

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 # S215F130309

Grants.gov Tracking#: GRANT11379556

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

****Table of Contents****

Form	Page
<i>1. Application for Federal Assistance SF-424</i>	e3
<i>2. Assurances Non-Construction Programs (SF 424B)</i>	e6
<i>3. Disclosure Of Lobbying Activities (SF-LLL)</i>	e8
<i>4. ED GEPA427 Form</i>	e9
<i>Attachment - 1 (1236-GEPA)</i>	e10
<i>5. Grants.gov Lobbying Form</i>	e11
<i>6. ED Abstract Narrative Form</i>	e12
<i>Attachment - 1 (1235-CalMumAbstract2013FINAL)</i>	e13
<i>7. Project Narrative Form</i>	e15
<i>Attachment - 1 (1242-CalMum2013PEPNarrativeFINAL)</i>	e16
<i>8. Other Narrative Form</i>	e41
<i>Attachment - 1 (1237-CalMumAppendicesFINAL2013)</i>	e42
<i>Attachment - 2 (1238-CalMumCornell)</i>	e66
<i>Attachment - 3 (1239-CalMumIndirectCosts2013)</i>	e68
<i>Attachment - 4 (1240-CalMumCoreForms)</i>	e69
<i>Attachment - 5 (1241-Cal-MumCooperativeExtPartnerSigned)</i>	e76
<i>9. Budget Narrative Form</i>	e77
<i>Attachment - 1 (1234-BudgetNarrativeCalMum2013Final)</i>	e78
<i>10. Form ED_524_Budget_1_2-V1.2.pdf</i>	e96
<i>11. Form ED_SF424_Supplement_1_2-V1.2.pdf</i>	e98

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/12/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Caledonia- Mumford Central School District

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

166006454

* c. Organizational DUNS:

0192252590000

d. Address:

* Street1:

99 North Street

Street2:

* City:

Caledonia

County/Parish:

Livingston

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

144230000

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

John

Middle Name:

* Last Name:

Walther

Suffix:

Title:

Project Director

Organizational Affiliation:

* Telephone Number:

5855383455

Fax Number:

* Email:

jwalther@CAL-MUM.ORG

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

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

13. Competition Identification Number:

84-215F2013-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Hurdling Obstacles in Physical Education (HOPE)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Patrick Donegan	* TITLE BUSINESS MANAGER
* APPLICANT ORGANIZATION Caledonia- Mumford Central School District	* DATE SUBMITTED 04/12/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

Watertown Public Schools will ensure equitable access or participation in project activities across all potential barriers (*gender, race, national origin, color, disability, or age*). In order to meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs, including different languages. All school buildings are handicapped accessible.

The district will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who are visually-impaired, hearing impaired and learning disabled.

The district fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. The district does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

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 Caledonia- Mumford Central School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Patrick"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Donegan"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="BUSINESS MANAGER"/>	
* SIGNATURE: <input type="text" value="Patrick Donegan"/>	* DATE: <input type="text" value="04/12/2013"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Caledonia-Mumford Central School District

Abstract

Caledonia-Mumford Central School District (Cal-Mum) is a small school district located in rural Upstate New York. Cal-Mum educates just under 1,000 students in three schools: the Elementary School (serving grades K-5), Middle School (serving grades 6-8), and High School (located in the same building as the MS and serving grades 9-12). All enrolled students will participate in our proposed PEP activities. At Ca-Mum, we are proud of our record of high academic achievement throughout the district and of our team of loyal, qualified teachers who strive each day to equip students with the knowledge they need to succeed in school and in life. In two key areas, we are falling short of this goal—in the areas of physical fitness and nutrition education. We have identified gaps and weaknesses in our current services, infrastructure, programs, and opportunities that are preventing our students from achieving NYS PE standards designed to ensure students will be healthy now and throughout their lives. Not only is the district experiencing disproportionate levels of overweight and obesity, students are also failing to meet recommended GPRA performance measures for cardiovascular fitness and daily physical activity. Additionally, a recent survey analysis revealed that few students consume healthy levels of fruits and vegetables on a daily basis.

In order to turn the course of this downward trend of fitness and nutrition, we have designed a project entitled "Hurdling Obstacles in Physical Education" or HOPE. The project has the following objectives: *(1) improve curricula; (2) implement effective PE equipment; (3) equip teachers through training; and (4) increase opportunities for students to be physically active.* We will address each of these gaps in accordance with PEP priorities 1 and 2 a-e and will align our project to the NYS standards for Physical Education. The HOPE Project seeks to increase physical activity and healthy eating to help students establish energy balance and ultimately reduce the incidence of overweight and obesity in Cal-Mum by: (1) exposing students to a wide range of physical activities; (2) integrating education about activity and nutrition in PE classes so that students understand the importance and inter-connectedness of

both with regard to fitness and weight management; (3) increasing access to appropriate activity equipment and facilities during and outside of the school day; and (4) teaching students the skills needed for self-reflection (through activity and food logs and fitness journals), self-management, and positive decision-making through implementation of Adventure strategies.

The success of our project will be assessed through our impact on the following measures: An increase in the percentage of students served by the grant who engage in 60 minutes of daily physical activity by the end of the project period (GPRA 1); an increase in the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment (GPRA 2); and an increase in the percentage of students served by the grant who consume fruit two or more times per day and vegetables three times per day by the end of the project period (GPRA 3). Additional project-specific outcomes will be measured according to our objectives and will assess our impact on fitness education, individual assessment and fitness planning, use of community resources, professional development, and other related areas.

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](#)

DISTRICT OVERVIEW Caledonia-Mumford Central School District (Cal-Mum) is a small, very rural school district located in Livingston and Monroe Counties in Upstate New York (NY). Cal-Mum educates just under 1,000 students in three schools housed in two buildings: the Elementary School (ES) serving grades K-5, Middle School (MS) serving grades 6-8, and High School (HS; located in the same building as the MS) serving grades 9-12. Our student population is 94% White, 2% Black/African American, 1% Hispanic, 1% Asian, and 3% Multi-Racial. About one in five (21%) qualifies for free or reduced-price lunch. No students are of Limited English Proficiency.

NEED Cal-Mum offers students an excellent academic education, and our graduation rate is 60% higher than the state rate. With all of that in mind, we find it *alarming and completely unacceptable that our students are not able to meet New York State Standards for physical education (PE)*. A detailed self-assessment conducted in early 2013 revealed gaps and weaknesses in our current program that prevent students from achieving NYS physical education (PE) standards, designed to ensure that students can be healthy now and throughout their lives.

Learning Standards for New York State: Health and Physical Education^{1, 2}

Standard 1 (NYSS 1): Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health. (a) Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. (b) Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.

NYSS 2 (NYSS 2): A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (a) Students will demonstrate an understanding of responsible personal and social behavior while engaged in physical activity. (b) Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (c) Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

NYSS 3 (NYSS 3): Resource Management: Students will understand and be able to manage their personal and community resources. (a) Students will be aware of and able to process opportunities available to them within their community to engage in physical activity. (b) Students will be informed consumers and be able to evaluate facilities and programs.

¹ NYSS 3c, students will be aware of some career options in the field of physical fitness and sports, has not been included in this listing because it has been deemed "adequately addressed" at present.

² In the section that follows, we have identified in parentheses the specific standards not being met due to the issue(s) described.

Our self-assessment included: the School Health Index (SHI) Modules 1-4 (**PEP Requirement 1**); reviews of student fitness and Body Mass Index (BMI) results; the CDC’s Physical Education Curriculum Analysis Tool (PECAT) and the Healthy Eating Module of the Health Education Curriculum Analysis Tool (HECAT) (**PEP Requirement 5**); PE equipment inventories; student physical activity and nutrition surveys; and PE staff surveys.

Caledonia-Mumford Central School District SHI Overall Scorecard: Modules 1-4		
	ES	MS/HS
Module 1: School Health Policies and Environment	81%	68%
Module 2: Health Education	57%	82%
Module 3: Physical Education and Other Physical Activity Programs	89%	50%
Module 4: Nutrition Services	97%	97%

School Health Index-Identified Weaknesses for Cal-Mum CSD by Building	
<i>Elements Identified as "Under Development" (score of 1 out of 3) or "Not in Place" (score of 0 out of 3)</i>	
Cal-Mum ES	Cal-Mum MS/HS
<ul style="list-style-type: none"> -Recess -Health education taught in all grades -Assignments encourage student interaction with family and community -Professional development in health education -Professional development in delivering curriculum -Fundraising efforts during and outside school hours meet strong nutrition standards -Advertising and promotion of food and beverages 	<ul style="list-style-type: none"> -Representative school health committee or team -Enrichment experiences -Local wellness policies -Standard precautions policy -Professional development on meeting the diverse needs of students -Staff involvement in decision making Staff development on unintentional injuries, violence, or suicide -Foods offered outside school hours meet strong nutrition standards -Fundraising efforts supportive of healthy eating -Advertising and promotion of food and beverages -Adequate physical activity facilities -Access to physical activity facilities outside of school -225 minutes of PE per week -Sequential PE curriculum consistent with standards -Individualized physical activity/fitness plans -Health-related physical fitness -Promote community physical activities -Professional development for PE teachers -Participation in extracurricular physical activity programs -Address special health care needs -PE safety practices -Physical activity facilities meet safety standards -Implement indoor air quality practices -Promotion of support of walking/bicycling to school

Body composition has been measured using the CDC’ BMI-for-Age Growth Charts.

Grade	Male %	Female %
	Overweight/Obese	Overweight/Obese
K	58%	69%
1	78%	48%
2	76%	69%
3	50%	63%
4	52%	52%
5	50%	50%
6	17%	8%
7	27%	5%
8	20%	10%
9	18%	24%
10	20%	27%
11	29%	30%
12	19%	32%

BMI results demonstrate critically poor fitness among Cal-Mum students. 40% of boys and 37% of girls are overweight or obese, compared to about 33% nationally. (**Competitive Prefer. Priority 1--CPP 1**).

Student survey results provide some indication as to why BMIs are as high as they are. While the USDA recommends students consume two fruits and

three vegetables per day, of Cal-Mum elementary students, 49% do not consume the recommended amount of fruit, and 78% do not consume the recommended amount of vegetables. At the secondary level, 53% do not consume the recommended amount of fruit, and 77% do not consume the recommended amount of vegetables.

% Cal-Mum Students Exhibiting Poor Cardiovascular Fitness		
Grade	Male	Female
3	40%	71%
4	56%	61%
5	29%	26%
6	25%	0%
7	26%	19%
8	3%	17%
9	48%	24%
10	45%	48%
11	45%	56%
12	8%	63%

(**GPRA 3**) 38% of elementary and 69% of secondary students do not meet USDA recommendations for consuming three glasses of low-fat milk daily. Clearly, our program does not empower students to meet state PE standards, and significant changes are needed.

