

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 # S215F130298

Grants.gov Tracking#: GRANT11379524

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.).

Nonresponsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/12/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="81-0408011"/>	* c. Organizational DUNS: <input type="text" value="8346373320000"/>
--	---

d. Address:

* Street1:	<input type="text" value="PO Box 68"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Havre"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MT: Montana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="59501-0068"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Krista"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Solomon"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="406 265-6206 ext. 302"/>	Fax Number: <input type="text" value="406 265-6262"/>
--	---

* Email:

Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:**

Get SPARKED Havre - Carol M. White Physical Education Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Krista Solomon</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>HELP Committee and Boys and Girls Club of the Hi-Line</p>	<p>* DATE SUBMITTED</p> <p>04/12/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Reponse to ED GEPA427.docx

Add Attachment

Delete Attachment

View Attachment

Nonresponsive

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

HEIP Committee and Boys and Girls Club of the Hi-Line

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The HELP Committee and Boys & Girls Club of the Hi-Line (the Club) and Havre Public Schools (HPS) are dedicated to improving the quantity and quality of physical activity for children in our community in order to make progress toward state standards in physical education. To that end, we are collaborating to submit this proposal on behalf of the youth of the rural community of Havre, Montana.

The proposed Get SPARKed program will bring together not only HPS and the Club, but many other community partners, to improve the opportunities our children have to participate in fun, age appropriate physical activities. Implementing the SPARK after school curriculum at the Boys & Girls Club will allow over 500 youth to reap the benefits of a research based program that provides measurable benchmarks and high quality staff training. The project will also provide healthy eating and nutrition education through the Fuel Up to Play 60! program, and much needed staff development opportunities for physical education professionals.

When fully implemented, the Get SPARKed program will successfully address all components of the absolute priority, as well as competitive preference priority 2 and invitational priority 1.

The project outcomes include; increasing the percentage of participants who achieve 60 minutes of MVPA per day, increasing the number of participants who meet the standards of a healthy fitness zone, increasing the number of participants who set and track personal fitness goals, sending HPS teachers to national training opportunities, increasing the quantity and quality of in-service training for HPS teachers and to increasing the number of participants who report healthy eating (fruits and vegetables) habits.

The grant activities will take place mainly at the Boys & Girls Club of the Hi-Line, but training for HPS PE teachers will affect kids in all three elementary schools and the middle school. The Club has between 550-600 members attending each year, with about 360 of them attending an average of three times a week. The elementary and middle schools have a combined population of just over 1000 youth.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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PROJECT ABSTRACT

PROJECT NARRATIVE

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Project Evaluation	22

APPENDIX/OTHER ATTACHMENTS

Resumes of Project Director and Key Staff	
Program Assurances	
Partnership Agreements	
CBO – HELP Committee and Boys & Girls Club of the Hi-Line	
Hill County Health Department (local public health entity)	
Bullhook Community Health Center (local organization supporting nutrition or healthy eating)	
City of Havre (head of local government)	
Havre Public Schools (LEA)	
School Health Index scorecards for HPS	
Montana Standards for Health Enhancement	

BUDGET, ASSURANCES, FORMS, CERTIFICATIONS VIA ELECTRONIC SUBMISSION

Need for the Project

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

The Boys & Girls Club of the Hi-Line (the Club) in partnership with Havre Public Schools (HPS) proposes a program that will offer youth in our community opportunities to be more physically active and gain a greater understanding of nutrition. The program will improve the quality of physical education both in the schools and in the Boys & Girls Club's after school and summer program.

Havre is located in north central Montana, 35 miles south of the US/Canadian border. It has an 2011 estimated population of 9,600. The per capita income is \$22,109 which is lower than Montana's median of \$24,640 and only 79% of the national average. Currently, 52% of Havre's school aged population qualifies for the free and reduced lunch program.

Several factors contribute to the sedentary lifestyles of youth in our community. For one, we have long winters with extreme cold weather making outside play impossible. Public transportation is minimal. There is no public bus service and only one taxi cab with limited hours so the few opportunities for physical activities outside of school and after school programs are hard to access. Other than the school gymnasiums and the Club, the only youth recreational facilities open in the winter are the ice skating rink and a gymnastics center, both with activity fees that are prohibitive to many who are served by the Club.

Responses to the Youth Risk Behavior Survey, administered by HPS every other year, document the significantly entrenched negative perceptions and behaviors that local youth report regarding physical activities and weight:

Physical Activities and Weight Behaviors of Havre Middle and High School Youth				
BEHAVIOR	Age Bracket	Havre '09	Havre '11	MT '11
Think of themselves as about the right weight	Middle School	55.7%	53.8%	59.2%
	High School	56.6%	55.4%	59.3%
Describe (their) weight as slightly to very overweight	Middle School	26.3%	28.8%	24.3%
	High School	33.7%	31.9%	26.3%
Are trying to lose weight	Middle School	44.9%	52.4%	39.6%
	High School	49.4%	49.0%	40.1%
Ate fruit 2 or more times per day during the last seven days	Middle School	9.3%	13.6%	10.9%
	High School	8.2%	13.3%	10.3%
Ate vegetables 2 or more times per day during the last 7 days	Middle School	N/A	N/A	N/A
	High School	4.7%	5.5%	5.8%
During the past 30 days, took diet pills, powders, or liquids without a doctor's prescription to lose weight or to keep from gaining weight	Middle School	5.2%	8.5%	4.3%
	High School	6.0%	3.8%	5%
During the past 30 days, vomited or took laxatives to lose weight or to keep from gaining weight	Middle School	3.1%	11%	4.9%
	High School	7.6%	5.5%	4.8%
Participated in vigorous activity for at least 60 minutes on 3 or more of the past 7 days	Middle School	71.9%	74.1%	82.4%
	High School	66.8%	73.1%	76.4%
Watched 3 or more hours of TV on an average school day	Middle School	29.8%	37.9%	26.8%
	High School	27.1%	28.2%	22.2%

In preparation for writing this grant, both the Club and HPS reviewed their physical education curricula. The Club used the Boys & Girls Clubs of America's Impact Assessment Tool. This tool is designed to measure the effectiveness of Clubs programming in our five core program areas including "Sports, Fitness and Recreation"

and “Health and Life Skills”. HPS conducted their self-assessment utilizing the Center for Disease Control’s School Health Index (SHI) which is designed to assist school districts in improving their approach to promoting health and safety in schools.

After reviewing the available local data and assessments, the PEP Strategy Team has identified three gaps in the HPS program that could be addressed through a comprehensive after school and summer program and through training and professional development (where appropriate, state standards have been referenced – see Attachment A for Montana Standards).

Gap #1) Lack of Physical Education time available for K-5 students.

- **Montana Health Enhancement Content Standard #4 – Students achieve and maintain a challenging level of health-related physical fitness.**
- **Montana Health Enhancement Content Standard #7 – Students demonstrate health-enhancing behaviors.**

Currently HPS students in Kindergarten and 1st grade receive 50 minutes of physical education per week, 2nd and 3rd grade receives 60 minutes per week, and 4th and 5th grade receives 100 minutes per week. Obviously, the time allotted for physical education is far below the 150 minutes per week of moderate to vigorous physical activity recommended for this age group, preventing HPS from meeting the state standards (MT STANDARD #4)

Two of the benchmarks for Montana Standard #4 are that the student will “identify personal fitness goals” and “demonstrate individual progress toward each component of health-related physical fitness”. According to the SHI completed by HPS, these components are only partially in place. Children do not have the opportunity to set fitness goals and track their progress. Students also do not have time in PE to

properly progress in the four areas of health-related physical fitness including: cardiovascular endurance; muscular strength and endurance; flexibility; and body composition. PE teachers report that while they are able to touch on each of these components, time does not allow them to work with each student to ensure progress.

Four of the benchmarks for Montana Standard #7 are that the student will “regularly participate in physical activity”, “interact with friends and others through participation”, “use physical activity as a means of self-expression”, and “experience enjoyment through physical activity”. Again, none of these benchmarks are being fully met by HPS because of time restrictions and, in some cases, the lack of equipment or facilities. And, at this point, the time spent in the Club’s gym is mostly unstructured play time and tracking individual participation is not possible.

GAP #2) Lack of opportunities for healthy eating/nutrition education

HPS students in grades K-5 receive very little health education. Students in Kindergarten, 1st and 2nd grade have no time allotted for health, and in grades 3-5, health classes are held only a few times each month and nutrition education is not a part of the curriculum.

At the Club, there is currently some opportunity to participate in nutrition education and cooking classes, but space is limited. Last year only 32 total members were able to take part in these types of activities.

GAP #3) Insufficient Ongoing training in physical education topics for school and Club staff

PE teachers at HPS do not have the opportunity to get content specific training. During the required PIR days, PE teachers attend general trainings with other teachers in their grade level. There is no training offered specific to their discipline. National training opportunities are rare, and no teacher at HPS has been to a PE specific national training for the last three years.

Health & Fitness staff members at the Boys & Girls Club currently do not receive training that includes methods for teaching kids skills for physically active lifestyles.

Presently, 550 kids are members of the Club and members can ride the school bus to the Club at the end of each academic day. During the school year an average of 200 kids per day attend the Club. This provides an ideal opportunity for the Club to assist the school district in reaching state standards and the community in reaching GPRA guidelines. To that end, we are proposing *Get SPARKed* -- a coordinated comprehensive local project to address these gaps by providing training for teachers and staff, physical education activities to get kids up and moving for 60 minutes a day, and a nutrition education program to improve the student's knowledge of the importance of good nutrition to good health.

