitnessgram and Presidential fitness assessment protocols
- Use of technology including: Polar E600 Heart Rate Monitors, Polar TriFIT evaluation system, Dartfish Connect video analysis software, Flip Video.

#### **School Level Committees**

- Professional Learning Community (PLC) Group Facilitator
- Normal West Continuous Improvement Team – bridge gap between school-based PLCs and district-level administration
- Freshman Mentoring Program (FMP) Faculty Advisor – advise freshman homeroom and oversee upperclassman chosen as freshman mentors

#### **District Level Committees**

- PE Curriculum Task Force – develop new health-related fitness curriculum (H.S. - district wide)
- Intro to Personal Fitness Task Force – created new prerequisite course for Personal Development
- UFEA Building Rep – Unit Five Education Association. Recent 14 hr. training on Charlotte Danielson Framework for Teaching
- District Wellness Committee – representative for secondary school Physical Education/Health Education, opportunities to speak to community regarding Unit 5 Physical Education and Wellness practices

#### **Extracurricular**

- Work with all athletes during the school day for strength & conditioning through Personal Development, focusing on pre-season, in-season, post-season, and off-season
- Program design for multi-sport athletes
- Director of Strength & Conditioning for boys basketball and volleyball (year-round)
- Assistant Varsity Boys Basketball Coach – 2007-present
- Head Sophomore Boys Basketball Coach – 2008-2009

### **Brooks Middle School – Bolingbrook, IL – August 2006-July 2007**

### **Responsibilities**

- Wrote and taught multiple fitness-based and sports-based units in Physical Education
- Taught grade-specific units in Health Education
- Designed differentiated lesson plans for students with special needs
- Valley View School District Health Curriculum Committee
- Brooks Middle School Social Planning Committee
- Head 8<sup>th</sup> Grade Boys Basketball Coach
- Voted "Rookie of the Year" by Brooks Middle School faculty and staff

### **Grants and Funding – 2007-Present**

#### ***Functional Strength Training for All Students*** (Hononegah High School)

- 2013 Ecolab Visions for learning, \$2,317.50 (pending)
- Funds to add 42 pieces of functional strength equipment (stability balls, BOSU balance trainers, VersaDiscs, *Pullup Revolution Pros*) to enhance and diversify strength training experience

#### ***Exercise Bands to Expand Strength Training Experience*** (Hononegah High School)

- 2013 H.O.P.E. Foundation Grant \$691.51 (pending)
- Funds to add 6 levels of exercise bands (36) into the PE curriculum to increase our modalities of exercise and accommodate students with physical impairments

#### ***Expanding Physical Activity Beyond the Gym Walls*** (Normal West High School; Grove Elementary School)

- 2012 Beyond the Books Education Foundation, \$3,985.05
- Funds to pilot a program at the elementary level using Polar Active Activity Monitors to collect, analyze, and interpret data on students' levels of moderate-vigorous activity while teaching its benefits

#### ***Exercise Bands to Expand Resistance Training Experience*** (Normal West High School)

- 2009 Beyond the Books Education Foundation, \$268.00
- Funds to add 6 levels of exercise bands (12) into the PE curriculum to increase our modalities of exercise and accommodate students with physical impairments

#### ***It's Our Job*** (Brooks Middle School)

- 2007 Valley View Education Enrichment Fund, \$11,217.85
- Funds to incorporate Polar Heart Rate Monitors, Polar TriFIT assessment software, pocket PCs, and fitness equipment into the middle school PE curriculum

## **OTHER CERTIFICATIONS**

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- NESTA Heart Rate Performance Specialist – Pending, exam date 5/11/13
- NSCA Certified Strength & Conditioning Specialist (CSCS) – 2010-present (201070959)
- NSCA Certified Personal Trainer (CPT) – 2010-present (7211460810)
- American Red Cross CPR/AED for the Professional Rescuer – 2009-present
- American Red Cross Standard First Aid – 2009-present
- American Sport Education Program (ASEP) Sport First Aid Certification, 2004-present
- Illinois High School Association (IHSA) Certification (Coaching), 2004-present
- American Sport Education Program (ASEP) Coaching Certification, 2004-present

## **PROFESSIONAL MEMBERSHIPS**

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- National Strength and Conditioning Association (NSCA), 2008-present
- American College of Sports Medicine (ACSM), 2007-present
- Eta Sigma Gama, a national professional honorary for men and women in health education, 2005-present
- National Association for Sport & Physical Education (NASPE), 2005-present

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), 2005-present
- Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD), 2004-present

## REFERENCES

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(b)(6)



## Brian Knipp

(b)(6)

**Career Objective:** To obtain a leadership position as an Assistant Principal in Rockton School District 140.

**Education:** National Louis University, Wheeling, IL  
Master Degree in Educational Leadership, December 2006  
Certification Type 75

Olivet Nazarene University  
Master Degree in Curriculum and Instruction July 2003

Illinois State University, Normal, IL  
Bachelor of Science Degree in Physical Education, December 1998  
Certification Type 10 and Type 9

**Professional Experience:**

**Physical Education Teacher, Kinnikinnick School District  
1999-present**

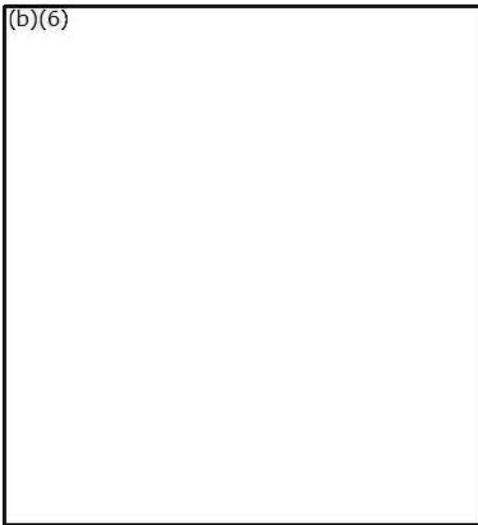
- Serve as Assistant Principal during absences
- Leadership Team Member (including school improvement plan development)
- Effectively teach in a team-teaching environment within middle school concept based building
- Safe School Committee Member (examine the safety of district properties and discipline/bullying issues)
- Technology Committee Member
- Successful in securing endowment money for the purchase of additional P.E. equipment
- Trained on PowerSchool (grading software) and confident in the use of technology
- Track Coach

**Athletic Director, Kinnikinnick School Dist. 131, 2005-present**

- Participate in the hiring and evaluating of coaches and officials
- Maintain a clear line of communication between administration, coaches, students, and community
- Coordinate facilities for district and community activities
- Provide supervision at athletic events

- Participate in a variety of Northern Conference athletic meetings
- Work cooperatively with the Roscoe Middle School Booster Club on numerous activities

## References



Additional references available upon request

Susan K. Reese

(b)(6)

#### EDUCATION

University of Wisconsin-La Crosse

La Crosse, Wisconsin

Degree: Bachelor of Science - May 1980

Majors: Health Education and Physical Education

National-Louis University Romeoville, Illinois

Degree: Masters in Education - May 1993

Interdisciplinary studies in curriculum and instruction

#### CERTIFICATIONS

Illinois State Type 10

Special K-12 Teaching

Physical Education

Health Education

Emergency First Aid/AED

#### WORK EXPERIENCE

Shirland Community Consolidated School District #134

Hire Date: December 1980 to the present

Job responsibilities:

Instruct Health Education - grades 6-8

Instruct Physical Education - grades K-8

General student supervision duties

Substitute teacher

Beloit Turner School District

Beloit, Wisconsin

Beloit School District

Beloit, Wisconsin

Evansville School District

Evansville, Wisconsin

Janesville School District

Janesville, Wisconsin

Orfordville School District

Orfordville, Wisconsin

Dates: September 1980 - December 1980

#### RELATED PROFESSIONAL EXPERIENCE

Coaching Experience

Shirland Community Consolidated School District #134

20 years coaching Basketball and Track (5-8 grades)

7 years coaching Co-ed Volleyball (5-8 grades)

F.J. Turner High School

1-year coaching Freshmen Basketball

3-years coaching Varsity Basketball

Beloit Catholic High School

1-year coaching Freshmen/Sophomore Basketball

1-year coaching Varsity Volleyball

1-year coaching Junior Varsity Softball

Honenegah High School

3-years coaching summer Basketball camps

University Wisconsin-La Crosse

3-years coaching summer Basketball camps

#### ACKNOWLEDGMENTS

Golden apple nominee: 2006, 2011, 2012

Dean's List

National-Louis University

University of Wisconsin- La Crosse

# Justin W. Bonne

(b)(6)

## EDUCATION

August 2008 – December 2010

**Rockford College**

B.S./Physical Education (Cumulative GPA: 3.801)

Illinois Teaching Certificate, expected June 2011

August 2002 - Present

**Rock Valley Community College**

A.A. (2007)

## SKILLS/STRENGTHS

-American Red Cross Certified CPR/First Aid instructor

-American Red Cross Certified Water Safety instructor

-Strong work ethic

-Patient

-Dedicated

-Self-motivated

-Able to multi-task

-Hands on personality

-Eager to learn new skills

-Team player

## TEACHING EXPERIENCE

February 2011 – Present

**Belvidere, Prairie Hill, and Rockford School Districts**

Substitute Teacher

• Taught kindergarten through twelfth grade

• Gained classroom management skills

• Developed rapport with students quickly to alleviate classroom management issues

August 2010 – December 2010 **Roscoe Middle School, Welsh Elementary School**

Student Teacher

Secondary Teaching Experience

• Created daily lesson plans in order to engage students and minimize downtime

• Prepared adaptive activities in order to accommodate all skill levels and developmental stages

Primary Teaching Experience

• Developed lessons that would allow students to practice rudimentary movements while entertaining the students' interests

• Motivated students with behavioral disorders to maintain proper classroom conduct

June 2010 – August 2010 **Keith Country Day School Rockford, IL**

Summer Camp Counselor

• Provided students with activities and games

• Promoted a positive learning environment

• Collaborated as a team to care and watch over Keith Country Day Summer Camp "Campers"

September 2009 - May 2010 **Keith Country Day School Rockford, IL**

After School Program Aid

• Supported students with one-on-one homework assistance

• Supervised students pre-school through fifth grade

• Coordinated with supervisor, other aids, and students to provide a positive and safe afterschool program

• Organized activities and participated in games

• Monitored students in the computer lab

## COACHING EXPERIENCE

November 2010 – February 2011 **Welsh Elementary School Rockford, IL**

Head Coach: Boys Basketball Team - Rockford Elementary Basketball Association (REBA)

• Held bi-weekly practices on weeks without games

• Coached two games per week during REBA season

• Helped team achieve an undefeated season and earned first place in REBA Conference

## ADDITIONAL EXPERIENCE

March 2011 – Present **YMCA Rockford, IL**

Fitness Instructor/Youth Programs Aid

• Aid basketball coaches as well as coach and assist teams ages 4 to 13

• Set-up and take down equipment for basketball games

• Clean and organize Cardio-Training Center and Strength Training Center

• Instruct teens and adults through equipment orientation

March 2009 – July 2009 **Rockford Park District Rockford, IL**

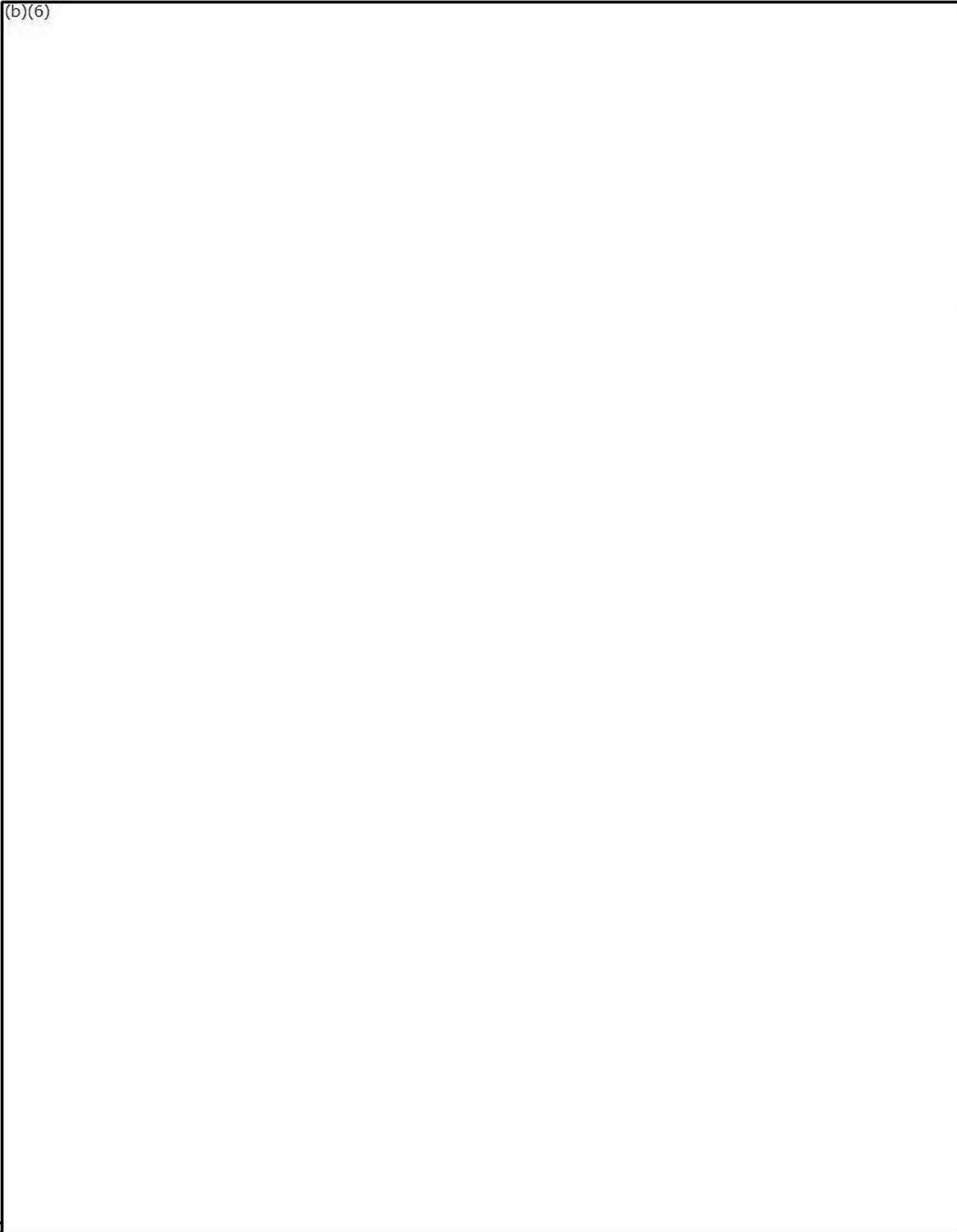
Event Staff

• Assisted game-day attendants at Sportscore and directed traffic and parking on event days