Poor fitness testing results in other fitness categories echo the need for an improved PE

program. Cardiovascular fitness and upper body strength are areas of substantial weakness for Cal-Mum students. 33% of boys and 39% of girls (1 in 3!) in grades 3-12 are not achieving age-appropriate cardiovascular fitness based on the FITNESSGRAM's age and gender

% Cal-Mum Students Exhibiting Poor Upper Body Strength		
Grade	Male	Female
3	58%	66%
4	78%	86%
5	54%	64%
6	32%	46%
7	19%	57%
8	19%	45%
9	27%	31%
10	30%	46%
11	34%	43%
12	8%	16%

criterion-referenced 20-meter shuttle run fitness test (PACER). Among students in grades 3-12, 36% of boys (1 in 3!) and 50% of girls (1 in 3!) exhibits poor upper body strength. (GPRA 2)

Through the needs assessment, the team determined that the following **gaps** are preventing students from achieving state PE standards: (1) *incomplete curricula*; (2) *lack of PE equipment*; (3) *lack of PE teacher training in current trends and research-based methods*; and (4) *lack of opportunities for students to be physically active*.

Gap 1: Incomplete curricula—The existing PE curriculum is not complete, sequential, or aligned to state PE standards, as recommended by the SHI. PE is largely focused on teaching basic movement skills (running, skipping, hopping, throwing, catching, etc.) at the primary level and traditional team sports (flag football, volleyball, basketball, soccer, softball, etc.) at all other levels. There is NO formal written curriculum at the secondary level! PE team completed the CDC’s Physical Education Curriculum Analysis Tool (PECAT) to formally assess curriculum strengths and weaknesses according to state standards. The table below shows our overall scorecard results—indicating the extent to which the current curriculum addresses NYSS.

While we adequately prepare students to participate in team sports games

PECAT Results									
Content					Student Assessment				
STANDARD	K-2	3-5	6-8	9-12	STANDARD	K-2	3-5	6-8	9-12
1: NYSS 1a	80%	80%	0%	0%	1: NYSS 1a	10%	10%	40%	40%
2: NYSS 1a	60%	60%	0%	0%	2: NYSS 1a	40%	40%	40%	40%
3: NYSS 1b, 3	80%	80%	0%	0%	3: NYSS 1b, 3	30%	30%	40%	40%
4: NYSS 1b	80%	80%	0%	0%	4: NYSS 1b	0%	0%	40%	40%
5: NYSS 2a, 2c	50%	50%	0%	0%	5: NYSS 2a, 2c	0%	0%	40%	40%
6: NYSS 2b	20%	20%	0%	0%	6: NYSS 2b	0%	0%	40%	40%

by developing sports skills and reviewing sports rules, we fail to provide students with an understanding of how *fitness* is developed and maintained, and significant time is not allocated in the curriculum for student activities that promote fitness (NYSS 1b). Students participate in fitness testing in the fall and spring each year, but assessment methods are not consistent and

fitness testing results are not leveraged to develop individualized plans for improving fitness, as required by NYSS 1b and recommended by the SHI. Physical activities offered through the curriculum are lacking in diversity. In addition to a lack of fitness-building activities, our program does not offer s adventure/cooperative and lifetime fitness activities. Adventure/cooperative activities provide students with opportunities to develop responsible, respectful behaviors (NYSS 2a) and risk-assessment skills (NYSS 2c). Lifetime fitness activities must be taught to help students discover physical activities they enjoy and ensure they can be active for a lifetime (NYSS 1b).

NO nutrition education is incorporated in to PE classes and opportunities to receive nutrition education elsewhere are sparse. In MS/HS, nutrition education is offered as one very small component of Health class, which is taken for one semester in MS and another semester in HS. In ES, Health is supposed to be taught in the regular classroom, but the amount of time and emphasis placed on nutrition are inconsistent, varying greatly by teacher. No coordination between classroom nutrition education and PE is occurring. Active learning strategies are not employed during nutrition education (SHI), resulting in lost opportunities to unite the concepts of eating behaviors and physical activity in the minds of students while maximizing activity time. Poor BMI results show students are failing to understand and apply all elements of fitness in order to achieve and maintain healthy weights.

The PE team completed the CDC's Healthy Eating Module of the Health Education Curriculum Analysis Tool (HECAT) in the winter of 2010 to assess

HECAT Results			
Healthy Eating Standard	Score	Healthy Eating Standard	Score
1	75%	5	100%
2	87.5%	6	50%
3	25%	7	87.5%
4	25%	8	62.5%

the nutrition curriculum compared to state and national standards. Results show an incomplete

and inconsistent curricular approach to the standards. Critical weaknesses identified were assessment (including lack of formal assessment tools, assessment policies, and opportunities for students to self-assess; NYSS 1b), access to information and services to enhance health through healthy eating (NYSS 3), facilitation of communication skills to enhance health and avoid or reduce health risks (NYSS 1b, 2c), and facilitation of goal-setting to enhance health through healthy eating (NYSS 1b, SHI).

Plan to Address Gap 1: The project team will use PECAT and HECAT results in conjunction with state PE standards to revise PE and nutrition education curricula.

Gap 2: Lack of PE equipment—Comprehensive PE Equipment inventory reports show that, even after our curriculum is revised, we will not be able to help students meet state PE Standards 1 and 2 without purchasing new equipment. Existing equipment is primarily team sports-focused and much of it is outdated, in poor condition, and unusable or unsafe (unsafe and inadequate physical activity facilities—per SHI). We are not able to teach students a “variety” of activities (NYSS 1a) because we lack varied equipment. Specifically, we lack lifetime physical activity equipment, fitness-building equipment, and adventure/cooperative activity equipment. There is no lifetime physical activity equipment at the ES. At the MS and HS, lifetime activity equipment is limited to outdated, broken cross-country skiing and golfing equipment, archery equipment, snowshoes (15 pair in fair condition) and equipment for recreational sports such as badminton and ping pong. This range of activities is insufficient to keep students active throughout life (NYSS 1) and unlikely to guarantee all students can identify one or more activities they enjoy (NYSS 2). Adventure equipment is necessary to offer students opportunities for movement-based problem-solving, risk assessment, and cooperative skill-building (Standards 2a and 2c). As fitness results show, our students have a tremendous need to increase cardiovascular fitness and

strength. We currently have no cardiovascular fitness equipment . Our program lacks any up to date fitness equipment to get students excited about fitness or that we can use to model what they might see out in their community, such as electronic game-based dance tools, game bikes, or climbing walls (NYSS 3).

We do not have any fitness assessment and tracking tools (software, etc.) necessary for effectively collecting, compiling and analyzing fitness data or heart rate or activity monitors necessary for measuring exertion levels. This makes it very hard to give our students appropriate feedback needed to motivate and promote an active lifestyle. We have no efficient way to create effective individualized plans for student fitness as NYSS 1b requires and the SHI recommends.

Plan to Address Gap 2: Purchase and implement equipment for all levels that will encourage increased physical activity now and in the future, promote positive decision-making and cooperative skills, and improve fitness, including tools for objective assessment and analysis of activity and fitness levels.

Gap 3: Lack of PE teacher training in current trends and research-based methods—The district’s five PE teachers have NO content area-specific opportunities for professional development due to budget restrictions. The SHI deems this a critical program weakness. PE teachers have not been able to stay abreast of the latest trends and research in the field and are not familiar with research-based methods for improving physical activity and fitness. The SHI determined health-related fitness is underdeveloped and individual fitness plans are not in place, but PE teachers have not received training on PE technologies necessary for measuring and tracking student success and making data-driven program decisions. 67% indicate they need this training. 67% also indicate they need training on how to increase student fitness. The SHI also determined that special health care needs are not being met. Teachers need training on adaptive

PE methods and strategies to respond to this weakness. 60% or more PE teachers indicated they needed training in: PE technology, incorporating nutrition education, working with students with special needs, adventure activities (NYSS 2), and motivating unengaged students.

Plan to Address Gap 3: PE teachers will participate in: PECAT/HECAT- and state standards-driven curriculum revision process and related training, training in PE and fitness technologies and equipment, and professional conferences.

Gap 4: Lack of opportunities for students to be physically active—82% of secondary students are not active for 60 minutes daily as recommended by the CDC (GPRA 1), leading to high levels of overweight and obesity and low fitness—indicating a failure to achieve NYSS 1. PE is required each year for all Cal-Mum students. ES students attend PE every other day for 40 minutes all year; MS students attend PE every other day for 60 minutes all year; and HS students attend PE for 85 minutes every other day for one semester/half the year. At averages of 120 minutes for ES, 150 minutes for MS, and 212.5 minutes one half of the year and 0 minutes the other half of the year for HS, these amounts are well below the SHI recommended amounts of PE minutes per week of 150 for elementary and 225 for secondary students. Because HS students may have one semester of no PE each year, and will go 2 to 12 months (including summer) without PE as a result, it is VITAL HS students in particular are provided with opportunities, access, and motivation to be independently physically active on a regular basis.

Other than participation in team sports, there are no organized opportunities for secondary students to be physically active outside of PE. 52% of secondary students participate in team sports each semester, which indicates that nearly half of students do not have structured opportunities to be active before or after school. At the ES, students may participate in the Fitness First morning activity program from 7:45 to 8:30am on Tuesdays and Thursdays. This

program has operated for five years and has 17 participants;, however afterschool physical activity opportunities are non-existent for elementary students.

As the SHI indicates, coordination with community organizations and promotion of community-based physical activity opportunities is not occurring. Two out of three PE teachers report this occurs in PE classes less than once per month. Lack of student awareness of community resources translates to a failure to meet NYSS 3—which calls for students to utilize relevant community resources for activity and fitness.

Plan to Address Gap 4: Elementary classroom teachers will offer students 15 minutes of structured physical activity on non-PE days. ES students will have fitness room availability after school daily for 1 hour, and MS and HS will have fitness room availability after school daily for 2 hours. The PEP Team will coordinate with community partners to promote community-based activity opportunities.

SIGNIFICANCE Hurdling Obstacles in Physical Education (HOPE) is a two-year implementation project that will transform our PE program from an ineffective, unaligned, traditional team sports-focused program to a community-connected wellness program focused on individual student achievement and maintenance of physical fitness now and throughout life by directly addressing all identified program gaps. HOPE's **goal** is to improve district wellness by increasing K-12 student achievement of NY state PE standards. We have adopted the **six elements of the Absolute Priority as our objectives** for HOPE, as illustrated by the chart below. *Measurement tools for all outcomes are listed in the Evaluation.*

PEP Elements/Objectives	Key Project Activities
<p><i>PEP Element/Objective 1: To provide instruction in healthy eating habits and good nutrition to students</i></p>	<ul style="list-style-type: none"> -Utilize HECAT results to revise PE curriculum to include nutrition education (PEP Requirement 5) that reinforces classroom and cafeteria messages and helps students understand the connection between eating and physical fitness. -Implement nutrition curricula: Healthy Kids Challenge for elementary and Five for Life for Life for secondary -Coordinate efforts of PE/health teachers and cafeteria staff related to nutrition ed. -Institute individualized healthy eating goals and progress tracking for grades K-12.