Significance

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

Existing Conditions

Time for physical education in Havre Public Schools, as in many schools across the country, has been decreasing steadily over the last several years. Currently, students in grades K-5 at HPS receive between 45-60 minutes of Physical education per week. There are only three PE teachers to provide instruction to the nearly 900

students that they serve. With limited time, teachers focus instruction on basic motor skills and fundamentals. No time is available for multiple approaches. Health concepts are particularly neglected.

At the Boys & Girls Club, we offer unstructured physical education opportunities, giving Club members the chance to participate in age appropriate activities for up to two hours each day. However, physical education at the Club has not been geared toward helping meet state standards. There are some healthy eating / nutrition activities offered, but they are infrequent and involve relatively few children.

Training for Club staff not directly involved with gym activities does not include physical education, and training for those who are in the gym is minimal. At HPS, training for the PE teachers is also not specific to physical education. PE teachers receive in-service training on general education topics with teachers at their grade level. No PE teacher has attended a national PE related training in the last 6 years. In short, there is room for improvement.

Proposed strategies

The Get SPARKed program will make significant changes in the way the Club supports HPS as it strives to meet state standards by increasing the physical education time available for K-5 students, increasing the quality and quantity of nutrition and healthy eating habits education, and in improving the quality and quantity of professional development for teachers at HPS and the staff at the Club.

A key component to our program will be the implementation of the SPARK (Sports, Play & Active Recreation for Kids) curriculum as our daily PE program model. The SPARK program is a US Department of Education Exemplary Program that will

provide program staff with the tools and training to make real progress toward helping HPS meet state standards, as well as progress toward getting kids the 150 minutes of moderate to vigorous physical activity (MVPA) they require. SPARK has been shown to improve MVPA, fitness, sports skills, enjoyment of PE, academic achievement, and activity levels away from the program. SPARK activities will be implemented in place of our current “open gym” format, allowing a wider variety of students to be involved and increasing the percent of gym time that members are active. Program participants will have scheduled time in the gym to participate in SPARK activities. They will follow up each gym session with time to record activities in their activity log, and to set and record progress toward personal fitness goals. (*Montana Health Enhancement Content Standard 4, Benchmark 8.3, Content Standard 5 Benchmark 4.4*) In addition to activities in the gym, SPARK training will teach staff members in all areas of the Club to increase Club members’ physical activity levels. For example, a dance gaming system in the Games Room will allow members to gain more MVPA time and have fun with their friends at the same time. (*Standard 7, benchmarks 4.1, 4.3, 8.1, 8.3*) Each student will have their own smart card that keeps track of their number of steps, calories burned and BMI. This information will be automatically uploaded to the computer and will be accessible to the Project director for review. Activities in other centers will be phased in as staff members are trained.

SPARK activities will focus our efforts toward helping meet state standards. Instead of a few kids playing basketball and many kids watching, we will have a gym full of kids participating in fun, physical activities designed to increase MVPA and teach motor skills. (*Standard 4, benchmarks 4.1, 8.1 Standard 3, benchmarks 4.1, 8.1*)

To help kids learn more about eating right, we will offer members the opportunity to attend Fuel up to Play 60! activities. The Fuel Up to Play 60! program was created by the NFL in association with the USDA. It is a program designed to help students learn about and practice good nutrition and physical activity habits through fun, team-based strategies. These activities will be presented by staff members from the Boys & Girls Club, Bullhook Community Health Center and the Hill County Health Department. Dr. Donna Smith, a noted expert on childhood obesity and employee of Bullhook will be helping to train these staff members. We will be holding these activities in our new full-service kitchen that is being built with space dedicated for nutrition and cooking classes. The space will allow us to present the classes to up to 15 kids at a time. (*Standard 5, benchmark 4.2, Standard 1, benchmarks 4.1, 4.4, 4.5, 8.1, 8.4, 8.5*)

To support the staff at the Club and at HPS, we are also proposing a training component. The SPARK program offers national training opportunities for its curricula. All of the Club's program staff members will attend two SPARK workshops to receive 12 hours of in-service training delivered by certified SPARK instructors during the project's first year. Staff will also receive training on how to incorporate the use of pedometer technology into activity sessions. Student evaluation and assessment will also be discussed. The Project Coordinator will receive a SPARK After School binder which contains over 400 pages and 30 sections that include a daily scope and sequence to improve content delivery. The Project Coordinator will also receive additional training from the SPARK instructors to give them the follow-up assistance and support needed to serve as liaisons in promoting quality physical education instruction and program continuity with staff after the in-service concludes.

Two key staff members will be selected to attend the train-the-trainer sessions, and will then be responsible for training the rest of the Boys & Girls Club staff as well as providing assistance to HPS PE teachers through in-service training.

Teachers at HPS will be given the opportunity to attend the National Association for Sport and Physical Education (NASPE) or other comparable conference and to return and provide in-service training to their fellow teachers as well as members of the Boys & Girls Club staff.

In addition to these programs, the PEP planning team will meet quarterly to discuss evaluation data and to work on local health related policies. The team will be made up of representatives from all of the partnering organizations, including the PE teachers from HPS.

The above proposed strategies address all areas of the absolute priority.

Quality of the Project Design

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

The HELP Committee, parent organization for the Club, has focused on education related to the prevention of alcohol, tobacco, and other drug abuse for over 20 years. In 2002, with the decision to open a Boys and Girls Club, our mission expanded: *To recognize and constructively address the region's needs related to the prevention and education of alcohol, tobacco and other drug abuse, and to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens.* This was a pivotal point for us in that we

began to meet a pressing need of the community. The addition of the after school program resulted in new resources, more volunteers, state-of-the-art technology, and a renewed interest by local supporters.

The HELP Committee Board of Directors has taken a number of steps to insure after school program sustainability, namely, establishing an Endowment Fund. Although it will take a few years to generate the funds required to support our annual operating budget, we are well on our way to insuring after school programming for Havre kids in perpetuity. In the last two years, that endowment has more than doubled to over \$700,000 and it continues to grow at a rapid pace. We have been able to leave that fund untouched and will continue to allow it to grow until the goal of 2.5 million dollars is reached. The after school component of our organization continues to be top priority.

We understand that communities applying for this source of funding must enter the project already planning for sustainability of funded activities. In addition to the Endowment Fund, our agency has a long history of successfully sustaining projects utilizing the Strategic Prevention Framework strategy. This process involves breaking out essential roles and services of the project and planning for their sustainability independently. Utilizing this method identifies more creative options for sustainability, forces the strategy team to make a more precise justification for the continuation of each aspect of the project, and helps the organization phase out non-essential activities as the project evolves.

Key steps already identified to help sustain services developed as part of this funding include: pursuing a county mill levy for prevention; incorporating a training of

trainers model into the staff development components of the project beginning in year two and utilizing the local trained trainers in year three; promoting a paid grant writer for the HPS; involving government and elected officials on the strategy team and in strategic planning activities for fitness and wellness aspects of the club; determining if any of the proposed activities can be absorbed into current program budgets; and expanding partnerships to include the Parks & Recreation Department and other organizations within the community.

More specifically, this funding will have provided for the initial purchase of curriculum and equipment. The SPARK After School Manual is a practical document and presented in a simple and easy to use format and has been developed for out of school physical activity programs.

Also, the training on the latest physical education research and health issues will provide staff with a lasting framework that will guide future instruction strategies. At minimum, two project staff members will attend the SPARK Train the Trainers institute to be able to facilitate ongoing SPARK training. These trainers will be utilized to orient any new hired staff members to the curriculum model and to provide annual refresher trainings to school and club personnel. Students will continue to receive fitness education and assessment opportunities that are not being provided by HPS and will have access to an ongoing nutrition program through our partnerships with Bullhook Clinic and the Hill County Health Department beyond the federal financial support.

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

The design of our project, a focused physical fitness program that is implemented throughout the Club along with instruction in health and nutrition, has been found to be effective in increasing fitness levels and healthy eating habits of youth. A Youth Development Strategies study found that similar programs implemented in Boys & Girls Clubs, known as Triple Play, impacted both healthy eating habits and daily MVPA. The study, "Impact of Boys and Girls Clubs' Triple Play Program on Healthy eating, Exercise Patterns, and Developmental Outcomes" by Michelle Gambone, found that the type of programming we propose had a significant impact on healthy eating. "At baseline both Triple Play and control Club youth ate an average of 2.9 fruits or vegetables the day prior to the survey. By the end-survey, that number had increased to 3.2 for Triple Play youth but had dropped to 2.3 for control Club youth." The study also found that Club wide physical fitness activities like we propose increased MVPA... "by the end of the study, Triple Play youth had increased the number of days they exercised for at least 60 minutes to 3.2 days...while control Club youth actually decreased the number of days of high physical activity- to 2.5 days."

After school programs have been shown to be an effective way for students to get the extra time for physical activity that is missing during the school day. A study by the John W. Gardner Center for Youth and Their Communities at Stanford University found that "participation in primarily fitness-focused (afterschool) programs was associated with a 10 percent increase in the likelihood of being physically fit." The study defines physically fit as being able to pass 5 of the six components of the California Physical Fitness Test. This test is the Fitnessgram, the same test used in the Presidential Youth Fitness Program that we will be using.

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

The proposed program will bring together a dedicated group of individuals that will work together to implement programs and develop community-wide policies that will meet all of the statutory purposes and priorities of the Carol White grant. In particular:

Absolute priority – *Programs designed to create quality physical education programs.*

The SPARK and Fuel Up programs are both recognized as exceptional programs that will improve the quality of physical education, healthy eating habits and good nutrition education for the students in our program. The SPARK program will allow students to set and track physical fitness goals (a: fitness education and assessment to help students understand, improve, or maintain their physical well-being) and the program is also designed to make getting physically fit fun. Students will be able to participate in a wide variety of games and activities designed to “include ALL youth, actively engage ALL youth, and instill the love of lifelong movement in ALL youth.” (c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle)

Of course, the training component for Club staff and HPS teachers also meets a requirement from the absolute priority, (e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Requirement 1 - *Align Project Goals with Identified Needs Using the School Health Index (SHI).* The SHI (attached) was filled out by the team from Havre Public Schools and the results served as the blueprint for our proposal.