**Here is your unofficial transcript, sorted by academic year and term.**

**Unofficial Transcript**

(b)(6)



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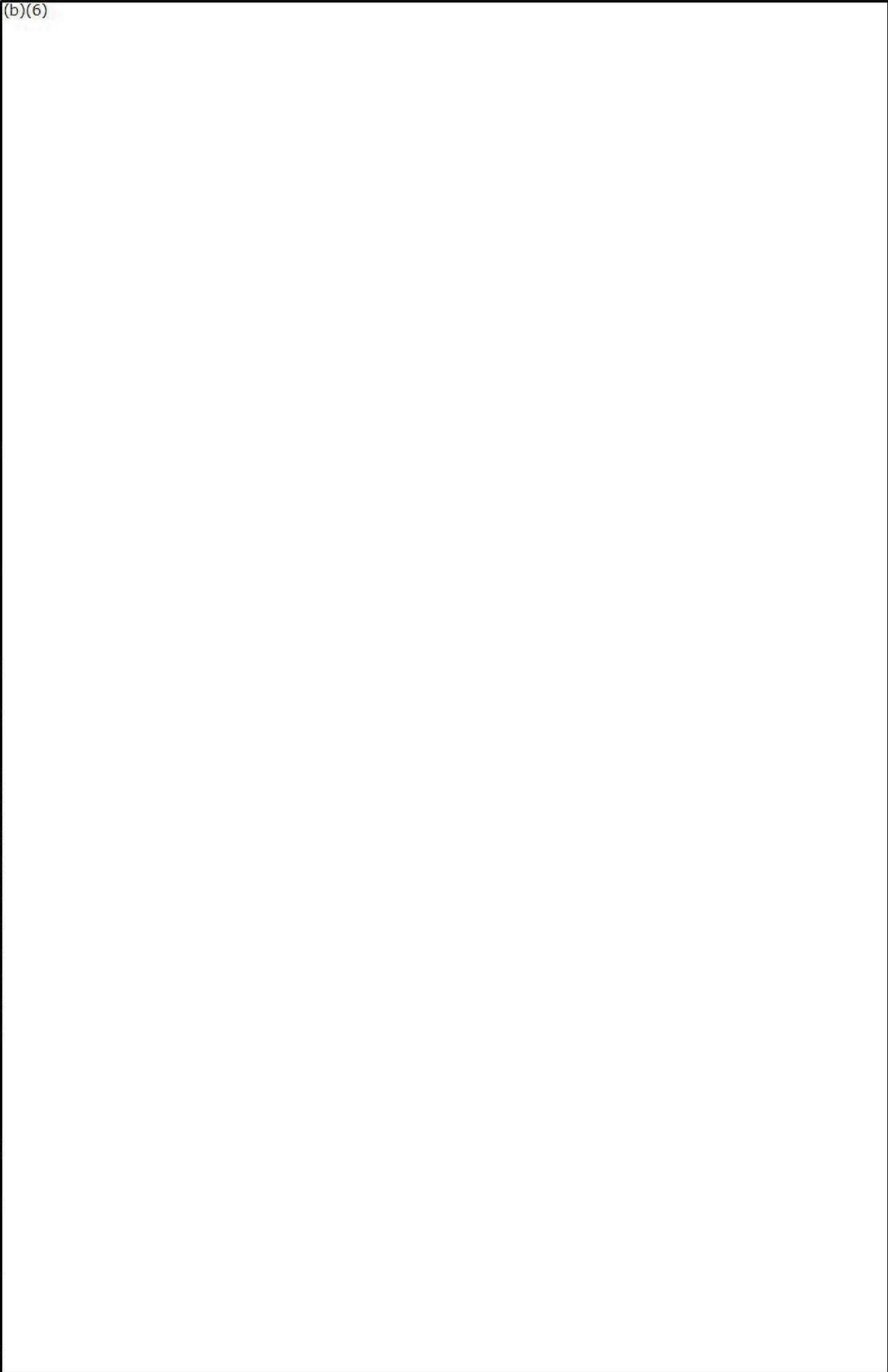
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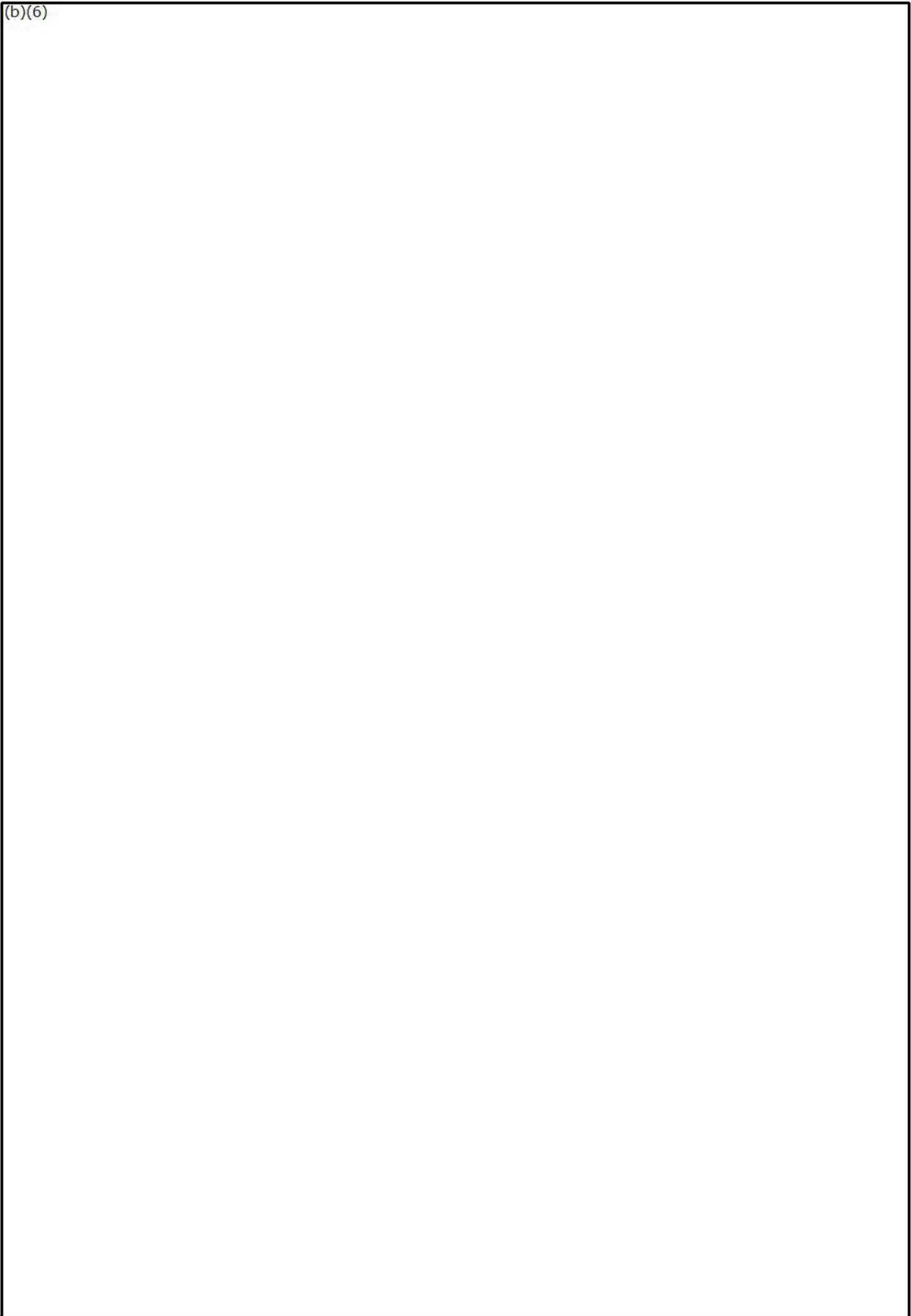
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End of Transcript