	<p>Leverage ChooseMyPlate.gov and other online nutrition resources in PE classes.</p> <ul style="list-style-type: none"> -Coordinate Food Service Team Nutrition (TN) efforts with PE and classroom education by Food Service Director training teachers on TN -Promote Wegmans' Eat Well – Live Well Challenge which promotes eating five fruits/vegetables daily to staff and MS students in Year 1; expand participation to include upper elementary grades in Year 2. <p>GAPS ADDRESSED: 1 STANDARDS ADDRESSED: 1, 2</p>
<p>MEASURABLE OUTCOME 1: 15% increase in the percentage of students who consume fruit two times and vegetables three times per day by the end of the project period. (GPRA 3)</p> <p>MEASURABLE OUTCOME 2: 10% increase in the percentage of students who drink milk three times daily by project end.</p>	
<p><i>PEP Element/Objective 2a: To provide fitness education and assessment to help students understand, improve, or maintain their physical well-being</i></p>	<ul style="list-style-type: none"> -Standardize fitness assessment policies and schedules. -Implement heart rate monitors and pedometers and activity and eating assessment and tracking technologies. -Create individualized fitness plans for students in grades K-12. -PE teachers to receive training on a variety of topics -Purchase fitness-building equipment for PE; establish ES and MS/HS fitness centers. <p>GAPS ADDRESSED: 2, 3, 4 STANDARDS ADDRESSED: 1, 2, 3</p>
<p>MEASURABLE OUTCOME 3: 20% increase in the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment by the end of the project period. (GPRA 2)</p> <p>MEASURABLE OUTCOME 4: 10% increase in the percentage of students who achieve age-appropriate upper body strength by the end of the project period.</p>	
<p><i>PEP Element/Objective 2b: To provide instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student</i></p>	<ul style="list-style-type: none"> -Utilize PECAT results to revise the existing curriculum to ensure it will facilitate engagement in a range of activities and standards achievement. -Expand activities offered to include climbing, snowshoeing, fitness training, mountain biking, dancing, exergaming, etc. and incorporate into PE curriculum (PEP Requirements 5 and 6) -Offer adventure/cooperative activities. -Provide afterschool physical activity opportunities at all levels through fitness centers. -Provide classroom-based 15-min. structured activity periods at ES on non-PE days. -Provide training for PE teachers -Promote Wegmans' Eat Well – Live Well Challenge, which encourages taking 10,000 steps daily, to staff and MS students in Year 1; expand participation to include upper elementary grades in Year 2. -Communicate w/partners to promote community-based opportunities for activity. -Leverage Action for Healthy Kids resources and investigate Fuel Up to Play 60 <p>GAPS ADDRESSED: 1, 2, 4 STANDARDS ADDRESSED: 1, 2, 3</p>
<p>MEASURABLE OUTCOME 5: 20% increase in the percentage of students who engage in 60 minutes of daily physical activity by the end of the project period. (GPRA 1)</p>	
<p><i>PEP Element/Objective 2c: To facilitate development of, and provide instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle for students</i></p>	<ul style="list-style-type: none"> -Implement and track progress on individualized fitness plans that include activity and healthy eating goals so students can visualize progress toward individual goals. -Institute regular use of tracking tools such as pedometers and heart rate monitors to raise student awareness of exertion levels and amount of time spent active in class, per day, and per week. GAPS ADDRESSED: 1, 2 STANDARDS ADDRESSED: 1, 2
<p>MEASURABLE OUTCOME 6: 50% of students will have individual fitness plans that include at least one fitness or activity goal and at least one healthy eating goal by the end of the project period.</p>	
<p><i>PEP Element/Objective 2d: To provide opportunities for students to develop positive social and cooperative skills through physical activity participation</i></p>	<ul style="list-style-type: none"> -Communicate w/partners to promote community-based opportunities for activity. -Offer a range of adventure/cooperative activities to provide students with more opportunities to develop skills in: positive decision-making, communication, team-building, problem-solving, risk assessment, and leadership. -Provide additional opportunities for students to participate in physical activity outside of PE class via fitness center open daily after school for MS/HS students. <p>GAPS ADDRESSED: 1, 2, 4 STANDARDS ADDRESSED: 1, 2, 3</p>

<p>MEASURABLE OUTCOME 7: 5% of students will participate in new afterschool physical activity opportunities by the end of Year 1. 15% will participate by the end of Year 2</p> <p>MEASURABLE OUTCOME 8: 10% increase in the percentage of students who leverage community opportunities or resources for physical activity.</p>	
<p>PEP Element/Objective 2e: To provide opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, & trends in PE</p>	<p>-Provide training opportunities for PE staff on a wide range of topics, including <u>new curriculum</u>, PE technologies, adaptive PE, exergaming, nutrition education, and other areas as determined by PECAT</p> <p>-Provide opportunities for PE teachers to attend professional conferences</p> <p>-Invite community partner representatives to physical activity trainings</p> <p>GAPS: 3 STANDARDS ADDRESSED: 1, 2, 3</p>
<p>MEASURABLE OUTCOME 9: 80% of PE teachers will attend at least 4 physical activity/nutrition training opportunities/yr</p> <p>MEASURABLE OUTCOME 10: 80% of PE teachers will implement concepts, strategies, or lessons learned in trainings in their classes by the end of the same year.</p>	

Gap 1: Incomplete curricula—The Project Director (PD) and the PE team will utilize our PECAT results to conjunction with the NY State PE Standards to revise the curriculum to address identified weaknesses (**PEP Requirement 5**). Our students are in dire need of a program that provides significant opportunities to build decision-making and self-management skills as well as fitness. Hence, the new PE curriculum will:

- (1) Incorporate fitness-building activities and equipment (such as selectorized weight training equipment, treadmills, game and stationary bikes, Sportwalls, gaming-system based dance, and use of technology and individualized fitness plans for monitoring progress) and allocate significant time throughout the curriculum to fitness development, including implementing a goal of including a minimum of one fitness-building activity in each PE class period. (NYSS 1a, 1b)
- (2) Incorporate adventure (including group challenges, cooperative games, and wall climbing) that will provide students will opportunities to develop communication, risk-assessment, leadership, self-management, and good decision-making skills necessary for achieving fitness now and throughout life. (NYSS 2a and 2c)
- (3) Incorporate lifetime fitness activities (such as biking and snowshoeing) and promote locations and opportunities in the community where students can engage in those and other physical activity opportunities. (NYSS 1a, 2b, 3a, 3b)

The team will review existing assessment strategies and generate a formal district-wide plan for PE assessment and grading which is based on objective measures and aimed at increasing student fitness and will include the implementation of individualized, health-related fitness plans as recommended by the SHI and called for in our SHI Improvement Plan. (**PEP Requirement 2**)

The PD and PE teachers will work with the Food Services Director, Susan Presher, and at least one Health and one elementary classroom teacher to expand and coordinate nutrition education efforts throughout the district, including utilizing cafeterias as “food labs” where students can

learn about healthy eating and be given opportunities to practice making healthy choices, using HECAT results. We will adopt and implement the following curricula. Elementary: Healthy Kids Challenge (HKC) Balance My Day nutrition curricula offer an age-appropriate healthy eating education curriculum aligned to national Health Standards and MyPlate recommendations expressed through 6 key ideas: Breakfast has Power, Fruits and Veggies the Tasty Way, Drink Think, Smart Servings, Active Play, and Snack Attack. Each three-grade curriculum offers 30 15-20-minute lessons. It will be used with grades K-6. Secondary: Five for Life Nutrition Kit: This curriculum incorporates physical activities to teach important healthy eating topics (food groups, daily amounts, balanced diet, energy content of foods, the role of vitamins and minerals and weight management). Included are a Nutrition Handbook, one InfoCube with a set of Nutrition InfoCube Cards and a set of Nutrition Cards.

The new curricula will promote active learning strategies as recommended by our SHI Improvement Plan. The team will also discuss creating a policy and/or mechanism for communication between teaching and cafeteria staff. The team will note nutrition-related policies identified by the SHI as not in place or underdeveloped (such as “fundraising efforts that support healthy eating”) to be reviewed by school Wellness Committee before the end of the project period. **(PEP Requirements 2 and 5)**

PECAT and HECAT assessments have already been conducted. The Project Director will lead PE teachers and the Director of Food Service in revising the curriculum according to the weaknesses identified by our PECAT/HECAT. All curriculum revisions will be completed by the end of Year 2. Money has been budgeted for curriculum work and training time for staff each year. During that work time, the team will also generate (including working on scheduling adjustments as necessary) a plan for delivering nutrition education to students that includes

when, where, and by whom information will be delivered as well as how methods of follow-up instruction and/or supportive messages will be delivered for all grade levels. (NYSS 1)

Gap 2: Lack of PE equipment—In order to implement our new curriculum, we will purchase a range of new and replacement PE equipment, including but not limited to: selectorized and free weights; treadmills; ellipticals; game bikes; Sportwalls; Xerdance system; resistance tubing; archery kits; mountain bikes; a climbing wall; adventure equipment and challenges; replacement snowshoes; exercise mats; disc golf sets; and golf sets. We will purchase heart rate monitors (HRMs); pedometers; and activity, nutrition, and fitness assessment tracking software to generate student fitness data and guide our project improvement. We will create individualized fitness plans with students that include physical activity, fitness, and healthy eating goals and progress tracking as required by the state standards and noted in our SHI Improvement Plan. Our SHI plan also calls for newer equipment to increase the safety and adequacy of physical activity facilities and the addition of PE technologies to ensure implementation of health-related fitness assessment. PECAT and NYS standards will be used to integrate all equipment purchased into the curriculum through the design of formal units with distinct lesson plans. **(PEP Req. 5 and 6)** (NYSS 1-3)

Gap 3: Lack of PE teacher training in current trends and research-based methods—PE teachers will attend in-house trainings and professional conferences and to receive professional training on a range of topics each year of the project, in keeping with our SHI Improvement Plan which notes PE teacher training should be immediately and significantly implemented. Partnering organizations will be invited to participate in trainings. Please refer to Design Part 3 for more information on training plans. (NYSS 1-3)

Gap 4: Lack of opportunities for students to be physically active—Our schedule will not allow for additional PE class time to meet the SHI recommendation for PE minutes of 150 for elementary and 225 secondary students; however, this project will significantly increase opportunities for students to be active by accessing physical activity facilities during and outside of school, as directly called for in our SHI Improvement Plan. At the elementary level, classroom teachers will have opportunities to train in PE strategies in order to become PE providers and, and lead their students in 15 minutes of structure activity each non-PE day. Unused classroom space will be reallocated to create fitness centers (using PEP-purchased equipment). at the ES and MS/HS buildings. The MS/HS fitness center will be open for one hour daily staffed by PE teachers or local recreation staff. We will encourage MS students (in Year 1) and upper elementary students (in Year 2) and staff to participate in Wegmans’ Eat Well – Live Well Challenge which promotes taking 10,000 steps daily, in Year 1. Finally, a partnership agreement has been established and included in the appendices in response to **Competitive Preference Priority (CPP) 2**. The PD will regularly communicate with partners to learn about and inform students regarding community-based resources and opportunities for students to be active. Students will be encouraged to take advantage of all school- and community-based activity and nutrition education, opportunities, as dictated by our SHI Improvement Plan. (**PEP Requirement 4**) (NYSS 1-3)

QUALITY OF THE PROJECT DESIGN

A:CAPACITY-BUILDING. Sustainable Model:

By leveraging research-based strategies, Cal-Mum CSD ensures the HOPE Project will build capacity, result in positive change, and be sustainable beyond the funding period. Many activities institutionalize valuable practices that result in student nutritional and activity behavior change *and do not require financial support beyond the original start-up funding* PEP funds will provide.

High-quality, commercial-grade equipment designed for heavy use and longevity will be purchased to ensure extended use with minimal maintenance manageable with district funds.