Requirement 2- *Nutrition and Physical Activity-Related Policies.* The PEP planning team will be meeting quarterly, and one of their key goals will be to set up nutrition and physical activity related policies for the Boys & Girls Club of the Hi-Line. The team will help plan policies that encourage physical activity throughout all areas of the Club.

Requirement 3- *Linkage with Local Wellness Policies.* The Club will support Havre Public Schools in their efforts to provide high quality, nutritious meals and foster an environment that supports overall physical health. The Club supplies healthy snacks, lunch and dinner for hundreds of youth throughout the year and we are committed to sustaining the high standards described in HPS's wellness policy. We will ensure that the meals and snacks that we provide meet or exceed the Federal school meal standards and will work with the PEP strategy team to build Club policies that promote overall physical health.

Requirement 4- *Linkages with Federal, State, and Local Initiatives.* None of the identified programs are active in our community, and there are no other community wide initiatives.

Requirement 5- *Updates to Physical Education and Nutrition Instruction Curricula.* There are no plans to update HPS curricula at this time.

Requirement 6- *Equipment Purchases.* All equipment proposed to be purchased by this grant is associated with the proposed programs. We propose purchasing a dance gaming system that will allow 24 students at a time to participate in a fun, vigorous physical fitness activity in the multi-purpose room, allowing the gym to be open for other students physical fitness activities. The Computer systems will allow for tracking data

for reporting purposes. Other equipment, including gym supplies and pedometers, tie directly to the SPARK component.

Requirement 7- Increasing Transparency and Accountability. We will report on all GPRA required performance indicators. The Club has a computer tracking system that allows us to input data and print a variety of reports. We have the ability to scan the kids in when they participate in physical education or health & nutrition activities and will be able to track their time. All data and results (in aggregate, not tied to individuals) will be posted on our organizations website, www.bgchi-line.com, after they are reported to the funding agency.

Adequacy of Resources

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

The Boys & Girls Club of the Hi-Line serves between 550-600 youth every year. 60% of those youth attend the Club 3 or more days per week. A large majority of these youth attend Havre Public Schools. Between the SPARK program, Fuel Up nutrition activities and the Club-wide focus on integrating physical activity into all areas, we feel that at least 75% of our regularly attending youth will be impacted by the program. That works out to a total of 270 youth. With a total project budget of \$164,317 the first year that is a per-youth cost of \$609. The cost is even lower in following years, averaging \$493 per youth. These costs seem quite reasonable given that the gains in life long physical health are well documented to turn into many thousands of dollars in savings in health costs alone, not to mention the value of workforce contribution for a healthy individual vs. one who's health issues force them to take multiple sick days.

Quality of Management Plan

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

The following goals and objectives have been developed for this project:

Goal #1 – Improve participants levels of health-related physical fitness

Objective 1: To provide enjoyable activities that will allow members to be physically active and improve their motor skills, strength and flexibility.

Outcome 1: The percentage of members in the program who achieve 60 minutes of MVPA per day will improve over the period of the grant. Currently, around 30% of students in HPS report this level of MVPA.

Year 1: 35% Year 2: 40% Year 3: 45%

Outcome 2: 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. will improve each year of the grant. While we have no current data on the new program, the last data from HPS shows that just over 10% of students achieved the presidential level on the physical fitness test. If base line data from year one is markedly different, we will adjust the Year 2 and 3 goals.

Year 1: 15% Year 2: 20% Year 3: 25%

Outcome 3: The percentage of program participants reporting enjoyment of physical activity will increase throughout the grant period. A baseline will be set with year one survey results and we will proceed from there.

Year 1: Baseline Year 2: +10% Year 3: +20%

Objective 2: To provide opportunities for program participants to set and track personal fitness goals.

Outcome 1: The percentage of participants who set and track fitness goals for 3 or more months will increase throughout the grant period.

Year 1: 40% Year 2: 50% Year 3: 60%

Goal # 2 – Improve the level of training provided to School and Club PE staff

Objective 1: To provide in-service and profession development opportunities for K-5 physical education teachers at HPS.

Outcome 1: Two teachers per year will attend the NASPE or other comparable national training.

Year 1: 2 attendees Year 2: 2 attendees Year 3: 2 attendees

Outcome 2: One in-service training per year will be provided specifically for Physical education teachers.

Year 1: 1 training Year 2: 1 training Year 3: 1 training

Objective 2: To provide in-service and professional development opportunities for Club staff members.

Outcome 1: All staff members will attend the SPARK Active Recreation Premium in-house training.

Year 1: All staff

Outcome 2: After initial SPARK training, two key staff members will attend the SPARK train-the-trainer sessions.

Year 1: 2 staff members

Outcome 3: Once trained, key staff members will provide in-house training to all appropriate staff members.

Year 2: 100% Year 3: 100%

Goal #3 – Provide instruction in healthy eating habits and nutrition

Objective 1: To present the Fuel Up to Play 60! curriculum to participants to help them make healthy eating choices.

Outcome 1: The percent of program participants who attend the Fuel Up class will increase throughout the grant period. Currently we see about 20% of Club members attending this type of activity.

Year 1: 30% school year attendance, 60% summer attendance

Year 2: 40% school year attendance, 70% summer attendance

Year 3: 50% school year attendance, 80% summer attendance

Outcome 2: The percent of program participants who report eating Fruits or Vegetables 2 or more time a day will increase throughout the grant period.

Year1: 15% Year 2: 17% Year 3 20%

Roles & Responsibilities

Project Director- Tim Brurud (.25 FTE) – The Project Director will be responsible for ensuring that project goals, objectives and outcomes are being satisfactorily met.

The Project Director will interview, hire, train and oversee project staff as well as assist with community relations, program implementation, and evaluation.

Project Coordinator Janie Rayback (1.0 FTE) – The Project Coordinator will implement the SPARK curriculum in the gym and be responsible for scheduling age appropriate activities for the program participants. The Coordinator will take the lead

role in evaluation and reporting and assist the Project Director with community relations. The Coordinator will also be the lead staff in school/club communication. As such, he/she will assist HPS teachers in making preparations to attend the NASPE conference and facilitate the dissemination of information on their return.

Health and Nutrition Specialist (HNS) -to be hired (1.0 FTE) – The HNS will assist the coordinator and participants with record keeping, including the completion of each participants fitness log and the tracking of fitness goals. They will provide additional programming in life skills and will implement the Fuel Up program.

Staff Assistant –to be hired (.5 FTE) - The Staff Assistant will perform clerical duties and ensure that program participants are entered into our computerized tracking system. They will be responsible for daily check in and check out and will assist the coordinator and YDS with record keeping.

Timeline and milestones

Quarter 1 – Oct – Dec 2013

During this quarter we will be getting the project off the ground. Once the project team is assembled and trained, program activities will begin in September. Key milestones during this quarter include:

- Order SPARK curriculum and supplies and ensure they are delivered to all staff who will be using them,
- Arrange for SPARK in house training for all staff members,
- Hire staff for vacant positions,
- Attend the New Grantee meeting,
- Inform the community of the program and the opportunities it provides,

- Prepare a gym schedule to fit grant requirements,
- Implement SPARK activities,
- Select HPS attendees for NASPE Conference,
- Coordinate presentation of Fuel Up program with community partners, and
- Enter participants into computer tracking system.

Quarter 2 – Jan - Mar 2013

By the end of this quarter, the project will be fully implemented. Staff will be hired and trained, activities will be ongoing, records will be up to date. Important milestones for this quarter include:

- Attendance of the NASPE conference by HPS teachers,
- In-service training of HPS PE teachers by conference attendees,
- Presentation of a full session of Fuel Up by community partners, and
- Conduct Presidential Youth Fitness Program to set baseline.

Quarter 3 – April – June 2014

Important milestones include:

- Run a new full session of Fuel Up, and
- Club staff refresher training.

Quarter 4 – July – Sept. 2014

Important milestones include:

- Key staff attend the SPARK train-the-trainer session,
- Year end assessment of fitness goals ,
- Year-end Presidential Youth Fitness Program administered.

Year 2 and 3 of the grant will have a similar timeline for activities and assessment. HPS staff training will also follow the same timeline as year one. Club training will be held in quarters one and three of each year and will be done in house by key staff who attended the SPARK train-the-trainer session.

Quality of Project Evaluation

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

We will be evaluating each project outcome as follows:

Goal 1, Objective 1, Outcome 1 – Percentage of members who achieve required MVPA.

All program participants will be entered into our Visions computerized tracking program so that we will be able to track their time spent in the gym and in other physical fitness activities. All youth will be issued a pedometer as they enter the Club. The pedometers will be collected by the Staff Assistant as the kids leave the Club and will be given to the project director for data download the next day. In addition to pedometer data, students in grades 5 and up (approximately 30% of our membership) will be given the 3 Day Physical Activity Recall instrument to fill out once a quarter. This data will be compiled by the project director quarterly and used to track progress for this outcome. Data will also be shared with the 3 school HPS PE teachers in order to facilitate identification of specific students in need of special attention.

Goal 1, Objective 1, Outcome 2 – Achievement on Presidential Youth Fitness Program

Havre Public Schools PE teachers will administer the Presidential Youth Fitness Program to the majority of participants and provide the data to the Project Coordinator. For participants who do not attend HPS, the Project Coordinator will administer the test

at the Boys & Girls Club. These tests will be given in the fall and spring each program year.