# **Justin W. Bonne**

(b)(6)

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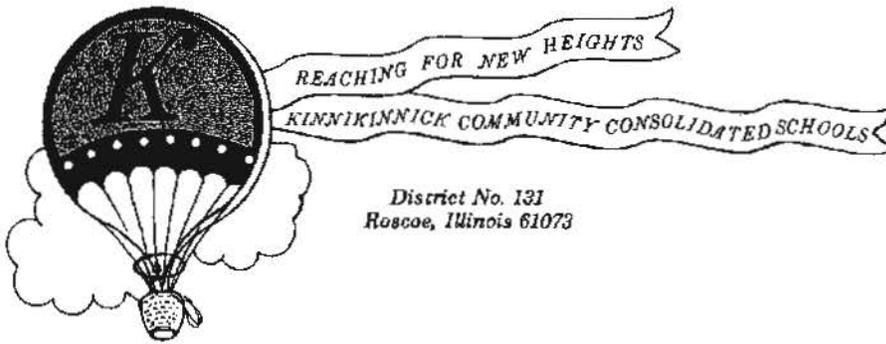
# Transcript

0305596 Justin Bonne

Course/Section and Title	Grade	Credits	CEUs	Repeat	Term
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(b)(6)

(b)(6)



To Whom It May Concern:

Justin Bonne was assigned to teach co-ed physical education classes for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students at Roscoe Middle School.

During the student teaching assignment, Justin consistently demonstrated his emotional maturity, dependability, and hard working nature that make him a quality candidate for a teaching position. Justin was always punctual for classes, meetings, and appointments. Justin's emotional maturity allowed him to accept constructive criticism, which allowed him to grow as an educator. There were many long days of working on unit and lesson plans, going to meetings, monitoring student progress, and grading. Justin faced these challenges head on, and he met his obligations as a student teacher.

Justin provided an educational atmosphere that stimulates students, demonstrates vigor, interest, and excitement toward physical education and the teaching profession. He sought help from colleagues and welcomed suggestions for improving class procedures.

Justin provided an abundant and variety of opportunities for individual and group expression in class discussions and during activities. It was evident that he did prior planning and preparation because his lessons were always grade and skill appropriate. He was skillful in executing plans relating to his objectives. He exhibits understanding and acceptance of individual differences among students and provided for those differences both verbally and activity based.

Justin is a very effective teacher when it comes to classroom management. He used a variety of techniques to enforce positive behavior in the classroom. When he disciplined a student, he would take the time to explain "why" the action was being taken. He showed fairness, impartiality, and patience in working with the students of all abilities.

Justin will be an outstanding teacher and an excellent addition to any staff.

Sincerely,

(b)(6)

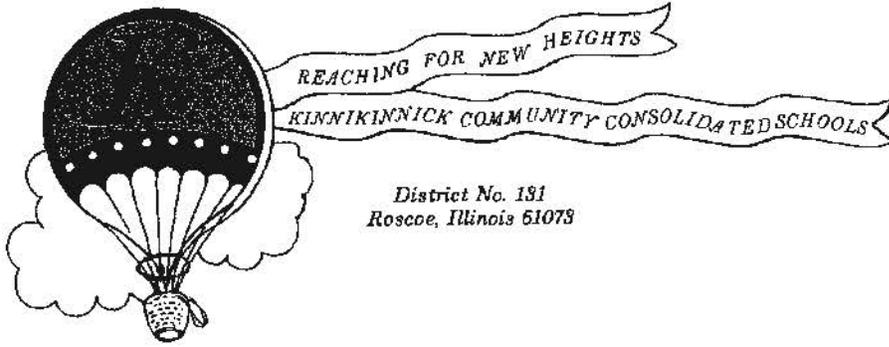
Brian Knipp

Ledgewood School  
11685 South Gate Road  
Phone (815) 623-2118

Stone Creek School  
11633 South Gate Road  
Phone (815) 623-2885

Kinnikinnick School  
5410 Pine Lane  
Phone (815) 623-2166

Roscoe Middle School  
6121 Elevator Road  
Phone (815) 623-1884



District No. 131  
Roscoe, Illinois 61073

October 15, 2010

To Whom it May Concern:

(b)(6)

Terri L. Hausvick  
Physical Education Instructor  
Roscoe Middle school

*Ledgewood School*  
11685 South Gate Road  
Phone (815) 623-3118

*Stone Creek School*  
11633 South Gate Road  
Phone (815) 623-2865

*Kinnikinnick School*  
5410 Pine Lane  
Phone (815) 623-2166

*Roscoe Middle School*  
6121 Elevator Road  
Phone (815) 623-1884



10/15/10

**Letter of Recommendation for Justin Bonne:**

(b)(6)

**Robert McVinnie, Counselor**

**Roscoe Middle School**

*Ledgewood School  
11685 South Gate Road  
Phone (815) 623-2118*

*Stone Creek School  
11633 South Gate Road  
Phone (815) 623-2865*

*Kinnikinnick School  
5410 Pine Lane  
Phone (815) 623-2166*

*Roscoe Middle School  
6121 Elevator Road  
Phone (815) 623-1884*

9:30

# Justin W. Bonne

(b)(6)

April 28, 2011

Wes Heiar  
Prairie Hill School District  
6605 Prairie Hill Rd.  
South Beloit, IL 61080-9556

Dear Mr. Heiar:

Having recently finished my student teaching experience and obtaining my B.S. in physical education from Rockford College, I am enthusiastically looking to begin a career in teaching physical education. I am interested in the physical education position at Willowbrook Middle School that I heard about through a colleague. For the past three years I have been dedicated to obtaining a teaching certificate, and I am currently substituting in several districts including your own while completing the last course necessary to achieve my certification. While substituting at Willowbrook Middle School, I found the staff to be welcoming and have enjoyed my time teaching in various classrooms, especially when I had substituted for Mr. Thorpe in the gymnasium.

Additionally, as a part of the Prairie Hill District, I would bring:

- The ability to effectively manage the physical education classroom while maintaining a positive environment and meeting performance standards.
- A caring and lively personality needed in order to develop a strong rapport with students and staff.
- Dedication, an open-mind, and knowledge in the arena of physical education.

Mr. Heiar, in the time that I have been able to integrate myself into a variety of schools, I have found that no matter what the setting and/or situation, I can maintain a positive attitude and motivate students to achieve. I am confident that I can be a valuable asset to both Willowbrook Middle School and the Prairie Hill District. Furthermore, as a physical education teacher, I am also willing to coach should an opportunity arise.

I would welcome the pleasure of having an interview with you and look forward to hearing from you in the near future. Thank you for your time and consideration.