Professional Development: The PE Team will revise the curriculum as needed as determined by PECAT/HECAT assessment results to increase standards alignment and incorporate all new equipment by the end of Year 2 (**PEP Requirements 5 and 6**). Teacher training will increase long-term capacity for staff to meet student needs. PE Teachers will participate in trainings led by professionals on the topics indicated in the table. Follow-up trainings will be pursued as needed for project and student success. Each year: three PEP Team members each year will attend the national PE professional conference (AAHPERD); four PEP Team members will attend the state PE professional conference (NYSAPERD); and two PEP Team members will attend the PE4Life PEP Resource Conference. Teachers will preserve what they learn for future department reference via brief written summaries. Conference attendance will allow each teacher to pursue training pertinent to the specific age range taught and will provide opportunities to stay abreast of the latest field trends and research.

Training Topics	Trainer(s)	Year
NASPE PIPELine training for PE teachers: Integrating Technology in K-12 Physical Education: All PE teachers 1 day (<i>Partners invited</i>)	NASPE PIPELine trainer	1
PE Assessment technology use: All PE teachers 2 days: 1 day heart rate monitors, 1 day PE teacher grading software	PE technology vendor	1
NASPE PIPELine training for PE teachers: Technology II: Applications for Physical Education Instruction: All PE teachers 1 full day (<i>Partners invited</i>)	NASPE PIPELine trainer	2
Nutrition Curricula: 1 professional development day per year for PE teachers	PE staff	1, 2
AAHPERD (national professional conference): 3 people to attend this 4-day conference	AAHPERD presenters	2
NYSAPERD (state professional conference): 3 people to attend this four-day conference	NYSAPERD pres.	1, 2

Leveraging Partners: HOPE Project community partners (**CPP 2**) will build capacity and ensure sustainability. All partners will designate a representative to participate on the Advisory Board at least twice per year, assist with policies review and revision upon request, communicate with the PEP Team about community-based opportunities for students for physical activity and nutrition, and promote the project to the greater community, in addition to the roles described below.

Partner	Contact	CPP 2 Role	
Livingston County Health Department	Joan Webster, LMSW Public Health Educator	Local Public Health Entity	Livingston County Health Department will continue to work with district toward securing a state-sponsored School Health Index (SHI) grant; assist with proper use of SHI under the PEP grant and the state SHI grant—including re-assessment of SHI at the end of the PEP grant project period; assist the district in coordinating the two funding streams to ensure minimal duplication of services and maximum student benefit.
Cal-Mum CSD District Food Services	Susan Presher	Food Service Director	Ms. Presher will participate in revision of the existing district nutrition curriculum as driven by the HECAT assessment results; participate in the delivery of nutrition ed leveraging Team Nutrition and Fuel Up to Play 60 materials via the cafeterias, supplementation of the Health Education program at the 7 th and 10 th grade levels, and coordination through the Advisory Board and District Wellness Committee; participate in the re-assessment of district strengths and weaknesses through the use of the CDC's School Health Index (SHI) Modules 1-4 and HECAT during and at project's end.
Caledonia Town Board	Dan Pangrazio, Supervisor	Head of Local Government	Town of Caledonia will provide support and resources related to the Caledonia Recreation Commission's participation in the project.
Cornell Cooperative Extension	TBD	CBO	Cornell Cooperative Extension will provide feedback and input on project progress and policies and support for BMI data collection upon request. With dietitians on staff, this is a valuable connection in our rural region.
Caledonia Recreation Commission	Betty McClenney	Additional Community Partner	Caledonia Recreation Commission will assist district with supervision and staffing of afterschool fitness center time; continue to offer and coordinate with this project community-based high-quality programs related to physical activity and/or nutrition/healthy eating to K-12 students and their families
Workfit Medical, LLC	Dr. J. Ellie, School Physician	Additional Community Partner	Dr. Ellie will provide feedback and input on project progress and policies.

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

Providing opportunities for students to participate in activities that they enjoy is key to motivating them to be physically active.³ Offering students a choice of activities in which to participate has been shown to increase students' intrinsic motivation to be physically active. This project will increase students' intrinsic motivation to be active by introducing a wide variety of physical activities (ex: cooperative games and challenges, snowshoeing, biking, exergaming, weight training, sports etc.) in which they can participate throughout life.

The HOPE Project will implement individualized activity and nutrition programs for students. “The Guide to Community Preventative Services Fact Sheet: Physical Activity”⁴ noted individualized programs resulted in up to 35% increase in physical activity. Additionally, The

³ Brandon L Alderman, Aaron Beighle, Robert P Pangrazi. Enhancing motivation in physical education. Journal of Physical Education, Recreation & Dance. Reston:Feb 2006. Vol. 77, Iss. 2, p. 41-45,51 (6 pp.)

⁴ <http://www.astho.org/pubs/CommunityGuide-PhysicalActivity.CPDF>

Guide indicates studies showed increased access to locations for physical activity increased the number of individuals engaging in physical activity three or more times weekly by up to 25%.⁵ Through this project, new fitness centers at both buildings will be established and open daily afterschool for one (ES) to two (MS/HS) hours.

PE teachers will utilize Adventure activities, including climbing and cooperative and problem-solving activities. According to research conducted by Hattie et al., and Jelalian et al., Adventure strategies and education increase self-efficacy which increases motivation, positive behaviors, and the skills needed to make positive choices and behavior changes—including the changes necessary for increasing and maintaining fitness and a healthy weight.^{6,7}

C. EXCEPTIONAL MODEL. As demonstrated by our use of the six elements of the PEP Absolute Priority as our objectives (see the Objectives, Outcomes, and Key Activities table in Significance), our project design's entire framework is built on and fully guided by the statutory purposes of the grant program, representing an exceptional approach. Additionally, the project is responsive to Competitive Preference Priority 2, based on a partnership between the school district (LEA), Food Service Director, community-based organizations (Cornell Cooperative Extension, Caledonia Recreation Commission, WorkFit), the Livingston County Health Department (local public health), and the Caledonia Town Board (head of local government) as demonstrated by the partnerships table in Design part A. The project is also responsive to Invitational Priority 1: Let's Move! design filters.

Design Filters	Reflection in HOPE
1. Strive for universal access.	The program will be offered equally to all students in regardless of gender, background, or ability. New adaptive/accessible equipment (adaptive motion trainers and heart rate monitors for individualize monitoring and programming) will be purchased. Community partners will be asked for input to ensure cultural sensitivity. Materials in other languages or translators will be provided as needed. A review of

⁵ <http://www.astho.org/pubs/CommunityGuide-PhysicalActivity.CPDF>

⁶ Hattie, J. and et al. (1997). "Adventure Education and Outward Bound: Out-of-Class Experiences that Make a Lasting Difference." *Review of Educational Research* 67(1): 43.

⁷ Jelalian, E., Mehlenbeck, R., Lloyd-Richardson, EE., Birmaher, V., & Wing, RR. (2006). 'Adventure Therapy' combined with cognitive-behavioral treatment for overweight adolescents. *International Journal of Obesity* 30 (1), 30–39.

	2013 student survey results shows that the top activities Cal-Mum secondary girls (48% of which currently like PE "some of the time" or not at all) would like to add to the PE program were exergaming (66%) and exerdancing (55%) as well as Zumba and Yoga. One in three girls expressed interest in adventure activities, and one in four expressed interest in a new fitness center (use of treadmills, ellipticals, etc.). All of these activities will be added.
2. Include a range of age-appropriate activities.	The PEP Team will ensure all activities are age-appropriate by leveraging age-level performance indicators listed for each of the NY state standards for PE (NYSS) and purchasing equipment appropriately sized for students at each involved school building.
3. Aim to reach recommended dosage/duration.	With the introduction of increased PE equipment we will be able to increase activity levels in PE classes by keeping most or all students moving for the full class period. Heart rate and activity monitors will motivate and hold students accountable for MVPA for specified time periods. The MS/HS fitness center will be available for use for one hour every day after school. Fuel Up to Play 60 events will excite students about physical activity. Program activities like incorporation of Wegmans' Eat Well Live Well for MS students will challenge students to reach recommended activity levels (e.g. 10,000).
4. Be engaging and fun for kids.	We will utilize heart rate and activity monitoring technologies and new equipment like exergaming systems which will be exciting and motivating for students. Also see Design Filter 1.
5. Led by well-trained coaches/mentors.	All PE teachers are NYS-certified in PE and will participate in significant trainings led by highly experienced professionals in the field each year of the project period.
6. Track individual & group progress.	All students will be monitored for progress toward individual physical activity, fitness, and healthy eating goals using pedometers, heart rate monitors, fitness assessment software and other tools.
7. Consistent motivation/incentives.	Monitoring tools will provide real-time and ongoing feedback that will be motivating and rewarding for students as these tools help them visualize and track achievement toward personal fitness goals.

Our project is strongly linked with similar local, state, and federal resources (**PEP Requirement**

4) and responsive to all PEP requirements. Local: The HOPE Project is aligned with the goals of the district's Local Wellness Policy and the table below lists Wellness Policy elements that will be addressed and assisted by the HOPE Project. (**PEP Requirement 3**).

Key Wellness Policy Elements	HOPE Project Activities to Further the Goals
Classroom teaching: All instructional staff will be encouraged to integrate nutritional themes into daily lessons when appropriate. <i>The health benefits of good nutrition should be emphasized.</i>	HOPE will include the revision of the existing nutrition education curriculum using the Healthy Eating Module of the HECAT. The resulting curriculum will <u>connect nutrition education being delivered in regular elementary, Health, and other classrooms with efforts in the cafeterias and PE classes.</u> PE classes will begin to regularly provide nutrition education that is focused on the role nutrition plays in fitness and overall health.
Fundraising activities: All fundraising projects will be encouraged to adhere to District Nutrition Standards.	The SHI indicates that at the secondary schools fundraising efforts do not meet strong nutritional standards, though the Wellness Policy clearly calls attention to this issue. The District Wellness Committee will be asked to review fundraising policies to determine whether policy clarifications or revisions are needed to encourage healthy eating.
Teacher Training: Staff training is provided according to the District's Professional Development Plan and Wellness Conference Days	PE teachers have not received training in nutrition education and are not including it in PE as a result. Under HOPE, PE teachers will receive training on nutrition education curriculum changes. Funds have been included in the budget for "to be determined" training needs, and we anticipate further training on effectively incorporating nutrition education without losing activity will be needed and pursued during the grant period.
All students will be encouraged to engage in at least a minimum of thirty minutes of vigorous activity daily.	Without safe, adequate facilities to be active, it is difficult to effectively encourage daily activity, especially for ES students on non-PE days and non-athlete HS students in their non-PE semester. HOPE will provide ES students with at least 15 minutes of structured physical activity time on non-PE days. ES students will have access to the fitness center after school for one hour daily and MS/HS students will have access for two hours daily.

Cal-Mum will offer our faculty, staff, and *middle school students* the opportunity to participate

in the Wegmans' Eat Well - Live Well Challenge, as sponsored by Wegmans Food Markets, a local food chain committed to providing high-quality foods. This eight-week program challenges participants to eat 5 or more servings of fruits and vegetables per day (*Strive for Five*), and take 10,000 steps or more each day. These aims are perfectly aligned to GPRA outcomes 3 (consuming fruit twice and vegetables three times daily = five) and 1 (engaging in daily physical activity, use of pedometers). Our faculty and staff has had up to 80 participants in the past and can act as positive role models for the students. Participating students will be given a pedometer to keep track of steps taken and a method to log fruit/vegetable intake. All participants will be recognized for their efforts by including their names on a Healthy Hero wall by the cafeteria.