Goal 1, Objective 1, Outcome 3 – Participant reported enjoyment of physical activity

We will administer a participant survey to participants and their families in the fall and spring of each year. Information from these surveys will be tabulated and presented to the Project Coordinator and PEP Strategy Team to report on this outcome. The information will also be used to assess overall program quality and inform any necessary programmatic changes.

Goal 1, Objective 2, Outcome 1 – Percent of participants who set and track fitness goals

Staff will help students create and maintain a personal activity log to track fitness goals, MVPA minutes per week, and other developmentally appropriate fitness and health data. Staff will evaluate the logs weekly based on objective performance criteria, record the number of students who use these logs to track necessary items, and submit this data to the Project Director who will tabulate the percentage of students who meet the criteria.

Goal 2, Objective 1, Outcome 1 – HPS teacher attendance of NASPE or comparable training

HPS teachers who attend the conference will keep a log of sessions attended and will turn this log in to the Project Director on their return. These attendance logs will also be used to help plan the teacher led in-service trainings.

Goal 2, Objective 1, Outcome 2 – In-service training for HPS teachers

Teachers returning from attending the national conference will meet with the Project Director to decide the topics for the training. The training will be held during a

district appointed PIR day. Attendance will be taken and all participants will fill out an evaluation sheet that will be collected by the Project Director.

Goal 2, Objective 2, Outcome 1,2,3 – SPARK training for Club staff

During year 1, SPARK trainers will conduct an on-site visit. Roll will be taken for attendance. All individuals in attendance, regardless of their role in the project, will participate in assessments that measures the retention of skills and cognitive concepts presented during the session. The written tests will be prepared by the trainer, with SPARK conducting this assessment during year one and the newly certified trainers from our organization preparing the assessments during years two and three. Records will be kept of the results and the Project Director will determine the percentage of staff who demonstrates proficiency. These assessments will occur at every staff development session for years one, two, and three.

Goal 3, Objective 1, Outcome 1 – Instruction in healthy eating habits and nutrition

Attendance at Fuel Up sessions will be tracked with the computerized tracking system. The system will be able to generate reports that will show the percentage of participants who attend.

Goal 3, Objective 1, Outcome 2 – Percent of participants who report eating fruits or vegetables 2 or more times a day.

Questions about fruit and vegetable consumption will be included on the 3 day physical activity recall for the students in 5th grade and up, and will be included on the participant survey to track grades K-4. Data will be compiled by the Health and Nutrition Specialist.

The Project Director will collect data from all of the evaluation sources that we will employ, including:

- Reports generated by the computerized tracking system. These reports will be used to assess participation in SPARK activities, Fuel Up attendance, and participant time in the facility.
- Pedometer data. This information will be collected weekly and used to track the number of participants achieving 60 minutes or more of MVPA per day.
- Results from Presidential Youth Fitness Program. These will be used to track participants' fitness levels.
- Participant survey information. This will be summarized and used to track participant enjoyment levels and other project specific information.
- Training logs. These will be used to ensure that the proper level of staff training is taking place.

The Project Director will meet quarterly with the PEP Strategy Team to assess progress towards meeting intended outcomes. The PEP Strategy Team will consist of the Project Director, Project Coordinator and representatives from the school, our community partners, and participant parents. Each member of the team will have copies of the goals, objectives and outcomes for this project as well as the current assessment data and will have an opportunity to provide feedback on the progress being made toward meeting project outcomes.

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Timothy M. Brurud

(b)(6)

EDUCATION

DEGREES:

Bachelors of Science- Secondary Education
Montana State University-Northern, Havre, MT (1997)

Associates Arts & Sciences- General Studies
Ricks College, Rexburg, ID (1992)

PROFESSIONAL EXPERIENCE:

CLUB DIRECTOR - BOYS & GIRLS CLUB OF THE HI-LINE (2004 - present) Havre, Montana

The Boys & Girls Club offers children age 6-18 quality after-school programming. As Director, I am responsible for managing our staff of 12 full and part-time staff members, ensuring that our programming maintains high standards and communicating with parents, press and potential funding agencies. I also bring in funds by writing and administering grants.

YOUTH DEVELOPMENT SPECIALIST- BOYS & GIRLS CLUB OF THE HI-LINE (2002-2004)

As a youth development specialist at the Club, I was responsible for direct programming with club members. I was headed up the technology and science programming and I was also the lead for alcohol prevention education.

SECONDARY EDUCATION TEACHER, SCIENCE (1997-2002)

Geyser Public School, Geyser, Montana

Stanford Public School, Stanford, Montana

Both schools are located in very small communities. The schools both contained grades 7-12 in one building and I was the sole science teacher for all grades. I taught at Geyser from 1997-2001 and in Stanford for the 2001-02 school year.

ACCOMPLISHMENTS

- Secured over \$900,000 in grant funds for our organization
- Appointed by Governor Schweitzer to the Montana Youth Justice Council

- Selected as a National Training Associate for Boys & Girls Clubs of America
- Selected as a National After School Ambassador by the Afterschool Alliance
- Chosen to attend two NASA sponsored summer training sessions
- Increased Club attendance by 71% during tenure as Club Director
- Chosen as Hi-Line Regional Chair for 21st CCLC programs

CONFERENCES/TRAINING

Boys & Girls Clubs of America Advancing Philanthropy Training (2013)
Completed BGCA's Major Gift Strategy training as part of the leadership team

Boys & Girls Clubs of America Advanced Leadership Program (2009)
Completed intensive 4 month course designed by BGCA and the University of Michigan Ross School of Business

After School for All Challenge. (2008, 2010,2012) Washington DC. Attended as the after-school "champion" for Montana. Met with legislators to discuss issues surrounding after-school.

National After-school Conference (2007) Phoenix, Arizona. Learned about issues and techniques for improving after-school programming.

Multiple Boys & Girls Clubs of America training sessions - 2002-2013. Increased knowledge of BGCA programs.

Enforcing Underage Drinking Laws Program National Leadership Conference. (2002, 2003) Dallas, Texas. Learned about new strategies for enforcing underage drinking laws.

Boys & Girls Clubs of America National Technology Conference. (2003) Atlanta, Georgia. Trends in technology as applicable to Boys & Girls Clubs.

NASA Educational Workshop. (2001) Ames Research Center, California. Spent two weeks learning how to use NASA educational materials across the curriculum.

Janie Rayback

(b)(6)

Objective

To utilize previous skills and knowledge including leadership abilities to ensure the success of young people in achieving goals relating to fitness and personal growth. Also to inspire and enable all young people to achieve their full potential as productive, responsible and caring citizens.

Education

United States Sport Academy

- **Degree:** Master of Sports Science, emphasis in Sport Psychology
- **In Progress:** Expected graduation 2014
- **Relevant Courses:** Psychological Aspects of Sports, Psychological Aspects of Health and Fitness Programming, Psychology of Elite Performance, Group Dynamics in Sports and Exercise, Introduction to Recreational Sport Management, Contemporary Issues in Sports, Sports Coaching Methodology, Issues in Nutrition and Health, Treatment Procedures in Sports Medicine, Sports Business and Personnel Management and Lifespan Development

Rocky Mountain College Billings, MT

- **Degree:** Bachelors of Science in Physical Education and Health, Exercise Science
- **Graduation:** December 2009
- **Relevant Courses:** Basketball Coaching, Officiating of High School Sports, Nutrition, Fitness Science, Biomechanics, Advanced Theories of Strength and Conditioning, Motor Learning, Psychology of Physical Activity and Exercise, Physiology of Exercise, Management of Health Enhancement and Sports Programs, Measurement and Evaluation in Health Enhancement, Swimming Skills and Conditioning, CPR and First Aid

Experience

Youth Development Assistant, BGC of the Hi-Line-Havre, MT

September 2012-Present

- Responsible for the organization of age appropriate activities and clubs within the fitness center tailored to individual improvement, team work and safety.
- Designed and implemented Fitness Club which focused on developing coordination, balance, body control, agility, sports-specific movements, strength and overall aerobic conditioning. Tracked improvements and emphasized personal development with all youth involved.
- Organized volleyball and basketball clubs teaching the basic fundamentals and techniques as well as the rules of play associated with each sport.
- Orchestrated a 3-on-3 basketball tournament for basketball club members to practice skills in real game-like situations. Involved parents, officials and scorekeepers to incorporate positive competition.

- Implemented a Sportsmanship program promoting youth to practice sportsmanship at all times including encouraging teammates, showing respect, practicing safe habits, following the rules and directions, maintaining composure and having fun.
- Trained and managed volunteers as to appropriate interaction with youth. Delegated assignments to volunteers to bring in new ideas and activities to ensure variety.
- Maintained safe environment for all participants in the fitness center by confirming equipment was safe, youth were correctly matched and constantly emphasizing a specific no bullying policy.

Montana State University-Northern Assistant Coach-Havre, MT

August 2012-Present

- Assisted in game preparations such as film breakdown and planning practices.
- Game day responsibilities included keeping track of fouls, timeouts, points, and minutes played.
- Coordinated travel arrangements and hotel reservations.
- Designed and implemented new weight training program targeted to injury prevention and rehabilitation pertinent to ACL tears.
- Integrated plyometric, speed, agility and flexibility training in an overall conditioning program.
- Responsible for uploading, sending, and receiving game film using Synergy.
- Assisted in recruiting new players and organizing campus visit for prospective student-athletes.
- Monitored athletes' academics and promoted goals in academic progression.
- Provided sports psychology training to ensure athlete's well-being and mental toughness.

Home Health Aide-Ellensburg, WA

March 2012-August 2012

- Live in aide for an Alzheimer's patient. Assisted with all activities of daily living including but not limited to the following: bathing toileting, oral hygiene, dressing, ambulation and eating
- Monitored vital signs and administered patient medications.
- Designed and preformed basic rehabilitation techniques and exercises involved with promoting quality of life by maintaining overall strength, movement and dexterity.
- Oversaw and orchestrated the training of new employees.