Sincerely,

(b)(6)

Justin Bonne

# Emilie G.M. Fielder, MS, RD, LD

(b)(6)

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## EMPLOYMENT HISTORY

Rockford Health Physicians, Rockford, IL

November 2012-Present

### Registered Dietitian

- Provide medical nutrition therapy for patients with a variety of different chronic diseases including: diabetes, hypertension, hypercholesterolemia, and weight management
- Communicate with providers on the nutrition diagnoses and appropriate treatments discussed, including insulin dose change, insulin pump starts, and continuous glucose monitoring
- Develop group classes for diabetes education, heart patients, and weight management
- Give nutrition lectures throughout the community on behalf of Rockford Health's Corporate Wellness
- Provide ongoing nutrition communication to marketing for Rockford's Healthy Man magazine and the ongoing wellness newsletter
- Give cooking demonstrations on behalf of the Wellness Committee and a part of nutrition groups

### Sports Nutrition Speaking and Consulting Experience

- Affiliate Sports Dietitian: The Fit sports club
  - Continuing nutrition presentations
  - One-on-one nutrition consulting with clients
  - December 2012-present
- Sports Nutrition Series: Eating for Recovery, Eating on the Road, & Performance Nutrition
  - EduSports, Dakota, IL
  - February 2011
- Sports Nutrition for Rockford Marathon Training Group: Fueling for Performance
  - Peak Sports Club Rockford, IL
  - March 2010
- Individual sports nutrition counseling for athletes: swimmers, triathletes, runners, and high school athletes

Crusader Clinic, Rockford, IL

June 2011-November 2012

### Registered Dietitian

- Provide medical nutrition therapy for patients with a variety of different chronic diseases including: diabetes, hypertension, hypercholesterolemia, eating disorders, weight management, failure-to-thrive
- Communicate with physicians & nurses on the nutrition diagnoses and appropriate treatments discussed
- Develop the exercise room specifically for Crusader employees: select exercise equipment, design layout, and work with CEO of Crusader on final design.
- Develop group classes for nutrition through pregnancy, diabetes, and weight management
- Develop and direct a 5k fun run/1mi walk for the community
- Collaborate with 3 local community organizations to develop DM diet guidelines for their patrons

Head Start, Rockford, IL

September 2010-June 2011

### Dietitian Consultant

- Provide and implement nutritional services in the office setting, homes and six Head Start Centers
- Oversee all nutrition education and counseling within Head Start & Early Head Start for 692 children
- Monitor food allergies and intolerances, adjust diets and menu as needed
- Communicate with physicians, nurses, and speech pathologists on children's medical condition, eating patterns, and any major food allergies

Camp Shane Weight Loss Camp, Mayer, AZ

June 2010 – August 2010

**Registered Dietitian**

- Conducted weekly physical assessments on children ages 7-17, set appropriate weight goals for individuals
- Oversaw the dining hall menu, monitored food allergies and intolerances, and conducted nutrition counseling sessions
- Taught nutrition and cooking classes, communicated with parents on healthy eating in the home

Arizona State University, Mesa, AZ

August 2007 - June 2008

**Teaching Assistant**

- Provided supplemental instruction for two courses: Medical Nutrition Therapy, Intro to Planning Therapeutic Die

Southern Illinois University, Carbondale, IL

August 2006-May 2007

**Undergraduate Assistant**

- Organized the 6<sup>th</sup> annual SIU Health & Nutrition Fair, created nutrition bulletin boards and newsletters for the campus
- Organized and presented the SIU campus etiquette dinner each semester

**RESEARCH EXPERIENCE**

Thesis: *Media Frames of Food Sustainability: A Content Analysis*

October 2007 – December 2009

- Collected and analyzed newspaper articles relating to food sustainability topics over a 5 year time period

**INTERNSHIP EXPERIENCE**

Arizona State University, Phoenix, Arizona-**Dietetic Internship**

August 2008 - June 2009

Clinical Rotations

- Conducted nutrition counseling with adults and children on a multitude of diets, including eating disorder patients
- Performed staff relief for intensive care unit, and oncology dietitians

Management Rotations

- Assisted in managing different elementary and high school dining halls
- Coordinated and exhibited a nutrition booth for an elementary school with free samples and nutrition cards

Community Rotations

- Developed educational hand-outs for the Arizona Department of Health Services
- Conducted a variety of nutrition-related needs assessments and interviews for the Greater Valley Health Service

**EDUCATION**

Registered Dietitian, Licensed Dietitian

May 2010

Arizona State University, Phoenix, AZ

December 2009

Master of Science in **Human Nutrition**

Southern Illinois University Carbondale, Carbondale, IL

May 2007

Bachelor of Science in **Food and Nutrition, Specialization in Dietetics**

**SKILLS/QUALIFICATIONS/AWARDS**

- Overall Female Winner: Freeport Triathlon July 2011
- Commission on Dietetic Registration, Registered Dietitian May 2010 - Present
- Illinois Department of Public Health: Food Service Sanitation Certificate February 2006-Present
- Private Pilot License: Single Engine Land October 2003-Present
- Toyota Cup U.S. Open Age-Group Championships Qualifier (USAT Triathlon) August 2010, 2011, 2012
- Southern Illinois Dietetic Association Undergraduate Student Scholarship Award November 2006
- Golden Key International Honors Society Scholar January 2005

### PROFESSIONAL/EXTRACURRICULAR ACTIVITIES

- *Member*, American Dietetic Association August 2007 - Present
- *Member*, Sports, Cardiovascular, and Wellness Nutrition practice group August 2010 – Present
- *President*, Rock River Valley Dietetics Association April 2010-Present
- *Member*, Masters Swim Team, Peak Sports Club October 2009-Present
- *Member*, Run Crew, Peak Sports Club October 2009-Present

References available on request

## **MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into on the date indicated below between Hononegah CHS, hereafter referred to as HCHS, and the Winnebago County Health Department, hereafter referred to as WCHD, for the purpose of implementing the Coordinated School Health Model (CSH) with assistance from WCHD.

### **STATEMENT OF PURPOSE**

HCHS, in partnership with WCHD, would expand their opportunity to partner with the community to continue to work collaboratively to enhance their ability to address risk factors contributing to or impacting school students, but not limited to, obesity prevention through nutrition and physical activity, violence prevention, disaster preparedness and response, and environmental safety.

### **RESPONSIBILITY OF THE HONONEGAH CHS**

HCHS will implement guidelines developed by the Center for Disease Control in the School Health Index and follow the Coordinated School Health model. HCHS will use the School Health Index to develop appropriate interventions to improve student health. HCHS will use the framework from CSH model to develop health and safety policies for students and staff. HCHS will collect and share appropriate data relevant to design necessary interventions.

### **RESPONSIBILITY OF WINNEBAGO COUNTY HEALTH DEPARTMENT**

WCHD will assist HCHS and feeder schools, in completing the SHI and implementation of CSH. WCHD will assess information and data to assist in intervention and policy development. WCHD will provide feedback on existing or proposed physical activity and nutrition policy. Participate as an Advisory Board representative and promote opportunities to the community.

### **MUTUAL RESPONSIBILITY**

HCHS and WCHD mutually agree to share data and information relevant to student health and safety, to provide the proper student interventions and for necessary reporting.

### **CONFIDENTIALITY**

Both parties acknowledge that confidentiality requirements exist that each must follow regarding informed parental consent and the sharing and release of personally identifiable information regarding children and families. Each party to this MOU will protect the rights of children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this MOU to ensure that parents have rights of access and privacy with respect to such reports and records and that applicable state and federal laws for the exercise of these rights be strictly followed. The Family Educational Rights and Privacy Act (FERPA) will be followed.

### **RESOLUTION OF DISPUTES**

Disputes between HCHS and WCHD arising as a result of this MOU will be resolved by staff from each agency at the level where the dispute occurs through telephone contact or a joint conference. If resolution of the dispute is not achieved at the initial level, then it shall be referred to the appropriate supervisory

level and then the appropriate administrator within each organization for assistance in resolving the dispute.