State: The curriculum and all PE activities will be aligned to the Learning Standards for New York State for Health and Physical Education. Additionally, Eat Well Play Hard (EWPH) is the major NYS Department of Health initiative for combating childhood obesity. EWPH has three core strategies which it promotes in order to accomplish its ultimate goal of reduced childhood obesity: increase age-appropriate physical activity, increase consumption of low-fat milk/milk products, and increase consumption of fruits/vegetables. These core strategies align with our students' needs and the activities and outcomes proposed in the HOPE project. We will also coordinate with the Action for Healthy Kids NY State Fuel Up to Play 60 initiative which facilitates healthy eating and 60 minutes of daily physical activity by providing lesson and event plans for schools on topics such as drinking milk, staying active in your location, and eating breakfast. We will begin Fuel Up to Play 60 activities in Year 2 with a kick-off event for all students in the Fall and Project and Food Service Directors will leverage online resources to conduct educational lessons and at least two events for students such as healthy taste tests and opportunities to try new physical activities. The strategies above will enhance our project

activities and help us to change the negative student behaviors that were indicated by our baseline data -- low daily consumption of fruits, vegetables and milk and high amounts of sedentary activity.

Federal: Cal-Mum CSD administered Modules 1-4 of the CDC's School Health Index (SHI) self-assessment to determine how closely our programs adhere to federal recommendations aimed at assuring high quality and effectiveness. Our SHI Improvement Plan will guide project activities and the SHI will be re-administered at all schools at the end of the project period to determine our success in resolving the weaknesses identified. **(PEP Requirement 1)**

The CDC's PECAT and HECAT were used to assess PE and nutrition curriculum weaknesses. Curriculum revisions will resolve identified weaknesses, and—in conjunction with the standards—incorporate new equipment. PECAT and HECAT will be re-administered at project's mid-point and end to determine progress. **(PEP Requirement 5)**

The Food Service Director has been utilizing Team Nutrition online nutrition education visual aids, lesson plans, and other educational resources to train classroom teachers intermittently since 1999. She has recently begun composting and plans to begin a small school garden to grow vegetables for the cafeteria. Under this project, a second composter will be purchased and a formal, ongoing plan for training classroom and PE teachers in Team Nutrition resources will be put into place by the PD and Food Service Director by the end of Year 1.

The district will continue to explore the Let's Mover/Healthier US initiative. The Food Service Director has already investigated this initiative and has helped the ES meet at least 50% of the requirements. The PD will assist her in completing additional requirements to bring the ES to award status by the end of the project period. **(Invitational Priority) (PEP Requirement 4)**

ADEQUACY OF RESOURCES As demonstrated in the Significance section, our program is

directly and thoroughly responsive to every gap identified through the needs assessment and will yield significant outcomes. As our management plan (below) shows, sufficient staff time has been allocated to properly accomplish all activities. For about \$599 per student, we will transform our program into an effective system that facilitates state PE standards and fitness achievement for all students in an enjoyable environment that motivates lifelong physical activity and healthy eating and includes ample opportunities for access to fitness facilities and programs outside of school through active community partnerships. Costs are almost exclusively one-time costs, so this effort will reach hundreds more students over the next 10-20 years (the usable lifespan of most activity equipment items) at virtually no additional cost beyond basic equipment maintenance, which can be supported through our annual budgets. Assuming one new group of Kindergarteners per year with approximately 77 students in each group (our local average), this project will reach 1,770 students in ten years, reducing the per-student cost to just \$339.

QUALITY OF THE MANAGEMENT PLAN

Project Director: PE Teacher John Walther will serve as the full-time Project Director (PD), committing 100% of his time to project oversight. He will be replaced by a full time long-term sub for the duration of the project period to ensure his time can be directly devoted to overseeing grant implementation activities and outcomes achievement. He will be responsible for regularly communicating with the PD and PE staff to ensure proper and timely implementation, the curriculum assessments, scheduling trainings, selecting and ordering PE equipment, coordinating the curriculum revision process, participating in policy review and revision processes, communicating with partners, coordinating evaluation data collection, and generating reports. John has a Bachelor's Degree in PE and is currently working toward a Masters Degree in Athletic Administration. Supervising Administrator: Superintendent Bob Molisani will serve as Supervising Administrator (SA). He will devote .05

FTE to overseeing implementation, coordinating revision and policy review processes, communicating with the Project Coordinator about progress and informing the Advisory Board, reviewing performance feedback and written reports, and providing input on action plans for project improvement purposes. As an administrator, Bob already holds a leadership position, and he has proven his organizational skills and ability to coordinate and delegate work as appropriate. Together with John Walther and Lee Staley, Bob coordinated the assessment process for this project, in small, rural districts in our area, it is extremely common for superintendents to play hands-on, direct roles in large-scale district-wide projects such as this one. Bob holds an MS in Reading Education and a Certificate of Advanced Study in Educational Administration. The Business Administrator (.10FTE) will provide fiscal oversight and track funds. School Principals (.02FTE each) will serve as Site Coordinators and will participate in policy reviews and project meetings, oversee data collection, and assist with implementation of evaluation activities. The Food Service Director (.15FTE) will coordinate PEP activities with the Local Wellness Policy and Team Nutrition, review new PE nutrition curriculum, and provide student workshops on nutrition. The School Nurse (.02 FTE) for each school nurse will assist with BMI data collection per federal grant and NYS requirements. The Technology Director (.15FTE) will support implementation of new technology used for PE instruction and evaluation including, but not limited to: installing printers, routing wireless internet to fitness facility and gymnasiums, offering training on new technology, and troubleshooting as necessary. The Maintenance Supervisor (.10 FTE) will assist with equipment installation, care and storage. The PEP Team will include the PD and PE teachers from all levels, the principals from each building, and the Food Services Director. The Team will be responsible for meeting monthly to review progress and performance feedback and make adjustments as needed to ensure success, and

communicating with classroom teachers, cafeteria staff, and partners. PE teachers will comprise the Implementation Team sub-committee and will be responsible for implementing the project (including all equipment and curriculum changes in PE classes and carrying out key activities), collecting evaluation data, and providing implementation support for other PE providers (such as elementary classroom teachers). An Advisory Board comprised of the existing district Wellness Committee members, PEP Team members, partner representatives, and parents and students will meet 2-4 times per year to review and discuss feedback and generate valuable, action-oriented suggestions to improve services for students. An external evaluator will determine the effectiveness of the HOPE Project. The evaluator will have experience evaluating health or PE programs and generate an evaluation plan that dictates the evaluation tools to be used, data to be collected, parties responsible, and key dates. The evaluator will design/select tools, perform onsite PE assessments, and assist with data collection periodic and annual progress reports.

Process Objectives/Project Timeline

(responsible parties are listed following the anticipated completion dates)

Project Director = PD, Supervising Administrator = SA, Food Service Director = FSD.

- 1) Hire the evaluator: Upon receipt of PEP grant—PD and Business Manager supported as needed by Supervising Administrator (SA)
- 2) Finalize project leaders and PEP Team and begin holding monthly Project Team meetings: by 11/1/2013—PD, SA PEP Team (*Continue meetings monthly during the school year throughout the project period.*)
- 3) Finalize project timeline (including all meeting and training dates and any special events): by 11/1/2013—PEP Team, partners
- 4) Finalize evaluation plan for all years, and identify and schedule at least five GPRA data collection weeks for Year 1: by 11/15/2013—Evaluator, SA, PD, Principals, PEP Team
- 5) Begin assessment and other policies (2 per year) review: by 11/15/2013—PD, SA, Principals, PEP Team
- 6) Attend NYSAHPERD conference: November 2013—3 members of the PEP Team
- 7) Conduct all evaluation baseline assessments: by 12/1/2013—Evaluator, PD, Principals, PEP Team
- 8) Launch Wegman's Eat Well – Live Well Challenge for staff and MS students: by 12/1/2013—PD (*Continue throughout project period.*)
- 9) Communicate with partners about school- and community-based physical activity opportunities: by 1/1/2014—PC, partner organizations (*Continue bi-monthly during the school year throughout the project period.*)
- 10) Begin investigation of Fuel Up to Play 60 requirements and resources; determine steps to be taken to join that initiative at all schools and achieve Healthier US School Challenge award status at ES: by 12/31/2013—PD, Food Service Director (FSD)
- 11) Design and begin implementing a plan for formal, ongoing Team Nutrition education for teachers: by 12/31/2013—PD, FSD
- 12) Begin curriculum revisions: by 2/1/2014—PD, Curriculum Coordinator, FSD, PEP Team
- 13) Host parent and classroom teacher education and project open house night: by 2/1/2014—PD, Principals, PEP Team
- 14) Select and purchase all other activity equipment for Year 1: by 2/15/2014—PD, Business Manager
- 15) First periodic report of progress due to PD: by 3/1/2014—PEP Team, (*Continue throughout project period with reports due March/April and October annually.*)
- 16) Data for first periodic report to be sent to the evaluator: by 3/15/2014—PD, PEP Team (*Continue throughout project period with data due in March/April and October annually.*)
- 17) Complete Year 1 trainings by 5/1/2014: PEP Team, partners
- 18) Complete establishment of activity and healthy eating plans for students: May 2014—PE teachers

- 19) Spring fitness testing, student surveys, other annual assessments: May /June 2014—PEP team, PD, evaluator
- 20) Re-administer PECAT/HECAT: 7/31/2014—PEP Team
- 21) Complete review and revision of curriculum, assessment policies, and district-wide activity policies: by 8/1/2014—PD, SA, CC, FSD
- 22) Train PE providers on new curriculum to date: by 8/30/2014—PD
- 23) Complete registration for Fuel Up to Play 60 and assess status of preparation for ES to apply for Healthier US School Challenge award status: by 9/30/2013—PD, FSD
- 24) Identify and schedule at least four GPRA data collection weeks for Year 2: by 10/15/2014—Eval., PD, Principals, SA, PEP Team
- 25) Fall fitness testing, student surveys, other assessments: October 2014—PEP team, PD, evaluator
- 26) Attend NYSAHPERD conference: November 2014—3 members of the PEP Team
- 27) Select and purchase all activity equipment for Year 2: by 12/31/2014—PD, Business Manager
- 28) Launch Fuel Up to Play 60: by 12/31/2014—PD, FSD
- 29) Host parent and classroom teacher education and project open house night: by 2/1/2014—PD, PEP Team
- 30) AAHPERD: March/April 2015—3 members of the PEP Team
- 31) Complete Year 2 trainings by 4/1/2015: PC, PD, PE providers, partners
- 32) Hold at least another Fuel Up to Play 60 event by this date: 5/1/2015—PD, FSD
- 33) Spring, fitness testing, student surveys, other annual assessments: May/June 2015—PEP team, PD, evaluator
- 34) Hold at least another Fuel Up to Play 60 event by this date: 9/30/2015—PD, FSD
- 35) Re-administer PECAT/HECAT and SHI: 9/30/2016—PEP team