Central Washington University Assistant Coach-Ellensburg, WA

August 2011- April 2012

- Primarily responsible for post player development. Designed training regime for athletes to reach potential and optimal performance in their position of play.
- Headed overall team zone defense, responsible for teaching and making adjustments within the zone to fit our team personnel.
- Coordinated team community service projects such as working with Habitat for Humanity, visits to local care centers and food drives for local food banks.
- Promoted and organized first Central Washington University women's basketball youth camp focusing on advanced offensive skills. Designed and delivered flyers to all elementary, middle, and high schools and youth centers.
- Ensured academic progress of student athletes.
- Responsible for online film exchange using Game Tape Exchange.

Volunteer Community Basketball Coach-Afton, WY

January 2011-August 2011

- Training freshmen boys and girls basketball players to develop fundamental skills and a basic understanding of basketball concepts.
- Running post-season training sessions with Star Valley High School JV and varsity girls' basketball teams to improve fundamentals and increase agility, strength and speed to aid in success at the next level.
- Responsible for advertisement, equipment and scheduling facilities and practices.

Professional Athlete for Basquete Clube-Aracatuba, Brazil

March 2010-December 2010

- Competed in Federacao Paulista de Basketball (Sao Paulo State League) and Liga de Basquete Feminino (Brazilian National League).
- Participated in advanced training including the following: scouting, conditioning, weight training, and multiple daily practices.
- Involved in fund-raising and volunteer activities within the local community.
- Competed in Jogos Abertos and Jogos Regionais (imitation Olympic Games).

Rocky Mountain College Student Assistant Coach-Billings, MT

August 2009- March 2010

- Designed and implemented pre-season strength and conditioning programs that focused on improving overall strength, speed, power, and aerobic capacity.
- Collaborated daily practice schedules tailored to individual skill development and team performance, and ensured equipment was ready for all training sessions.
- Monitored and tutored student-athletes in weekly study halls.
- Assisted in scouting opponents and hosting recruiting trips.

Physical Therapy/Occupational Therapy Tech-Fallon, NV

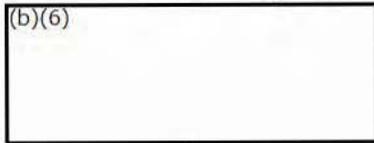
May 2009-August 2009

- Performed basic rehabilitation techniques and treatments involved with the Physical therapy of geriatric patients to promote improvements in activities of daily living, cognition and overall mobility.
- Communicated and interacted with patients suffering from behavioral problems, brain dysfunction, or genetic disorders.
- Implemented proper Occupational Therapy guidelines in the creation of activities and exercises that were specific for the enhancement of fine motor, gross motor, and cognitive abilities in special needs children and children with behavioral disorders.

RESUME

Donna L. Smith, DO

(b)(6)

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OBJECTIVE

Patient education and preventative health

QUALIFICATIONS

Current board certification in Family Medicine
Excellent knowledge base in primary care medicine
Appreciation for diversity
Excellent patient satisfaction

MEDICAL INTERESTS

Primary Care medicine
Outpatient family medicine,
preventative health, nutrition, obesity prevention,
alternative medicine

EDUCATION

Arizona College of Osteopathic Medicine, Doctor of Osteopathy, 2004

Rapid City Regional Family Medicine Residency, 2004-2007

University of Minnesota Pediatric externship 2005, 2006, 2007

University of Minnesota Pediatric teaching appointment, 2007

University of Utah Pediatric externship, 2005

St. Louis University, Bachelors of Science Psychology, 1988
Psychology National Honor Society, minor in sociology

Southern Illinois University, Communications and voice studies, 1983-1985
National Forensic Association public speaking competition
national finalist, 1983
Choir competition, Fano, Italy, 1985

EXPERIENCE

Libby, MT: **Northwest Community Health Center**; Inpatient, ICU
Outpatient family medicine, pediatrics, OB. July 2011 – present.

Missoula, MT: **Veterans Administration**; Outpatient care. August 2010 -
June 2011.

Cut Bank, MT: **Glacier Community Health Center**; Outpatient care.
June 2010 – August 2010. Locums. Full-time.

Ketchikan, AK: **Ketchikan Tribal Health Clinic**;
Outpatient family medicine. April 2010 – June 2010. Locums. Full-time.

Miles City, MT: **Holy Rosary Healthcare**; Inpatient, ICU, ER,
Outpatient family medicine. January 2010. Locums. Full-time.

Missoula, MT: **Partnership Healthcare**; Ambulatory medicine.
Homeless person's. November-Dec. 2009. Locums. Full-time.

Mescalero, NM: **Indian Health Service**; Ambulatory medicine
Obstetrics, women's health, pediatrics, inpatient, urgent care.
July - September 2009. Locums. Full-time.

Hamilton, MT: **Marcus Daly Memorial Hospital**; Inpatient, hospice
Urgent care. October 2009 - April 2010. Locums. Full-time.

Fairbanks, AK: **Chief Joseph Medical Center**; Urgent care,
August 08-October 08. Locums. Full-time.

Barrow, AK: **North Slope Bureau**; Urgent care, ER, OB, Inpatient, March 08-July 08.
Locums. Full-time.

Rapid City, SD: **Community Health Center of the Black Hills**, Director of Family Planning,
Outpatient Family Medicine, Urgent Care services, October 2007-March 2008.

Lame Deer, MT: **Indian Health Service**. Outpatient Family Medicine
and Emergency Medicine coverage. July 2007-Oct. 2007.

Dehra Dunn, India: **City Heart Hospital**. Intensive Care Unit. May 2007.

OTHER EXPERIENCE

Barnes/Jewish Medical Center in St. Louis, MO (1988-2000). Planned and oversaw community health programs. Per-diem

Christian Northeast Hospital in St. Louis, MO (1998 – 2000). Emergency Services. Worked as patient care technician. Part-time.

Barnes/Jewish Medical Center in St. Louis, MO (1996 – 1998). Worked in blood bank delivery services. Part-time.

Barnes/Jewish Medical Center in St. Louis, MO (1988-2000). Exercise instructor and physical therapy assistant. Part-time.

Federal Reserve Bank in St. Louis (1994-1996)
Planned and oversaw employee exercise and health screening programs. Part-time.

McCormick Center, Belleville, IL. (1985 – 1993). Choreographer.

PERSONAL

Excellent public speaker. Interest in travel. History of overseas travel. Medical travel to India. History of child/welfare political advocacy. Lobbyist for State Senator Emeritus Kaye Steinmetz 1992. Hobbies: teaching dance, exercise, and yoga, singing, gardening, cross- country skiing, scuba diving, cycling.

VOLUNTEER EXPERIENCE

St. Elizabeth's Hospital
Child Center of Our Lady
Aid to Victims of Crime
Rotary
St. Martha's Hall
Shrine of Our Lady of the Snows

PROGRAM SPECIFIC ASSURANCE

Agency Name: HELP Committee and Boys & Girls Club of the Hi-Line
DUNS #834637332

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here

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

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

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

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

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

(b)(6)

Signature of Authorized Representative

Boys & Girls Club of the Hi-Line

Applicant Organization

CLUB DIRECTOR

Title

4/11/13

Date Submitted

CAROL M. WHITE PHYSICAL EDUCATION PROGRAM
PARTNERSHIP AGREEMENT

This partnership agreement is made and entered into by the *HELP Committee and Boys & Girls Club of the Hi-Line DUNS #834637332 (CBO)*

As an active partner, the HELP Committee and Boys & Girls Club of the Hi-Line agrees to contribute to the project by:

- A. Serving as the fiscal and program manager;
- B. Recruiting, screening, training, and maintaining staff and volunteers sufficient to implement the project as outlined in the proposal;
- C. Providing funding for professional development for staff and physical education teachers; and
- D. Initiating, expanding, and improving the physical education and nutrition programs at the Boy & Girls Club in order to make progress toward meeting State standards for physical education for K-12 grade students.
- E. Completing and submitting all evaluation and reporting requirements.

This partnership agreement covers the period of July 1, 2013 through June 30, 2016. and was developed after timely and meaningful consultation between the required partners

Authorized Representative Signatures

(b)(6)

Krista Solomon, Executive Director
HELP Committee and Boys & Girls Club of the Hi-Line

Please Note: A Partnership Agreement is not a contract.

CAROL M. WHITE PHYSICAL EDUCATION PROGRAM
PARTNERSHIP AGREEMENT

This partnership agreement is made and entered into by the *HELP Committee and Boys & Girls Club of the Hi-Line DUNS #834637332* (CBO) and the *Hill County Health Department* to facilitate cooperation and coordination in improving the quantity and quality of physical activity for children in our community.

As an active partner, the HELP Committee and Boys & Girls Club of the Hi-Line agrees to contribute to the project by initiating, expanding, and improving the physical education program at the Boy & Girls Club. The following opportunities will be available to all club members:

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

As an active partner, the Hill County Health Department supports this application and agrees to contribute to the project by:

- A. Participating in strategy team meetings to establish a nutrition program that fits within the after school and summer program;
- B. Instructing a nutrition program to participants; and
- C. Participating in data collection activities including activity logs, surveys, and/or instructor observations as needed for program evaluation.

This partnership agreement covers the period of July 1, 2013 through June 30, 2016 and was developed after timely and meaningful consultation between the required partners

Authorized Representative Signatures

(b)(6)

[Redacted Signature]

Tim Brurud, Project Director

HELP Committee and Boys & Girls Club of the Hi-Line

(b)(6)

[Redacted Signature]

Danielle Golie RN
Public Health Director

Hill County Health Department

Please Note: A Partnership Agreement is not a contract.