**FINANCING**

HCHS shall have no financial responsibility for services provided to its clients by WCHD. WCHD shall have no financial responsibility for service provided to its clients by HCHS.

**LIABILITY**

HCHS assumes no liability for the actions of WCHD under this MOU and WCHD assumes no liability for the actions of HCHS under this MOU. WCHD agrees to indemnify and hold HCHS harmless against any and all liability, loss, damage, cost or expense which LVL may sustain, incur or be required to pay arising from or in connection with WCHD's performance under this MOU. HCHS agrees to indemnify and hold WCHD harmless against any and all liability, loss, damage, cost or expense which WCHD may sustain, incur or be required to pay arising under this MOU.

**SCHEDULED REVIEW**

HCHS and WCHD will meet at least quarterly to review programs and conduct mutual problem solving.

**DURATION**

This MOU will be in effect from 4/1/13 to 9/19/13 and will be automatically renewed unless review and renegotiation are requested by either party at least 60 days prior to October 1 of any given year.

The signatures of the partner agencies set forth below indicate agreement to the terms of this Memorandum of Understanding.

SIGNED: (b)(6) 4/12/13  
Hononegah CHS Date  
Community High School District 207  
307 Salem St.  
Rockton, IL 61072

SIGNED: (b)(6) 4-10-13  
Public Health Director Date  
Winnebago County Health Department  
401 Division St., P.O. Box 4009  
Rockford, IL 61110-0509

<b>Opportunity Title:</b>	Office of Elementary and Secondary Education (OESR); Ca
<b>Offering Agency:</b>	U.S. Department of Education
<b>CFDA Number:</b>	84.215
<b>CFDA Description:</b>	Fund for the Improvement of Education
<b>Opportunity Number:</b>	ED-GRANTS-022613-001
<b>Competition ID:</b>	84-215F2013-1
<b>Opportunity Open Date:</b>	02/26/2013
<b>Opportunity Close Date:</b>	04/12/2013
<b>Agency Contact:</b>	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academis, or other type of organization.

\* Application Filing Name:

**Mandatory Documents**

- U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
- Other Attachments Form
- ED GEPA427 Form
- ED SF424 Supplement
- ED Abstract Form
- Project Narrative Attachment Form
- Budget Narrative Attachment Form

Move Form to Complete

Move Form to Delete

**Mandatory Documents for Submission**

- Application for Federal Assistance (SF-424)
- Assurances for Non-Construction Programs (SF-42)
- Grants.gov Lobbying Form
- Disclosure of Lobbying Activities (SF-LLL)

**Optional Documents**

Move Form to Submission List

Move Form to Delete

**Optional Documents for Submission**

## Instructions

- 1** Enter a name for the application in the Application Filing Name field.

  - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
  - You can save your application at any time by clicking the "Save" button at the top of your screen.
  - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

  - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
  - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
  - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
  - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

  - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
  - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
  - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
  - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

**Application for Federal Assistance SF-424**

**\* 1. Type of Submission:**

- Preapplication
- Application
- Changed/Corrected Application

**\* 2. Type of Application:**

- New
- Continuation
- Revision

**\* If Revision, select appropriate letter(s):**

**\* Other (Specify):**

**\* 3. Date Received:**

Completed by Grants.gov upon submission.

**4. Applicant Identifier:**

**5a. Federal Entity Identifier:**

**5b. Federal Award Identifier:**

**State Use Only:**

**6. Date Received by State:**

**7. State Application Identifier:**

**B. APPLICANT INFORMATION:**

**\* a. Legal Name:** Hononegah Community High School District 207

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

366005757

**\* c. Organizational DUNS:**

8784609890000

**d. Address:**

**\* Street1:**

307 Salem St.

**Street2:**

**\* City:**

Rockton

**County/Parish:**

Winnebago

**\* State:**

IL: Illinois

**Province:**

**\* Country:**

USA: UNITED STATES

**\* Zip / Postal Code:**

610720000

**e. Organizational Unit:**

**Department Name:**

**Division Name:**

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

**Prefix:**

**\* First Name:**

Daniel

**Middle Name:**

**\* Last Name:**

Phelps

**Suffix:**

**Title:**

Phys. Ed Teacher

**Organizational Affiliation:**

**\* Telephone Number:**

8156242070

**Fax Number:**

**\* Email:**

dphe lp@hononegah.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:**

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"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

**\* 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>(b)(6)</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Hononegah Community High School District 207</p>	<p>* DATE SUBMITTED</p> <p>4/2/13</p>

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

**CERTIFICATION REGARDING LOBBYING**

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

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

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

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

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

**Statement for Loan Guarantees and Loan Insurance**

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

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

<b>* APPLICANT'S ORGANIZATION</b>	
Monongah Community High School District 007	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: [ ]	* First Name: [ Lynn ] Middle Name: [ ]
* Last Name: [ Gibson ]	Suffix: [ ]
* Title: [ Superintendent ]	
* SIGNATURE [ (b)(6) ]	* DATE: [ 4/2/13 ]



## Hononegah High School *School Health Index: Overall Scorecards*

	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1: School Health Policies and Environment</b>				<b>78%</b>	
<b>Module 2: Health Education</b>					<b>86%</b>
<b>Module 3: Physical Education and Other Physical Activity Programs</b>				<b>70%</b>	
<b>Module 4: Nutrition Services</b>					<b>100%</b>

**Shirland C.C.S.D.**  
**School Health Index: Overall Scorecards**

**Shirland School (grades K-8)**

	<b>0-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>
<b>Module 1: School Health Policies and Environment</b>					<b>87%</b>
<b>Module 2: Health Education</b>					<b>87%</b>
<b>Module 3: Physical Education and Other Physical Activity Programs</b>					<b>82%</b>
<b>Module 4: Nutrition Services</b>			<b>57%</b>		

**Kinnikinnick C.C.S.D.**  
**School Health Index: Overall Scorecards**

**Roscoe Middle School (grades 6-8)**

	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1: School Health Policies and Environment				79%	
Module 2: Health Education				74%	
Module 3: Physical Education and Other Physical Activity Programs					86%
Module 4: Nutrition Services				69%	

**Kinnikinnick School (grades 4-5)**

	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1: School Health Policies and Environment				79%	
Module 2: Health Education				74%	
Module 3: Physical Education and Other Physical Activity Programs					86%
Module 4: Nutrition Services				69%	

**Stone Creek School (grades 2-3)**

	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1: School Health Policies and Environment				79%	
Module 2: Health Education				74%	
Module 3: Physical Education and Other Physical Activity Programs					86%
Module 4: Nutrition Services				69%	

**Ledgewood School (pre-1<sup>st</sup> grade)**

	0-20%	21-40%	41-60%	61-80%	81-100%
Module 1: School Health Policies and Environment				79%	
Module 2: Health Education				74%	
Module 3: Physical Education and Other Physical Activity Programs					86%
Module 4: Nutrition Services				69%	

**Prairie Hill School District**  
**School Health Index: Overall Scorecards**

**Willowbrook Middle School (grades 5-8)**

	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1: School Health Policies and Environment</b>					<b>89%</b>
<b>Module 2: Health Education</b>					<b>89%</b>
<b>Module 3: Physical Education and Other Physical Activity Programs</b>				<b>80%</b>	
<b>Module 4: Nutrition Services</b>					<b>85%</b>