QUALITY OF THE PROJECT EVALUATION The evaluation will be comprehensive, ongoing, utilize formative and summative assessment techniques, and seek to determine project's effectiveness based on the degree of achievement of outcome measures directly related to our goal and objectives. Our Goal and Objectives are shown in Significance. **Baseline data will be collected by 12/20/2013.** Per **program requirements**, data on all three GPRA measures will be collected two times each project year in addition to a baseline collection period in Year 1. Progress data for project-specific measures will be collected annually in May/June unless otherwise indicated. *Data will be collected by PE teachers or the evaluator.*

Outcomes	Measurement Tools
MEASURABLE OUTCOME 1: 15% increase in the percentage of students who consume fruit two times and vegetables three times per day by the end of the project period. (GPRA 3) MEASURABLE OUTCOME 2: 10% increase in the percentage of students who drink milk three times daily by project's ends.	Youth Risk Behavior Survey questions for grades 6-12; a similar survey for elementary students to be selected by the evaluator
MEASURABLE OUTCOME 3: 20% increase in the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment by the end of the project. (GPRA 2) MEASURABLE OUTCOME 4: 10% increase in the percentage of students who achieve age-appropriate upper body strength by the end of the project period.	3. PYFP testing battery 4. Age and gender criterion-referenced push-up physical fitness test
MEASURABLE OUTCOME 5: 20% increase in the percentage of students who engage in 60 minutes of daily physical activity by end of the project period. (GPRA 1)	Pedometers for grades K-12 and 3-Day Physical Activity Recall for grades 5-12
MEASURABLE OUTCOME 6: 50% of students will have individual fitness plans that	PE teacher audit of fitness plans using

include at least one fitness or activity goal and at least one healthy eating goal by the end of the project period.	evaluator-determined protocol
MEASURABLE OUTCOME 7: 5% of students will participate in new afterschool physical activity opportunities by the end of Year 1. 15% will participate by end of Y2 MEASURABLE OUTCOME 8: 10% increase in the percentage of students who leverage community opportunities or resources for physical activity.	Student physical activity surveys created by the evaluator
MEASURABLE OUTCOME 9: 80% of PE teachers will attend at least 4 physical activity/nutrition training opportunities per year. MEASURABLE OUTCOME 10: 80% of PE teachers will implement concepts, strategies, or lessons learned in trainings in their classes by the end of the same year.	PE teacher surveys created by the evaluator

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

Other Evaluation Components to be Considered
<ul style="list-style-type: none"> • Were all planned project activities for the time period under consideration implemented or completed? • Did the project remain within the budget and timeline? • Were the PECAT and HECAT conducted and was the PE curricula appropriately revised? Is implementation underway? • Did PE Teachers integrate new activity strategies, equipment, PE technology, and nutrition information? • Has coordination and collaboration between PE providers and cafeteria staff increased? • Did students attend out-of-school time activity opportunities? • Did partners contribute to the value of the project? • Is there evidence of progress toward elimination of identified Gaps and SHI assessment-identified weaknesses?

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

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

DUNS 019225259

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

This form is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out this form, complete it, and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

Required Partner 1 of 5: LEA Partner: CALEDONIA-MUMFORD CENTRAL SCHOOLS

LEA Authorized Representative Name: Robert Molisani, Superintendent

Roles and Responsibilities:

- Serve as lead agency and fiscal agent
- Ensure compliance with all local, state and federal regulations
- Implement program as outlined in the grant narrative in order to facilitate increased student achievement of state PE standards and establish healthy student behaviors that promote student wellness now and throughout life including but not limited to: engaging in regular physical activity, eating healthy, making good decisions, and communicating and cooperating well with others.
- Convene a diverse Advisory Board of key stakeholders and relevant professionals to inform the project team as needed, provide feedback on progress and suggestions for improvement, ensure proper implementation for successful outcomes, and promote the project to the community
- Ensure appropriate staffing for project success
- Perform regular assessments as indicated in the grant narrative and required by program and federal rules and regulations
- Ensure effective, ongoing program evaluation
- Compile and complete required federal reports in a timely manner
- Track all grant-related funds, including tracking both request and matching funds and ensuring matching commitments are met

Contribution to the Project:

- Access to the target population, which is comprised of district students
- Newly hired or designated staff for implementation of project activities, including PE teachers, key project team members and valuable consultants (some of whom will be paid for with grant funds), and partners
- Space for most project activities
- Advisory board leadership
- Provision of information to the Advisory Board and community on project progress toward outcomes
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Matching funds as described in the submitted budget narrative that meet any and all matching requirements

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative:

(b)(6)

Dated:

3-8-13

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

Required Partner 4 of 5: LEA's Food Service or Child Nutrition Director

Food Service or Child Nutrition Director Name: SUSAN PRESHER, FOOD SERVICES DIRECTOR

Roles and Responsibilities:

- Participate in the assessment of existing district nutrition curricula and education through the use of the Healthy Eating Module of the CDC's Health Curriculum Analysis Tool (HECAT)
- Participate in the selection and adoption of new, creation of new, or revision of existing nutrition education curricula as driven by the HECAT process
- Participation in the delivery of nutrition education through the cafeterias, supplementation of the Health Education program at the 7th and 10th grade levels, and coordination through the Advisory Board and District Wellness Committee
- Participate in the re-assessment of district strengths and weaknesses through the use of the CDC's School Health Index (SHI) Modules 1-4 during and at the end of the project period
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs

Contribution to the Project:

- Input and feedback on and action toward resolving weaknesses identified by the SHI related to district food services
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized

(b)(6)

Representative:

(b)(6)

Dated:

3/13/13

CALEDONIA-MUMFORD CENTRAL SCHOOL

99 NORTH STREET
CALEDONIA, NEW YORK 14423



District Office (585) 538-3400
Elementary School (585) 538-3481
Middle School (585) 538-3482

High School (585) 538-3483
Special Education (585) 538-3404
Guidance Office (585) 538-3445

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

Additional Community Partner 2

Organization Name: WORKFIT MEDICAL, LLC

Represented by Dr. J. Ellie, School Physician
1660 Chili Ave., Suite 200, Chili, NY 14624

Roles and Responsibilities:

- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Workfit Medical and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by the Workfit Medical and/or its partners
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Organization's Authorized Representative:

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top left corner. The rest of the box is empty, indicating a redacted signature.

Dated: 3/13/13

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

Required Partner 3 of 5: Public Health Entity Partner

Public Health Partner Name: LIVINGSTON COUNTY HEALTH DEPARTMENT

Represented by Yvonne Oliver, Public Health Educator
Livingston County Department of Health
2 Murray Hill Drive, Mount Morris, New York 14510
Phone: 585-243-7299
Fax: 243-6794

Roles and Responsibilities:

- Continue to work with district toward securing a state-sponsored School Health Index (SHI) grant; assist with proper use of SHI under the PEP grant and the state SHI grant—including re-assessment of SHI at the end of the PEP grant project period; assist the district in coordinating the two funding streams to ensure minimal duplication of services and maximum student benefit
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Livingston County Department of Health and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district is raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by Livingston County Department of Health and/or its partners
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized

Representative: (b)(6)

Dated: 3/4/13

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

Required Partner 3 of 5: Public Health Entity Partner

Public Health Partner Name: LIVINGSTON COUNTY HEALTH DEPARTMENT

Represented by Yvonne Oliver, Public Health Educator
Livingston County Department of Health
2 Murray Hill Drive, Mount Morris, New York 14510
Phone: 585-243-7299
Fax: 243-6794

Roles and Responsibilities:

- Continue to work with district toward securing a state-sponsored School Health Index (SHI) grant; assist with proper use of SHI under the PEP grant and the state SHI grant—including re-assessment of SHI at the end of the PEP grant project period; assist the district in coordinating the two funding streams to ensure minimal duplication of services and maximum student benefit
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Livingston County Department of Health and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district is raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by Livingston County Department of Health and/or its partners
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized

Representative: (b)(6)

Dated: 3/4/13

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

Additional Community Partner 1

Organization Name: CALEDONIA RECREATION COMMISSION

Represented by Betty McClenney, Chairperson
331 Leicester Street, Caledonia, NY 14423
Phone: 585-538-6147

Roles and Responsibilities:

- Continue to offer and coordinate with this project community-based high-quality programs related to physical activity and/or nutrition/healthy eating to K-12 students and their families
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Caledonia Recreation Commission and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Community-based physical activity and/or nutrition/healthy eating programs (already offered)
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by the Caledonia Recreation Commission and/or its partners
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Organization's Authorized

Representative:

(b)(6)

Dated: 3/22/13

CALEDONIA-MUMFORD CENTRAL SCHOOL

99 NORTH STREET
CALEDONIA, NEW YORK 14423



District Office (585) 538-3400
Elementary School (585) 538-3481
Middle School (585) 538-3482

High School (585) 538-3483
Special Education (585) 538-3404
Guidance Office (585) 538-3445

Caledonia-Mumford Central School District
DUNS#019225259

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

Required Partner 5 of 5: Head of Local Government

Head of Local Government Name: Dan Pangrazio, Supervisor of Caledonia Town Board

Roles and Responsibilities:

- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate, upon request, in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including the District Wellness Policy
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Caledonia and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by the Town of Caledonia or its partners
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Authorized Representative or Designee

(b)(6)

Town Supervisor

Date: 04-09-13

Caledonia-Mumford Central School District

PEP 2013

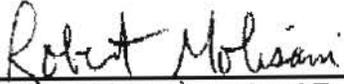
PROGRAM SPECIFIC ASSURANCE

Agency Name: Caledonia-Mumford Central School District DUNS #019225259

Please ensure you have included a Program Specific Assurance with your application. You must print out your signed Assurance and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to include your Agency name and DUNS# on your Assurance.

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 *Alliance for a Healthier Generation
 We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.
4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.
5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures
6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.



 Signature of Authorized Representative

Superintendent
 Title

Caledonia-Mumford CSD

 Applicant Organization

4/12/13
 Date Submitted

John M. Walther

(b)(6)

CERTIFICATION:

Initial New York State Certification September 2007 in Physical Education, PreK-12

EDUCATION:

Bachelor of Science in Physical Education, SUNY College at Brockport, May 2007

Masters degree in Athletic Administration, SUNY College at Brockport, In Progress

PROFESSIONAL TEACHING EXPERIENCE:

Caledonia-Mumford Central School District, Caledonia N.Y. Current Employer

- High School physical education teacher, 11th & 12th grade
- Developed high school physical education curriculum
- Created and taught units implementing the New York State Learning Standards
- Fitness based P.E class: Taught students to develop goals and create and implement fitness plans

Gates Chili Central School District, Rochester N.Y. seminar fundraiser

- 1:1 aide student with autism
- Supervised 5th grade class trip to Rock Ventures
- Substitute taught for P.E. teacher and classroom teachers

STUDENT TEACHING:

Iroquois Middle School, Irondequoit NY, January-March 2007

West Irondequoit High School, Irondequoit NY, March –May 2007

- Taught physical education grades 3-12
- Assisted in intramural program
- Supervised Ski Club to Bristol Mt.
- Proctored NYS Math Tests
- Outdoor education: Supervised a high needs student 1:1; overnight camping trip at Camp Cutler

COACHING EXPERIENCE:

Strength Training, Caledonia-Mumford Central School District 9/2008-Present

- Developed strength and conditioning program for football players
- Taught and supervised lifting techniques and exercises for students and athletes in the weight room

Assistant Varsity Football Coach, Caledonia-Mumford Central School District 8/2008-Present