CAROL M. WHITE PHYSICAL EDUCATION PROGRAM
PARTNERSHIP AGREEMENT

This partnership agreement is made and entered into by the *HELP Committee and Boys & Girls Club of the Hi-Line* DUNS #834637332 (CBO) and the *Bullhook Community Health Center* to facilitate cooperation and coordination in improving the quantity and quality of physical activity for children in our community.

As an active partner, the HELP Committee and Boys & Girls Club of the Hi-Line agrees to contribute to the project by initiating, expanding, and improving the physical education program at the Boy & Girls Club. The following opportunities will be available to all club members:

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

As an active partner, the Bullhook Community Health Center supports this application and agrees to contribute to the project by:

- A. Participating in strategy team meetings to establish a nutrition program that fits within the after school and summer program;
- B. Instructing a nutrition program to participants; and
- C. Participating in data collection activities including activity logs, surveys, and/or instructor observations as needed for program evaluation.

This partnership agreement covers the period of July 1, 2013 through June 30, 2016 and was developed after timely and meaningful consultation between the required partners

Authorized Representative Signatures

(b)(6)

Tim Brurud, Project Director

HELP Committee and Boys & Girls Club of the Hi-Line

(b)(6)

Cindy Smith RN
Director

Bullhook Community Health Center

Please Note: A Partnership Agreement is not a contract.

CAROL M. WHITE PHYSICAL EDUCATION PROGRAM
PARTNERSHIP AGREEMENT

This partnership agreement is made and entered into by the *HELP Committee and Boys & Girls Club of the Hi-Line* DUNS #834637332 (CBO) and the *City of Havre, Montana* to facilitate cooperation and coordination in improving the quantity and quality of physical activity for children in our community.

As an active partner, the HELP Committee and Boys & Girls Club of the Hi-Line agrees to contribute to the project by initiating, expanding, and improving the physical education program at the Boy & Girls Club. The following opportunities will be available to all club members:

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

As an active partner, the City of Havre, Montana supports this application and agrees to contribute to the project by:

- A. Participating in strategy team meetings to establish a nutrition program that fits within the after school and summer program;
- B. Working with the Club to provide information about summer fitness opportunities through the Parks & Recreation department.

This partnership agreement covers the period of July 1, 2013 through June 30, 2016 and was developed after timely and meaningful consultation between the required partners

Authorized Representative Signatures

(b)(6)

Tim Brurud, Project Director

HELP Committee and Boys & Girls Club of the Hi-Line

(b)(6)

Tim Solomon

City of Havre

Mayor

Please Note: A Partnership Agreement is not a contract.

CAROL M. WHITE PHYSICAL EDUCATION PROGRAM
PARTNERSHIP AGREEMENT

This partnership agreement is made and entered into by the *HELP Committee and Boys & Girls Club of the Hi-Line DUNS #834637332 (CBO)* and *Havre Public Schools (LEA)* to facilitate cooperation and coordination in improving the quantity and quality of physical activity for children in our community. This project will strengthen a long existing relationship between our agencies.

As an active partner, the HELP Committee and Boys & Girls Club of the Hi-Line agrees to contribute to the project by:

- A. Serving as the fiscal and program manager;
- B. Recruiting, screening, training, and maintaining staff and volunteers sufficient to implement the project as outlined in the proposal;
- C. Providing funding for professional development for staff and physical education teachers; and
- D. Initiating, expanding, and improving the physical education program at the Boy & Girls Club in order to make progress toward meeting State standards for physical education for K-12 grade students.

As an active partner, Havre Public Schools fully supports this application and agrees to contribute to the project by:

- A. Continuing to participate in strategy team meetings;
- B. Assisting in the evaluation components by continuing to share data related to the established GPRA performance measures outlined in the proposal;
- C. Administering the Youth Risk Behavior Survey in March 2013 and 2015 and providing data for use in assessing and evaluating the program;
- D. Providing after-school bus service from each of the local schools to the Boys & Girls Club of the Hi-Line;
- E. Assisting with seeking resources for sustainability of the above services beyond the funding period.

This partnership agreement covers the period of July 1, 2013 through June 30, 2016. and was developed after timely and meaningful consultation between the required partners

Authorized Representative Signatures

(b)(6)

Krista Solomon, Executive Director

HELP Committee and Boys & Girls Club of the Hi-Line



Andy Carlson, Superintendent

Havre Public Schools

Please Note: A Partnership Agreement is not a contract.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

**Module 1: School Health and Safety Policies and Environment
Score Card**

Instructions

3. Carefully read and discuss the Module 1 Discussion Questions (pages 5-27), which contains questions and scoring descriptions for each item listed on this Score Card.
4. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 29-30).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1 Representative school health committee or team	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate health and safety policies to students, parents, staff members, and visitors	3	2	1	0
CC.4 Positive school climate	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
CC.7 Local wellness policies	3	2	1	0
CC.8 Standard precautions policy	3	2	1	0
CC.9 Professional development on meeting diverse needs of students	3	2	1	0
CC.10 Prevent harassment and bullying	3	2	1	0
CC.11 Active supervision	3	2	1	0
CC.12 Written crisis response plan	3	2	1	0
S.1 Safe physical environment	3	2	1	0
S.2 Maintain safe physical environment	3	2	1	0
S.3 Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1 Recess	3	2	1	0
PA.2 Access to physical activity facilities outside school hours	3	2	1	0
PA.3 Adequate physical activity facilities	3	2	1	0
PA.4 Prohibit using physical activity as punishment	3	2	1	0
N.1 Prohibit using food as reward or punishment	3	2	1	0
N.2 Access to free drinking water	3	2	1	0
N.3 All foods offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.4 All beverages offered or sold during the school day meet strong nutrition standards	3	2	1	0
N.5 Fundraising efforts during and outside school hours meet strong nutrition standards	3	2	1	0
N.6 Advertising and promotion of foods and beverages	3	2	1	0
N.7 Hands washed before meals and snacks	3	2	1	0
T.1 Prohibit tobacco use among students	3	2	1	0
T.2 Prohibit tobacco use among school staff members and visitors	3	2	1	0
T.3 Enforce tobacco-use policies	3	2	1	0
T.4 Prohibit tobacco advertising	3	2	1	0
A.1 Written policies for carry and self-administration of quick-relief medications	3	2	1	0
A.2 Professional development on asthma	3	2	1	0
A.3 Implement indoor air quality practices	3	2	1	0

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

A.4	Implement integrated pest management practices	2	2	1	0
SH.1	Non-discrimination on the basis of HIV infection policy	3	2	1	0
SH.2	Confidentiality of HIV status	3	2	1	0
SH.3	Professional development for all staff members on HIV policies or laws	3	2	1	0
SH.4	Professional development for administrators and teachers on HIV, other STD, and pregnancy prevention	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

84	18	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (114) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

103

MODULE SCORE =
(Total Points / 114) X 100

90%

Module 2: Health Education

Score Card (photocopy before using)

Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-15), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 17-18).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health education taught in all grades	3	2	1	0
CC.2	Sequential health education curriculum consistent with standards	3	2	1	0
CC.3	Active learning strategies	3	2	1	0
CC.4	Opportunities to practice skills	3	2	1	0
CC.5	Culturally appropriate activities and examples	3	2	1	0
CC.6	Assignments encourage student interaction with family and community	3	2	1	0
CC.7	Professional development in health education	3	2	1	0
CC.8	Professional development in delivering curriculum	3	2	1	0
CC.9	Professional development in classroom management techniques	3	2	1	0
S.1	Essential topics on preventing unintentional injuries, violence, and suicide	3	2	1	0
PA.1	Essential topics on physical activity	3	2	1	0
N.1	Essential topics on healthy eating	3	2	1	0
T.1	Essential topics on preventing tobacco use	3	2	1	0
A.1	Essential topics on asthma awareness	3	2	1	0
SH.1	Essential topics for preventing HIV, other STD and pregnancy	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (45) by subtracting 3 for each question eliminated).

36	6	0	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			42
MODULE SCORE = (Total Points / 45) X 100			93 %

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card
(photocopy before using)

Instructions

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-14), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 15-16).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Information and materials for physical education teachers	3	2	1	0
PA.5	Prohibit exemptions or waivers for physical education	3	2	1	0
PA.6	Students active at least 50% of class time	3	2	1	0
PA.7	Individualized physical activity and fitness plans	3	2	1	0
PA.8	Health-related fitness	3	2	1	0
PA.9	Teachers avoid practices that result in student inactivity				
PA.10	Promote community physical activities	3	2	1	0
PA.11	Certified or licensed physical education teachers	3	2	1	0
PA.12/A.1	Address special health care needs	3	2	1	0
PA.13/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.14/S.2	Playgrounds meet safety standards	3	2	1	0
PA.15	Professional development for teachers	3	2	1	0
PA.16	Participation in intramural programs or physical activity clubs	3	2	1	0
PA.17	Promotion or support of walking and bicycling to school	3	2	1	0
PA.18/S.3	Physical activity facilities meet safety standards	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

39	6	1	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (54) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

46

MODULE SCORE =
(Total Points / 54) X 100

85%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

1. Carefully read and discuss the Module 4 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Healthy food purchasing and preparation practices	3			
N.4	A la carte offerings include healthy food and beverage items	3	2	1	0
N.5	Sites outside cafeteria offer healthy food and beverage items	3	2	1	0
N.6	Promote healthy food and beverage choices	3	2	1	0
N.7	Adequate time to eat school meals	3	2	1	0
N.8	Collaboration between nutrition services staff members and teachers	3	2	1	0
N.9	Degree and certification of nutrition services manager	3	2	1	0
N.10	Professional development for nutrition services manager	3	2	1	0
N.11/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.12/ S.2	Preparedness for food emergencies	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

36	0	0	36
----	---	---	----

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (36) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.