**Prairie Hill School (grades K-4)**

	0-20%	21-40%	41-60%	61-80%	81-100%
<b>Module 1: School Health Policies and Environment</b>					<b>89%</b>
<b>Module 2: Health Education</b>					<b>89%</b>
<b>Module 3: Physical Education and Other Physical Activity Programs</b>				<b>80%</b>	
<b>Module 4: Nutrition Services</b>					<b>85%</b>

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Personnel	FEDERAL REQUEST									LOCAL MATCH								
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost
A full time long-term substitute will be hired to manage the classroom for Dan Phelps who will serve as the Project Director and will devote .8 FTE of his time to project oversight. Tasks of the Project Director include overseeing project implementation at HHS and feeder districts, scheduling trainings and meetings, leading meetings, communicating with project partners, assisting in curriculum revision process, communicating with parents and publicizing project activities, and coordinating evaluation activities and data collection. The remaining .2 FTE of Dan's time will be spent in the classroom. The long-term substitute will cover the classroom (.8 FTE) and will perform clerical and administrative tasks for the grant (i.e. data collection, survey administration, PEP team correspondence) for the remaining .2 FTE.			39,257			39,257			39,257									
Sean Milner, Finance Director will contribute time to report spending of federal and matching funds; and assist with purchasing supplies, equipment as well as assist with meeting contractual obligations.										10%	70000	7000	10%	71400	7140	10%	72828	7283
Kelly Schmitz, School Nurse will assist with BMI collection, blood pressure screening, weight, and heart rate data collection throughout the year.										5%	48512	2426	5%	49482	2474	5%	50472	2524
Joy Smith, Food Service Director will help coordinating PEP activities with the Local Wellness Policy and cafeteria/vending; review new PE nutrition curriculum; and attend meetings.										5%	42099	2105	5%	42941	2147	5%	43800	2190
Rob Conerton, Director of Technology will provide support in implementing new technology used for instruction and assessment including, but not limited to: installing printers, routing wireless internet to fitness facility and gymnasiums, troubleshooting when necessary.										5%	60000	3000	5%	61200	3060	5%	62424	3121
Ron Shelton, PE Dept Chair will assist with implementation of new equipment and activities into the PE curriculum and will attend team and advisory board meetings.										5%	74520	3726	5%	76010	3801	5%	77531	3877



Long-Term Substitute <i>estimated fringe benefits including health insurance</i>			18,000			18000			18,000										
Sean Milner									20%	7000	1400	20%	7140	1428	20%	7283	1457		
Kelly Schmitz									20%	2426	485	20%	2474	495	20%	2524	505		
Joy Smith									20%	2105	421	20%	2147	429	20%	2190	438		
Rob Conerton									20%	3000	600	20%	3060	612	20%	3121	624		
Ron Shelton									20%	3726	745	20%	3801	760	20%	3877	775		
Lynn Gibson									20%	7000	1400	20%	7140	1428	20%	7283	1457		
Todd Hencsik									20%	5000	1000	20%	5100	1020	20%	5202	1040		
Kim Suedbeck									20%	5750	1150	20%	5865	1173	20%	5982	1196		
Kathy Eckmann									20%	4000	800	20%	4080	816	20%	4162	832		
Jay Lauscher																			
Susan Reese									20%	2925	585	20%	2925	585	20%	2925	585		
Brian Knipp									20%	3621	724	20%	3621	724	20%	3621	724		
Justin Bonne									20%	5525	1105	20%	5525	1105	20%	5525	1105		
John Ulferts									20%	1988	398	20%	1988	398	20%	1988	398		
Keli Freedlund									20%	2400	480	20%	2400	480	20%	2400	480		
Ted Rohl									20%	5548	1110	0.2	5548	1110	0.2	5548	1110		
<b>Fringe Benefits Total</b>			<b>18,000</b>			<b>18000</b>						<b>12403</b>			<b>12563</b>			<b>12726</b>	
<b>Travel</b>	<b>Year 1 Request</b>	<b>Year 2 Request</b>	<b>Year 3 Request</b>	<b>Year 1 Match</b>	<b>Year 2 Match</b>	<b>Year 3 Match</b>													
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	
<i>(Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)</i>																			
IAPHERD Conference: 5 teachers from HHS will travel to St. Charles, Illinois in November for the 2-day conference. \$138 for Mileage (122 miles round trip x .565 IRS Mileage Rate x 2 cars) + \$1250 Hotel (\$125/night x 5 teachers x 2 nights) + \$1,125 Per Diem (\$75 per day x 3 days x 5 teachers).			2,513			2513			2,513										
ISU Polar Tech Camp: 5 PE teachers from HHS will attend this 3-day workshop to learn about the usage of and capabilities of heart rate monitors and fitness assessment systems. The tech camp takes place at Illinois State University and instructs teachers about how fitness technologies can help you objectively assess, monitor and document student progress, while enabling you to easily illustrate your program's results to prevent budget cuts, prepare for parent-teacher night and fulfill the reporting provisions. \$325 for Mileage (288 miles round trip x .565 IRS Mileage Rate x 2 cars) + \$1,875 Hotel (\$125/night x 5 teachers x 3 nights), +\$1,500 Per Diem (\$75 per day x 4 days x 5 teachers)			3,700			3700			3,700										
<b>Travel Total</b>			<b>6,213</b>			<b>6213</b>			<b>6,213</b>			<b>0</b>			<b>0</b>			<b>0</b>	
<b>Equipment</b>	<b>Year 1 Request</b>	<b>Year 2 Request</b>	<b>Year 3 Request</b>	<b>Year 1 Match</b>	<b>Year 2 Match</b>	<b>Year 3 Match</b>													
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	
Hononegah HS Life Fitness Treadmill to promote cardiovascular fitness and endurance	12	5,250	63,000																

Fitness Assessment System for recording and tracking individual and group student fitness testing results; can be used to develop personalized health and fitness portfolios and create customized exercise and nutrition programs; print educational, progress and trend reports for students; and print group summary reports for classes and grades. Included standard interactive features are Body Weight, Strength, Flexibility and Body Composition. (Polar TrnFit or	1	13,450	13,450																
<b>Equipment Total</b>		<b>76,450</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>		<b>0</b>	
<b>Supplies</b>	<b>Year 1 Request</b>			<b>Year 2 Request</b>			<b>Year 3 Request</b>			<b>Year 1 Match</b>			<b>Year 2 Match</b>			<b>Year 3 Match</b>			
<b>Curriculum and related materials</b>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	<i>Quantity</i>	<i>Unit Cost</i>	<i>Total Cost</i>	
Nutrition Curricula and/or Supplies will be purchased for each (3) feeder districts, based on the results of the HECAT analysis process	3	1,000	3,000																
<b>SPARK PE curriculum for grades K-2: 1 set per elementary building. (1) Shirland, (2) Kinnikinnick, (1) Prairie Hill @ \$400 each. SPARK is a research-based, proven-effective, standards-aligned PE curriculum that engages all students in moderate to vigorous physical activity for as much of the PE class period as possible. It has been repeatedly proven to increase both activity and fitness levels</b>	4	399	1,596																
<b>SPARK PE curriculum for grades 3-5: 1 set per elementary/intermediate building. (1) Shirland, (3) Kinnikinnick, (2) Prairie Hill @ \$400 each. SPARK is a research-based, proven-effective, standards-aligned PE curriculum that engages all students in moderate to vigorous physical activity for as much of the PE class period as possible. It has been repeatedly proven to increase both activity and fitness levels.</b>	6	399	2,394																
<b>SPARK PE equipment packages for curriculum implementation for grades K-6: (1 set per elementary/intermediate building). (1) Shirland, (4) Kinnikinnick, (2) Prairie Hill @ \$6238 each includes a variety of basic physical activity equipment including various types of balls, cones, hoops, hurdles, polyspots, etc.</b>	7	6,238	43,666																