- Volunteer offensive line and linebackers coach

Modified Softball Coach, Caledonia-Mumford Central School, spring 2010

Boys JV Basketball Coach, Caledonia-Mumford Central School District 2008-2009

- Coached 9th & 10th grade boys basketball

Linebackers Coach, SUNY Brockport, Brockport NY, 2007

- Coached games, season and spring football

- Developed off-season strength and conditioning programs

John M. Walther

Assistant Modified Baseball Coach, West Irondequoit School district, West Irondequoit NY, Spring 2007

- Coached 7th and 8th grade boys baseball team

Student Assistant, Line Backer Coach, SUNY Brockport, Brockport, NY, 2006-2007

- Volunteer assistant coach
- Defensive Coordinator - J.V. Football

Football Clinic, Brockport, NY, Spring 2005

- Coached children from ages 7-12 basic football skills
- Set up and ran drills for children 1:1 and in small groups

Speed Quest, Speed and Explosion camp, Dansville, NY, Summer 2004

- Coached boys and girls in grades 6-12 in speed and agility training

Power Lifting Meet, Irondequoit High School, Rochester, NY, March 2006-2008

- Judged high school athletes on lifting attempts in bench press and power clean
- Recorded scores
- Set up and break down of event

EXTRACURRICULAR ACTIVITIES/LEADERSHIP

Football All American	2005
ECAC First Team Football	2005
ACFC First Team	2005
Don Hanson All East Team	2005
Division III.com All Region team	2005
Captain of Varsity Football at SUNY Brockport	2004-2005
Varsity Football at SUNY Brockport	2002-2005
Eddie Meath All Star game	2002
All County Baseball	2002
Captain football/baseball/basketball, Dansville High School, Dansville New York	2000-2002
All County football, Dansville High School, Dansville New York	2000-2002

Jennifer M. Nusbickel



PROFESSIONAL EXPERIENCE

University of Rochester, Strong Memorial Hospital, Rochester, NY

Registered Nurse, Neonatal ICU, November 1997 to Present

direct patient care

family teaching

special care nursery, acute care and newborn nursery experience

Registered Nurse, Vascular Surgery, October 1996 to October 1997

Patient Care Technician, Neurology, July 1994 to October 1996

Caledonia-Mumford Central Schools and Avon Central Schools

Substitute Nurse (RN) per diem, September 2008 to present

Administers first aid to students and employees

Monitors students with health concerns

Neuro-Ophthalmology Consultants of Rochester, Rochester, NY

Infusion Registered Nurse, September 2009 to May 2011

Administered IV medications, placed IV access, monitored vital signs

Lattimore Physical Therapy and Sports Medicine Clinic, Rochester, NY

Physical Therapy Assistant, May 1993-July 1994

EDUCATION

University of Rochester, Bachelor of Science in Nursing, May 1996

Houghton College, Bachelor of Science in Physical Education, May 1991

Monroe Community College, Prerequisites July 1992-May 1993

CERTIFICATIONS

Registered Nurse Licensure, August 1996

CPR and American Heart Association BLS Healthcare Provider Course

Neonatal Resuscitation Course

Training in Infection Control, NYS Department of Health, NYS Education Dept.

ACTIVITIES

Member of Music Worship Team at Avon Wesleyan Church

Volunteer for Care Team at Avon Wesleyan Church`

Classroom volunteer at Caledonia-Mumford Elementary School

Interests: cooking, hiking, watching my kids' sports events

MEG GEER, R.N.

(b)(6)

- Licensed Registered Nurse with 13 years of practical experience gained in diverse medical arenas through employment and clinical training; solid generalist with excellent assessment and emergency care skills
- Strong background in School Nursing and member of New York State Association of School Nurses; completed School Nurses Orientation program and trained in Section 504
- Actively involved parent and community member with extensive history of volunteerism
- Personal strengths include patience, excellent organizational and communication skills, positive and collaborative team attitude, fast learner, practice with care and confidentiality, and life experience that offers stability, sense of responsibility and maturity

PROFESSIONAL CLINICAL EXPERIENCE

School Nurse: Caledonia-Mumford Central School

July 2003 – Present

- Full time nurse serving grades 6 – 12
- Perform health assessments, treat emergencies, dispense medication and provide health counseling/patient education
- Perform routine health screenings (vision, hearing, scoliosis, lice, etc.) and ensure immunization compliance
- Maintain student health records
- Process accident and insurance documentation
- Manage the health office inventory; perform ordering
- Assist with sports physicals
- Certified in CPR and maintain automatic external defibrillators (AED)
- Trained to give and maintain Impact Concussion Tests
- Safety and Health Coordinator
- Maintain exposure control and Hepatitis B records for school

School Nurse: York Central School

July 2001 – 2003

- One of two full-time nurses serving the district's staff and 1,000 students in grades K-12 and four BOCES self-contained on-site classrooms
- Perform health assessments, treat emergencies, dispense medication and provide health counseling/patient education
- Certified in defibrillator use; collaborated in school policy development; participated in placement of equipment throughout the building; monitor equipment readiness and maintenance

Per Diem RN: Med Staff, Inc. – Webster NY May 2001 – 2004

- Provide substitute nursing coverage in pediatric, OB/GYN, internist and family medicine practices

Camp Nurse: Camp Stella Maris, Conesus Lake, NY June 2004-2006

- Treat emergencies, Dispense medications for ages 7-18

Substitutue School Nurse: Caledonia-Mumford Central School – Caledonia NY & Churchville-Chili
Elementary School – Churchville NY December 2000 – July 2001

Registered Nurse: Strong Memorial Hospital – Rochester NY August 2000 – May 2001

- Provided direct care to mothers and infants, including medications and phlebotomy, in this busy 26-bed, low risk birth center (labor, delivery, postpartum and nursery)
- Assisted doctors with deliveries
- Team member performing baby care during cesarean sections
- Assessed newborns and infants to age two months

Student Nursing Clinical Placements Fall 1998 – Spring 2000

- Emergency Department: Park Ridge Hospital – Rochester NY
- Pediatric Department: Strong Memorial Hospital – Rochester NY
- Home Health Care: Monroe County Visiting Nurse Service – Rochester NY
- Teaching Rotation: Clara Barton School/School #2 – Rochester NY
- Medical Rotation: Park Ridge Hospital – Rochester NY
- Psychiatric Department: Rochester General Hospital – Rochester NY
- Maternity Department: Genesee Hospital – Rochester NY
- Surgical Rotation: Genesee Hospital – Rochester NY
- Oncology Rotation: Southview Commons Oncology – Rochester NY
- Long-term Care Rotation: Jewish Home – Rochester NY

ADDITIONAL EMPLOYMENT

Pharmacy Clerk: Milex Pharmacy – Caledonia NY 1998 - 2000

Teacher Aide: Caledonia Learning Tree Nursery School – Caledonia NY 1995 - 1997

Child Care: Private – Caledonia NY 1993 - 1995

Additional background gained in bookkeeping and business management. Information is available upon request

EDUCATION & CREDENTIALS

Associate in Applied Science, Nursing: Monroe Community College – Rochester NY; May 2000

- GPA: 3.55

NCLEX-RN Exam; September 2000

Licensed Registered Nurse: State of New York; 2000

Fingerprint Clearance for Employment: New York State Education Department; September 2001

School Nurses Orientation Program; August 2002

CPR Certified: American Heart Association; Expires November 2012

PROFESSIONAL DEVELOPMENT

Understanding Section 504 in New York; March 2003

Child Obesity and Eating Disorders: What Schools Can Do; January 2003

School Automated External Defibrillator Training; August 2002

School Health Services Update 2002 Conference; May 2002

School Health Service Updates Conference Yearly Through 2011

PROFESSIONAL AFFILIATIONS

New York State Association of School Nurses

Local School Nurse Zone

VOLUNTEER INVOLVEMENT

High School Compact Committee: Caledonia-Mumford Central School – Caledonia NY

Member, past Treasurer and Vice-President: CMCS PTA – Caledonia NY

Youth Group Leader/past Faith Formation Teacher: St. Columba Church – Caledonia NY

Backpack Program for Caledonia-Mumford Central School

Social Ministry St. Columba Church – Caledonia NY

Merritt C. Holly

(b)(6)

Education:

**Masters in Educational Administration
State University of New York College at Brockport 2009**

**Masters of Science in Education Curriculum and Instruction
Medaille College 2004**

**Bachelor of Arts
State University of New York College at Brockport 1999**

**Associates of Arts Teacher Education
Genesee Community College 1996**

Certifications:

Advanced Certificate: School District Leader and School Building Leader

New York State Permanent Certification Secondary Social Studies 7-12

New York State Provisional Certification Secondary Social Studies 7-12

Professional Experience:

**Oakfield-Alabama Central School District
Middle School Principal 2008 – Present**

- **Supervise staff, students, and curriculum for grades 6 through 8. Emphasis is on offering comprehensive academic classes that challenge all ability-level learners.**
- **Perform all responsibilities and duties in accordance with the policies of the Board of Education, the rules of the Board of Regents, the Regulations of the Commissioner of Education, all federal, state and local laws, and the directives of the Superintendent.**
- **Directly supervise grade-level activity in curriculum refinement and development through regular meetings with grade specific liaisons.**
- **Provide and maintain a positive learning environment that is conducive for academic learning for all ability-level students.**
- **Create and align all goals with the mission and vision statements of the District.**

Dean of Students January 2007 – 2008

- **Assist the Middle/Senior High School Principal in the maintenance and development of a comprehensive discipline program.**
- **Responsible for the implementing and enforcing of the Oakfield-Alabama Attendance Policy and Code of Conduct.**
- **Coordinate, chair, and oversee the Middle/Senior High School 504 Students.**
- **Oakfield-Alabama Chairperson of school safety and evacuation planning.**
- **Coordinator of the Oakfield-Alabama Summer Splash Reading Program for grades kindergarten through six.**
- **Assisted and conducted evaluations for teaching staff grades 6 – 12.**
- **McKinney-Vento Homeless Liaison**

Oakfield-Alabama Central School District

Ninth Grade Social Studies Teacher 1999 – 2007

- **Responsible for creating and implementing daily lessons plans based on the objectives outlined for Global History and Geography I Curriculum.**
- **Aligning all curriculum with the New York State Social Studies Learning Standards.**
- **Provide a classroom environment where all ability level students can learn and achieve predetermined objectives.**
- **Create lessons that are student-centered focusing in on cooperative learning and higher-level thinking strategies.**
- **Improve and expand on parental involvement through the use of Classroom Connection and other forms of communication.**
- **Meet the needs and follow all Individual Education and 504 Plans predetermined by the Committee of Special Education.**

Oakfield-Alabama Central School District

Academic Intervention Services Teacher 2003 – 2007

- **Responsible for providing extra help to targeted students in the academic area of Social Studies.**
- **Prepare those students who have failed the Global History and Geography II or United States History Regents Examination so they can fulfill their graduation requirement.**

Oakfield-Alabama Central School District

Varsity Boys Basketball Coach 1999- 2008

- **Plan, organize, and facilitate practices on a daily basis.**
- **Provide a safe environment for student-athletes to achieve on the court and in the classroom.**
- **Compete at a high level and stress the importance of good sportsmanship.**

(b)(6)



EXPERIENCE SUMMARY

BUSINESS MANAGER/DIRECTOR OF FINANCE

- * Responsible for all accounting functions.
- * Budget preparation and analysis.
- * Responsible for state aid filing and state required reports.
- * Financial statement preparation and analysis.
- * Prepare monthly financial reports for the Board of Education.
- * Oversee federal projects and submit final expenditure reports.
- * Audit and payroll preparation.
- * Oversee Medicaid reimbursement claims.
- * Prepare financing for building projects and maintain financial records.
- * Supervision of business office staff.
- * Coordinate liability and health insurance plans for the district.