MODULE SCORE =
(Total Points / 36) X 100

36
100 %

MONTANA

HEALTH ENHANCEMENT

K-12

CONTENT AND PERFORMANCE STANDARDS

WITH BENCHMARKS AT

4TH, 8TH AND 12TH GRADES

Office of Public Instruction

and

Montana Association for Health, Physical Education, Recreation and Dance

1999

MONTANA STANDARDS FOR HEALTH ENHANCEMENT

Health Enhancement combines the disciplines of “health” and “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium and vice versa. Health is essential to a quality of life and leads directly to improved learning. Health enhancement develops the skills and behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity and premature mortality in adulthood. Health enhancement is a critical component of the educational process.

Content Standards indicate what students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students’ knowledge, skills, and abilities along a developmental continuum in each content area. That continuum is focused at three points—the end of grade 4, grade 8, and grade 12.

By developing personal and community health-related knowledge, skills and behaviors, all students will be able to:

Health Content Standard 1—Have a basic knowledge and understanding of concepts that promote comprehensive health.

Health Content Standard 2—Demonstrate competency in a variety of movement forms.

Health Content Standard 3—Apply movement concepts and principles while learning and developing motor skills.

Health Content Standard 4—Achieve and maintain a challenging level of health-related physical fitness.

Health Content Standard 5—Demonstrate the ability to use critical thinking and decision making to enhance health.

Health Content Standard 6—Demonstrate interpersonal communication skills to enhance health.

Health Content Standard 7—Demonstrate health-enhancing behaviors.

Health Enhancement Content Standard 1

Have a basic knowledge and understanding of concepts that promote comprehensive health.

Rationale

Basic to health enhancement is the foundation of knowledge about the relationships of behavior and health, the interactions within the human body that promote health and fitness, and actions to prevent disease and other health problems. Comprehensive application of health enhancing strategies enables the student to be health literate, self-directed life-long learners.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. describe relationships between personal health behaviors and individual well-being.	1. explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.	1. analyze how attitudes and behaviors can impact health maintenance, disease prevention and injury.
2. describe the basic structure and function of the major human body systems, emphasizing growth and development.	2. explain the function and maintenance of body systems, including the reproductive system..	2. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system.
3. identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected and treated early.	3. analyze how peers, family, heredity, and environment influence personal health.	3. analyze how the environment, public health policies, government, regulations, research and medical advances influence personal and community health.
4. identify personal health enhancing strategies that encompass substance, abuse, nutrition, exercise, injury/disease prevention, and stress management.	4. explain personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.	4. develop personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention, and stress management.
5. identify the potential sources of environmental hazards.	5. explain how appropriate health care can prevent premature death and disability.	5. demonstrate the ability to advocate for personal, family, and community health.

Health Enhancement Content Standard 2

Demonstrate competency in a variety of movement forms.

Rationale

Basic movement skills are the foundation students need in order to lead a more active and productive life. It is the daily application of fundamental motor skills by which skillful movers are developed.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">1. demonstrate mature form in all locomotor patterns and selected manipulative and nonlocomotor skills.2. combine movement skills in applied and dynamic settings or lead-up games.3. acquire skills including perceptual, motor and rhythm.	<ol style="list-style-type: none">1. demonstrate a variety of physical skills which encompass lead-up games, rhythms and dance, and individual, dual, and team sports.	<ol style="list-style-type: none">1. demonstrate a variety of physical skills which encompass dance, individual, dual and team sports, and lifetime physical activities.

Health Enhancement Content Standard 3

Apply movement concepts and principles while learning and developing motor skills.

Rationale

The ability of the learner to use cognitive information is essential in understanding and enhancing motor skill acquisition and performance.

Benchmarks

Students will:

End of Grade 4	End Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none">1. apply critical elements to improve personal performance in fundamental motor skills and some specialized skills.2. recognize and apply movement concepts that impact the quality of performance.	<ol style="list-style-type: none">1. understand and apply movement concepts to game strategies.2. identify and refine the critical elements of advanced movement skills.3. identify and understand the application of basic rules and strategies in a variety of physical activities.	<ol style="list-style-type: none">1. identify the characteristics of technically correct performance in a variety of movement forms.2. apply rules and advanced strategies to a variety of physical activities.3. know and understand scientifically based information regarding movement performance.

Health Enhancement Content Standard 4

Achieve and maintain a challenging level of health-related physical fitness.

Rationale:

Physical fitness, developed through regular physical activity is essential in enjoying an active, productive and healthy life.

Benchmarks:

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
<ol style="list-style-type: none"> 1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. 2. identify each component of health-related physical fitness. 3. associate each health-related physical fitness component to the improvement of personal health. 4. demonstrate individual progress toward each component of health-related physical fitness. 	<ol style="list-style-type: none"> 1. participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. 2. understand and apply basic principles of training to improve health-related physical fitness. 3. identify personal fitness goals. 4. demonstrate individual progress toward each component of health-related physical fitness. 	<ol style="list-style-type: none"> 1. participate in a variety of fitness activities involving each component of health-related physical fitness. 2. demonstrate the knowledge, skills, and desire to monitor and adjust levels to meet personal fitness needs. 3. design a personal fitness program. 4. demonstrate individual progress toward each component of health-related physical fitness.

Health Enhancement Content Standard 5

Demonstrate the ability to use critical thinking and decision making to enhance health.

Rationale

Problem-solving processes are lifelong skills needed in order to implement and sustain health enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify problem-solving processes specific to health-related issues.	1. individually and collaboratively apply problem-solving processes to health issues.	1. ability to utilize various problem-solving strategies when making health decisions related to needs and risks of young adults.
2. access valid health information and resources.	2. analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community.	2. predict immediate and long-term impacts of health decisions on the individual, family and community.
3. explain how basic health information and resources are used in setting goals and decision-making.	3. predict how decisions specific to health behavior have consequences for self and others.	3. implement a plan for achieving personal health goals.
4. set personal health goals and record progress toward achievement.	4. describe personal factors that influence an individual's health goals.	4. evaluate progress toward attaining personal health goals.
5. predict results of positive health decisions.	5. explain a personal health plan that addresses need, strengths, and risks.	5. formulate an effective plan for lifelong health.
	6. identify the validity of health information and how culture, media, and technology influence choices.	6. demonstrate the ability to locate, evaluate and utilize credible health information.

Health Enhancement Content Standard 6

Demonstrate interpersonal communication skills to enhance health.

Rationale

Self-concept and personal family and community health are enhanced through effective verbal and non-verbal communication.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. describe characteristics needed to be a responsible friend and family member.	1. describe how the behavior of family and peers affects interpersonal communication.	1. demonstrate skills for communicating effectively with family, peers and others.
2. demonstrate ways to communicate care, consideration and respect of self and others.	2. demonstrate ways to communicate care, consideration and respect of self and others.	2. demonstrate ways to communicate care, consideration and respect of self and others.
3. demonstrate healthy ways to express needs, wants and feelings.	3. demonstrate healthy ways to express needs, wants and feelings.	3. demonstrate healthy ways to express needs, wants and feelings.
4. demonstrate refusal skills.	4. demonstrate refusal and mediation skills to enhance health.	4. demonstrate refusal, mediation and collaboration skills for solving interpersonal conflict without harming self or others.
5. demonstrate active listening skills.	5. demonstrate strategies to analyze and manage conflict in healthy ways.	5. analyze how interpersonal communication affects relationships.
6. demonstrate non-violent strategies to resolve conflicts.		6. analyze the possible causes of conflict and demonstrate strategies to manage conflict.

Health Enhancement Content Standard 7

Demonstrate health-enhancing behaviors.

Rationale:

Many diseases and injuries can be prevented by reducing risk-taking behaviors. In addition, practicing health-enhancing behaviors contributes to a positive quality of life. Students will have a foundation for living a healthy life by accepting responsibility for their personal health.

Benchmarks:

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. interact with friends and others through participation.	1. enjoy participation in physical activity.	1. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis.
2. use physical activity as a means of self-expression.	2. recognize the social benefits of physical activity.	2. experience enjoyment from physical activity and a healthy lifestyle.
3. experience enjoyment through physical activity.	3. participate in health-enhancing physical activity outside of school.	3. participate in activities that promote community well-being.
4. regularly participate in physical activity.	4. work cooperatively with a group to achieve group goals in both cooperative and competitive settings.	4. initiate independent and responsible health-enhancing personal behavior.
5. demonstrate strategies to improve or maintain personal health.	5. demonstrate strategies to improve or maintain personal and family health.	5. demonstrate strategies to improve or maintain personal, family and community health.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE
July 1, 2013 – September 30, 2016

1. Personnel

FEDERAL REQUEST

Position	Name	Annual Salary/Rate	Level of Effort	Cost
Project Director	Tim Brurud, B.S.	\$50,500	30%	\$15,150
Project Coordinator/Youth Development Specialist – Physical Education	Janie Raybeck, B.S.	\$26,000	100%	\$26,000
Youth Development Specialist – Health & Life Skills	Unnamed	\$24,000	100%	\$24,000
Administrative Assistant	Mark Douglass	\$23,000	30%	\$6,900
			TOTAL	\$72,050

JUSTIFICATION: The Project Director, Tim Brurud, will oversee the program including providing supervision, recruitment and training of the program staff. Additionally, Tim will assist with community relations and evaluation. Tim is a former teacher in the State of Montana and has directed the programs of the Boys & Girls Club of the Hi-Line for nearly ten years including the successful establishment of a 21st Century Community Learning Center in partnership with the LEA. Janie Raybeck, Project Coordinator/Youth Development Specialist – Physical Education will be responsible for coordinating all grant-related activities and implementation of the physical education activities of the project. Janie holds a BS in Physical Education, Health and Exercise Science. She is currently pursuing a Master’s Degree in Sports Psychology. The Youth Development Specialist – Health & Life Skills will implement all health and life skills activities of the project including the nutrition education and lessons associated with the Fuel Up to Play 60 program. A Bachelor Degree will be required for this position. The Administrative Assistant will perform clerical duties for the project staff and check kids into the program each day.