FITNESSGRAM Manual: updated edition of the Fitnessgram/Activitygram Test Administration Manual is a complete guide to implementing these assessments, from conducting the test protocols and recording the data to interpreting and sharing the results.	10	26	264																	
Polar Moves: wristwatch-style heart rate training device that provides instant feedback on intensity level and calories; reports time in target heart rate zone; helps guide students to the right intensity during PE class.				100	110	10995														
Polar Move Cases to protect and store heart rate monitors				10	130	1300														
Additional Soft Replacement Straps (M-XXL)							300	15	4350											
Additional Soft Replacement Straps (XS-SM)							300	15	4350											
Cardio GX System: Heart rate monitoring telemetry system that projects real time results on to the wall. Compatible with most Polar heart rate monitors, including the E600. Cardio GX helps ensure a safe, effective and motivated class driven by real time information tool to keep students motivated during class activities while reinforcing lessons for a healthy lifestyle. This system and other heart rate monitoring technologies will empower PE teachers to individualize instruction to meet the needs of students while holding them accountable for their intensity levels.	2	3,999	7998	4	3999	15996	4	3999	15996											
Cardio GX Base Stations: Utilizes Bluetooth technology to monitor 28 students in real time within 100 meters. Base station can be linked together to monitor up to 80 students. Offers 12 hours of stand-alone use with rechargeable batteries.	2	1,200	2400	4	1200	4800	4	1200	4800											
Heart Rate Monitor Transmitter Kits: Used in conjunction with Cardio GX to provide continuous, accurate heart rate data utilizing this transmitter. Compatible with most heart rate monitors and cardio equipment	8	1,999	15992	16	1999	31984	16	1999	31984											
Strap Kits for Cardio GX (XS-SM)	30	149	4470	60	149	8940	60	149	8940											
Strap Kits for Cardio GX (M-XXL)	30	149	4470	60	149	8940	60	149	8940											
Polar Team 2 Pro Systems: Simultaneously charges 10 transmitters wirelessly with an easy "snap in" attachment. Comes with AC adapter cable or wall mount.	1	3,999	3999																	
Polar Transmitter Kits to use in conjunction with the Team 2 system	4	1,999	7996																	

Activity Monitors: Displays number of steps, calories and time spent on each activity zone; measures 24/7 daily activity; activity level; target and achieved time in the moderate to vigorous+ activity zones; contains two weeks of activity data. These will be shared among the participating schools to assess students using a sampling model.	550	100	54,973																
Battery Sets for Activity Monitors	10	35	350																
Flowlink Devices to transfer data between activity monitors and fitness data available on the web. Activity monitors can be placed onto the FlowLink data transfer unit and connected to a PC or Mac with the USB connection	8	50	400																
Activity Zone Poster to illustrate the benefits of different activity levels needed for a healthy lifestyle	8	14	112																
Target Zones Poster to illustrate target heart rate zone for age/weight	8	14	112																
Active Guide Poster, step-by-step guide on how to check activity results files from the activity monitor	8	41	328																
Activity Monitor Progress Poster to teach the benefits of different activity levels needed for a healthy lifestyle	8	41	328																
Activity Monitor Wrist Extenders: Ergonomically designed wrist strap extension for activity monitors to ensure comfort and optimum performance.	10	12	123																
Storage Cases for Activity Monitors- assists to manage activity monitors easily; stores 12 activity monitors and comes with a stick-on numbering system to help you sort and store them.	47	142	6,674																
Fitness Assessment System Software: software which allows teachers to assess individual students or whole classes efficiently and with greater accuracy. Teachers have the ability to customize health improvement programs and create/print reports on student fitness levels and trends. Software features a Fitness Assessment and Exercise Planner program. Allows you to design student programs based on target body composition, caloric intake goals, cardiovascular fitness and weight training routines, all which support a student's personal objectives and level of ability; Includes age and gender specific templates	11	995	10,945																
Tanita Body Fat Scales	3	1,096	3,288																
Polar Pocket PC is a mobile device that allows teachers to collect assessment data while moving throughout the classroom.	11	699	7,689																



Nutritionist Services: A licensed Nutritionist will provide consultation on curriculum development based on HECAT analysis and will also provide education during parent events and in the classroom to students. 18 hours per year.	50	18	900	50	18	900	50	18	900										
<b>Professional Development</b> <i>Activities to inform and educate teachers in the proper use of equipment and in current trends and best practices in the PE/Health fields.</i>																			
Polar Cardio GX 2 Day Training to inform teachers on use of Cardio GX system as a fitness assessment tool	2	2,625	5,250																
Polar Team 2 Training to inform teachers on use of Team 2 system as a fitness assessment tool	1	1,575	1,575																
Polar Addl Follow up training	2	1,575	3,150	2	1,575	3,150	1	1,575	1,575										
Polar Active 2 Day on-site Training: Instruction in usage of Activity Monitors to accurately measure fitness levels, calorie burn, and time in target heart rate zone. Instruction in how to collect and manipulate data and create reports. Project Director will participate in training.	1	2,625	2,625																
Fitness Assessment System 2 Day on-site Training: Instruction for proper usage of Fitness Assessment System including: Calibration; Entering students into the software; Importing classlists; Creating new records and editing records; Reporting results with student reports. 3 teachers will attend.	1	2,625	2,625																
Fitness Assessment System 1 Day on-site Training: Instruction for proper usage of Fitness Assessment System including: Entering students into the software; Importing classlists; Creating new records and editing records; Reporting results with student reports. (Training sessions will occur at each of the 3 feeder schools)	3	1,575	4,725																
IAPHERD Membership for 9 HHS PE teachers who do not have memberships	9	50	450	9	50	450	9	50	450										
IAPHERD Conference fees for 5 HHS PE teachers	5	122	610	5	122	610	5	122	610										
National Strength and Conditioning Association Certification, includes: membership and certification for 5 teachers who would be certified as Certified Strength and Conditioning Specialists (CSCS) through the National Strength and Conditioning Association (NSCA); exam fees for 5 persons, basic study package, text books, exercise technical manual																			
									2,733										



TOTAL FEDERAL REQUEST  
TOTAL LOCAL MATCH

(b)(4)

Year 1 required match  
Year 2 required match  
Year 3 required match

(b)(4)

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

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

Name of Institution/Organization

Hononegah Community High School District 207

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	45,257.00	45,257.00	45,257.00			135,771.00
2. Fringe Benefits	18,000.00	18,000.00	18,000.00			54,000.00
3. Travel	6,213.00	6,213.00	6,213.00			18,639.00
4. Equipment	76,450.00					76,450.00
5. Supplies	386,902.00	89,371.00	97,133.00			573,406.00
6. Contractual	71,643.00	44,321.00	53,435.00			169,399.00
7. Construction						
8. Other	11,718.00	380.00	600.00			12,698.00
9. Total Direct Costs (lines 1-8)	616,183.00	203,542.00	220,638.00			1,040,363.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	616,183.00	203,542.00	220,638.00			1,040,363.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

Name of Institution/Organization Hononegah Community High School District 207	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Daniel		Phelps	

Address:

Street1:	307 Salem St.
Street2:	
City:	Rockton
County:	Winnebago County
State:	IL: Illinois
Zip Code:	61072
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
815-624-2070	815-624-5029

Email Address:

dphelp@hononegah.org
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**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) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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