LOCAL MATCH

(b)(4)

(b)(4)

JUSTIFICATION: Krista Solomon will assume the administrative tasks including insuring compliance with all grant requirements and fiscal duties. The LEA PE Instructors will administer the surveys, participate in strategy team meetings, attend trainings, and conduct in-service trainings. The Board/Coalition is comprised of twelve standing members representing several community partners. On average, board members will contribute 3 hours per month. Contributions will include policy making, marketing and resource development, facilities management, and sustainability. Community volunteers including students from MSU-Northern will assist approximately fifteen hours per week with Club-based grant-related activities. Dr. Smith specializes in Childhood Obesity Prevention and has committed 16 hrs per quarter in-kind to advise and/or present on the topic. Rachel Dean will dedicate 20% time on raising funds to sustain the project beyond grant funding. Volunteer hours will be tracked using the Visions scanning program.

FEDERAL REQUEST \$72,050
LOCAL MATCH \$27,656

Year 2: All positions will remain the same. We have included a 3% increase in salaries. = \$74,212

Year 3: All positions will remain the same. We have included a 3% increase in salaries. = \$76,438

2. Fringe Benefits:

FEDERAL REQUEST

Component	Rate	Wage	Cost
FICA/MCARE	7.65%	\$72,050	\$5,512
Workers Compensation	\$1.39/\$100	\$72,050	\$1,002
State Unemployment Ins.	3%	\$72,050	\$2,162
Health Insurance, Long-Term Disability, Pension as defined in our Policies Manual	22%	\$72,050	\$15,851
		TOTAL	\$24,527

JUSTIFICATION: Fringe reflects current rates as outlined in the CBO's Personnel Policies.

FEDERAL REQUEST \$24,527
LOCAL MATCH \$0

Year 2: All positions will remain the same. We have included a 3% increase in benefits. = \$25,263

Year 3: All positions will remain the same. We have included a 3% increase in benefits. = \$26,021

3. Travel:

FEDERAL REQUEST

Purpose of Travel	Location	Item	Rate	Cost
New Grantee Meeting – Project Director & Project Coordinator	Washington, D.C.	Airfare & Fees	\$600/flight x 2	\$1,200
		Hotel	\$226/night x 2 night x 2 staff	\$904
		M&I	\$71/day x 3 days x 2 staff	\$426
		Mileage to Airport Roundtrip Havre – Great Falls	205 x .565	\$116
NASPE or SPARK Training	TBA	Registration Fee	\$500 x 2 LEA PE Instructors	\$1,000
		Airfare \$ Fees	\$600/flight x 2	\$1,200
		Per Diem	\$64/day x 4 x 2	\$512
		Mileage to Airport Roundtrip Havre – Great Falls	205 x .565	\$116
SPARK Premium Training (yr 1 only)	Havre	Training & Travel – all inclusive	\$4,699	\$4,699
SPARK After School Program Training	TBA	Registration Fee	\$500 x 2	\$1,000
		Airfare \$ Fees	\$600/flight x 2	\$1,200
		Per Diem	\$64/day x 4 x 2	\$512
		Mileage to Airport Roundtrip Havre – Great Falls	205 x .565	\$116
Summer Bus	8 city pick-up points five days per week	Mileage	\$1,200 summer flat rate	\$1,200
			TOTAL	\$14,201

JUSTIFICATION: The Project Director & Project Coordinator will attend the new grantee meeting. The budget also includes funds to support the training plan developed for the first year

of the project including on-site SPARK Premium training, SPARK after school training with training of trainers model, and a national training for LEA PE instructors who will return and conduct in-service trainings for all PE staff. We will also contract with the local transit system to provide a summer bus to and from the club.

LOCAL MATCH

(b)(4)

JUSTIFICATION: Busses run from each of the four elementary schools, the middle school, and the high school to the club each school day during the school year. Our district has grade-level schools so they estimate that there is no additional cost to the district to provide this priceless service.

FEDERAL REQUEST
LOCAL MATCH

\$14,201
(b)(4)

Year 2: Members who participated in the SPARK training of trainers during year one will deliver much of the training during year 2, thus assuring sustainability of the project. Training costs for year two will be = \$6,674

Year 3: SPARK training will resume at the local level thus reducing the training costs. = \$6,674

4. Equipment:

FEDERAL REQUEST

Item(s)	Rate	Cost
24 Station Konami DanceDanceRevolution Wireless Dance System		\$17,999
	TOTAL	\$17,999

JUSTIFICATION: As outlined in the project work plan, we will be incorporating SPARK education and activities into all centers within the Club. The DDR will be placed in the games room. There will not be any equipment purchases in subsequent grant years.

FEDERAL REQUEST
LOCAL MATCH

\$17,999
(b)(4)

Year 2: Equipment for Havre Middle School as determined by the strategy team throughout year one per project narrative = \$18,000

Year 3: = \$0

5. Supplies:

FEDERAL REQUEST

Item(s)	Rate	Cost
2 - Laptop Computers with scanner software	\$2,000	\$2,000
General office supplies	\$75/mo. x 12 mo.	\$900
Postage	\$30/mo. x 12 mo.	\$360
Copier Supplies	\$100/mo. x 12 mo.	\$1,200
Program Supplies	Spark Activity Supply List (yr 1 only)	\$5,600
	K-6 Instructional Materials & SPARKfolios	\$500
	Spark After School Instructional Materials & SPARKfolios	\$500
	Pedometers	\$4,000
	TOTAL	\$15,060

JUSTIFICATION: We will need to purchase one laptop computer for use by the Program Coordinator and one for scanning members in the gym and tracking progress. Office supplies, copies, and postage are needed for general operation of the project. Program supplies include materials needed to implement the SPARK after school program SPARKfolios, activity supplies, and instructional materials. We will obtain the supplies at the lowest cost after bidding them with local vendors. Additionally, we will purchase pedometers for project monitoring and evaluation.

LOCAL MATCH

(b)(4)

JUSTIFICATION: The lead agency is equipped with work stations some of the proposed positions as well as all of the office equipment necessary for this project.

FEDERAL REQUEST
 LOCAL MATCH

\$15,060
 (b)(4)

Year 2: There will not be a need for additional computer purchases and the program supply budget will be reduced to \$2,500 for replacement materials only. = \$4,960
 Year 3: There will not be a need for additional computer purchases and the program supply budget will remain at \$2,500 for replacement materials only. = \$4,960

6. Contract:

FEDERAL REQUEST

Name	Service	Rate	Other	Cost
Galusha, Higgins & Galusha	OMB Curricular A-133 Audit	\$6,000 annually	20% charged to this project	\$1,200
			TOTAL	\$1,200

JUSTIFICATION: The CBO Contracts with an independent auditor to conduct a yearly audit of program finances. The auditor has been selected using the agency's fiscal/administrative management procedures.

LOCAL MATCH

(b)(4)	
	Total \$0,000

JUSTIFICATION: The Havre Daily News has agreed to provide space for our organization to submit a weekly Health Watch article. We will use this space at least once per quarter to promote the project. Additionally, we will utilize PSA's and news stories to promote the project.

FEDERAL REQUEST \$1,200
 LOCAL MATCH (b)(4)

Year 2: Costs will remain the same. = \$1,200

Year 3: Costs will remain the same. = \$1,200

7. Construction:

FEDERAL REQUEST \$0
 LOCAL MATCH (b)(4)

8. Other:

FEDERAL REQUEST

Item	Rate	Cost
Utilities/Building Operating	20% average building costs	\$16,000
Telephone/Internet	\$40/month x 12 months	\$480
Insurance/Dues	20% liability and bus insurance	\$2,800
	TOTAL	\$19,280

JUSTIFICATION: This project will be charged approximately 20% of the organization's annual utilities and building costs based on the project budget in relation to the organizational total budget. Insurance and dues include general liability for program participants.

FEDERAL REQUEST \$19,280
 LOCAL MATCH (b)(4)

Year 2: Costs will remain the same. = \$19,280

Year 3: Costs will remain the same. = \$19,280

Indirect cost rate: We are not requesting indirect costs.

TOTAL PROJECT COSTS 2013-16:

FEDERAL REQUEST

\$164,317

LOCAL MATCH

(b)(4)

Year 2: \$149,589 / \$50,240

Year 3: \$134,573 / \$50,240

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

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

Name of Institution/Organization

HELP Committee and Boys and Girls Club of the Hi-Line

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	72,050.00	74,212.00	76,438.00			222,700.00
2. Fringe Benefits	24,527.00	25,263.00	26,021.00			75,811.00
3. Travel	14,201.00	6,674.00	6,674.00			27,549.00
4. Equipment	17,999.00	18,000.00	0.00			35,999.00
5. Supplies	15,060.00	4,960.00	4,960.00			24,980.00
6. Contractual	1,200.00	1,200.00	1,200.00			3,600.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	19,280.00	19,280.00	19,280.00			57,840.00
9. Total Direct Costs (lines 1-8)	164,317.00	149,589.00	134,573.00			448,479.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	164,317.00	149,589.00	134,573.00			448,479.00

***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 HELP Committee and Boys and Girls Club of the HI Line	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Tim		Brurud	

Address:

Street1:	PO Box 68
Street2:	
City:	Havre
County:	
State:	MT: Montana
Zip Code:	59501-0068
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
406 265-6206 ext 306	406 265-6262

Email Address:

timb@bgchi-line.com

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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