ACCOUNTING MANAGER

- * Responsible for all accounting functions.
- * Coordinate monthly close and financial statement preparation.
- * Preparation of weekly payroll.
- * Oversee inventory transfer and intra-company sales.
- * Supervision of payroll, accounts payable, accounts receivable and order entry.

HONORS

- * Volunteer Business Consultant, Junior Achievement's Project Business; 1988.
- * Participated in the Honors Internship Program; SUNY Geneseo School of Business.

EXPERIENCE

CALEDONIA MUMFORD CENTRAL SCHOOL, Caledonia, NY Business Manager	10/04-present
MONROE 2 - ORLEANS BOCES, Spencerport, NY Director of Finance	08/00 - 10/04
GENESEE VALLEY BOCES, LeRoy, NY Shared Business Manager	07/94 - 08/00
FIRTH RIXSON, INC., Rochester, NY Accounting Manager	06/93-06/94
CALEDONIA MUMFORD CENTRAL SCHOOL, Caledonia, NY Business Manager	04/90-05/93
OTHER PRIVATE INDUSTRY POSITIONS Accounting Manager/Cost Accountant	07/83-04/90

EDUCATION

STATE UNIVERSITY OF NEW YORK AT GENESEO, Geneseo, NY
 B.S.; Accounting; Graduated Cum Laude 05/83

Daniel J. Toland

(b)(6)

EXPERIENCE: Superintendent of Buildings & Grounds April 1991 - Present
Caledonia-Mumford Central School
99 North Street
Caledonia NY 14423

Building Mechanic February 1986 – April 1991
Caledonia-Mumford Central School
99 North Street
Caledonia NY 14423

HVAC Technician October 1976 – February 1986
J O Cook Inc
Avon NY 14414

CERTIFICATION: BOC Certified Building Operator, Level II

**PROFESSIONAL
ACTIVITIES:**

20 year member, NYSSBGA, New York State Superintendent of
School Buildings & Grounds Association
Former Director and Past President of Genesee Valley Chapter of
NYSSBGA

REFERENCES:

Robert Molisani
High School Principal
Caledonia-Mumford Central School
Caledonia NY 14423
(585) 538 – 3483

Paul Estebrooks
Middle School Principal
Caledonia-Mumford Central School
Caledonia NY 14423
(585) 538 – 3481

David Bulter
Elementary School Principal
Caledonia-Mumford Central School
Caledonia NY 14423
(585) 538 - 3482

Susan Presher

Objective To challenge myself to offer the very best nutrition for children by creating a quality meal program

Work Experience Caledonia Mumford CSD
99 North Street
Caledonia New York 14423
School Lunch Director

- To oversee the K-12 Breakfast and Lunch Program
- To provide Nutritional Instruction to K-7 Students

Accomplishments Successfully operated in the black for 5+ years with a high quality lunch program

Activities Active Music Booster for LeRoy Marching Knights.

Interests Cooking, travel, knitting, crocheting, outdoor recreation, reading

Education AAS Degree SUNY Cobleskill
Professional Chef
Graduated 1979

References

Sally Santora
Caledonia Mumford CSD
585-538-3449

Laurie Locke
3 Woodward Drive
LeRoy NY 14482
585-768-4247

Kathleen Brown

(b)(6)

CERTIFICATIONS

School Building Leader - Anticipated 5/2010
School District Leader - Anticipated 5/2010
N-6 Education - Permanent
7-12 Math - Permanent

EDUCATION

Certificate of Advanced Study in Educational Administration, anticipated May 2010
Master of Science: Elementary Education, Nazareth College, Rochester, New York 1993
Bachelor of Arts (Cum Laude): Mathematics, Daemen College, Buffalo, New York, 1978

PROFESSIONAL EXPERIENCE

Caledonia Mumford Central School, Caledonia, New York 09/97 - Present

<http://www.cal-mum.org>

Technology Coordinator

- Planned and implemented staff development for technology use to support student achievement for 100 teachers and other staff members
- Facilitated technology integration into all curriculum areas
- Served as key contact with Wayne Finger Lakes BOCES for planning, purchasing and implementing network and instructional technology and student management system conversions
- Instituted student management system end user group
- Collaborated with district personnel to install 85 Promethean Activboards
- Worked with teacher's aide and on-location Wayne Finger Lakes BOCES shared staff to supply general help desk support for staff and students with software and hardware issues
- Chaired Technology Committee
- Co-managed Technology Budget with Business Manager
- Maintained a sophisticated network with 4 servers and 300 workstations
- Supported shared fuel depot at the district, serving Village, Ambulance and Fire Department
- Initiated the district's web page and oversees content updates
- Worked with others to verify data in Student Information Repository System at all levels
- Taught fourth grade and sixth grade keyboarding

Wayne-Finger Lakes BOCES, Flint, New York

08/93 - 06/97

Assistant Computer Coordinator/Trainer

Trainer

09/94 -06/97

- Collaborated with a team of trainers to offer one day classes to teachers in Genesee Valley BOCES and Wayne Finger Lakes BOCES in technology integration and using Office Products
- Taught intensive computer course where teachers were issued a laptop for three months and received training for hardware and software over this time period

Assistant Computer Coordinator

08/93-08/94

- Collaborated with school districts to determine their computer needs, wrote specifications for customer purchasing
- Installed hardware and networked software
- General help desk support

Kathleen Brown

Computer Resolutions, Caledonia, New York

09/82 - 08/93

Self-employed

- Supported general accounting software for education and government accounts
- Wrote COBOL programs
- Created supporting documentation
- Installed software
- Trained customer personnel.

**CAMPUS AND
COMMUNITY
ACTIVITIES**

Co-Chaired 2007 Genesee Valley BOCES Multi-Media Festival where over 500 students submitted 350 entries in 7 different categories. Awards were presented at a ceremony after parent/community viewing of projects. First prize was a laptop computer.

President, Caledonia Library Association

2000 - Present

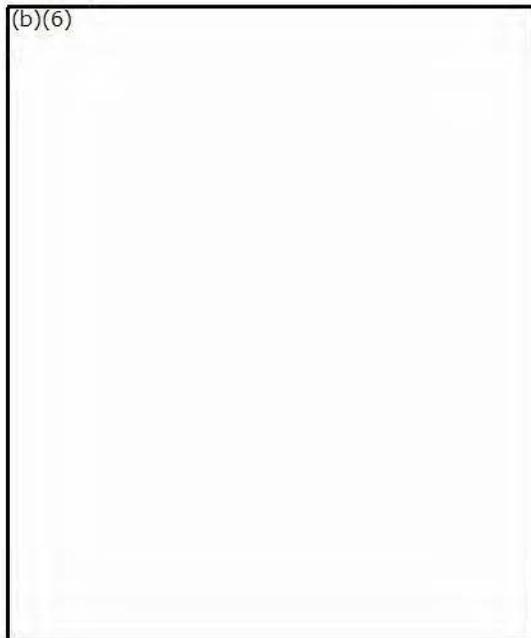
President, Livingston County Public Library Advisory Council

2007 - Present

President, Pioneer Library System Board of Trustees

2009-2010

REFERENCES



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

Required Partner 2 of 5: CBO Collaborates

CBO Name: CORNELL COOPERATIVE EXTENSION OF LIVINGSTON COUNTY

Represented by **Sharon Audino RD, CDN**

Roles and Responsibilities:

- Provide timely information on health and wellness issues and local services and supports relevant to the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Cornell Cooperative Extension and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by Cornell Cooperative Extension and/or its ***Collaborators***
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: _____

Dated: _____

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

Required Partner 2 of 5: CBO Collaborates

CBO Name: CORNELL COOPERATIVE EXTENSION OF LIVINGSTON COUNTY

Represented by **Sharon Audino RD, CDN**

Roles and Responsibilities:

- Provide timely information on health and wellness issues and local services and supports relevant to the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Cornell Cooperative Extension and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by Cornell Cooperative Extension and/or its ***Collaborators***
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: _____ *signature is on page attached, but this page is included for clarity since the other version is difficult to read.

Dated: _____



GRANTS FINANCE
Room 510W, Education Building
Tel. (518) 474-4815
Fax (518) 486-4899
E-mail: GRANTSWEB@MAIL.NYSED.GOV

June 2012

240201040000
Caledonia-Mumford Csd
99 North St
Caledonia, NY 14423-1099

Dear Chief Administrative Officer:

The State Education Department has calculated indirect cost rates for the 2012-2013 program year in accordance with the regulations found in United States Education Department General Administrative Regulations (EDGAR) 34 CFR parts 75.560-75.564 and 76.560-76.569 and United States Department of Education guidance.

Federal regulations require the use of restricted indirect cost rates for grant programs that prohibit supplanting. The rates for your school district are as follows:

RESTRICTED RATE: 2.3% UNRESTRICTED RATE: 10.9%

Consistent with Department policy, the restricted rates will be used for all categorical grant programs allowing indirect costs. Program specific requirements may further limit indirect cost recovery. The unrestricted rate is used for school food service programs and certain direct funded Federal programs.

These rates are established for a one-year period for 2012-2013. Using the data submitted by your agency on its ST-3 Annual Financial Report for Fiscal Year Ending June 30, 2011, the new rates were calculated according to the methodology approved by the US Department of Education - Indirect Cost Group.

Costs considered to be indirect for purposes of calculating your restricted rate are limited to the following ST-3 account codes:

- A1310 Business Administrator
- A1325 Treasurer
- A1420 Legal
- A1460 Records Management
- A1670 Central Printing and Mailing
- A1620 Pro rata share of Operation of Plant
- A5530 Pro rata share of Garage Building
- A1621 Pro rata share of Maintenance of Plant
- A1320 Auditing
- A1345 Purchasing
- A1430 Personnel
- A1660 Central Storeroom
- A1680 Central Data Processing

The maximum dollar amount of indirect costs allowable under a grant can be determined by multiplying the restricted indirect cost rate by the modified total direct cost base (MTDC) of the grant. MTDC is computed as total direct costs less equipment, alterations and renovations, the portion of each subcontract exceeding \$25,000 and any flow through funds.

(OVER)

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): _____ * Other (Specify): _____
* 3. Date Received: Completed by Grants.gov upon submission.	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: Caledonia- Mumford Central School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 166006454	* c. Organizational DUNS: 0192252590000	
d. Address:		
* Street1: 99 North Street	Street2: _____	
* City: Caledonia	County/Parish: Livingston	
* State: NY: New York	Province: _____	
* Country: USA: UNITED STATES	* Zip / Postal Code: 144230000	
e. Organizational Unit:		
Department Name: _____	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____	* First Name: John	
Middle Name: _____	* Last Name: Walther	
Suffix: _____	Title: Project Director	
Organizational Affiliation: _____		
* Telephone Number: 5855383400	Fax Number: _____	
* Email: jwalther@CAL-MUM.ORG		

Application for Federal Assistance SF-424

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

Gr. Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

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

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

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

13. Competition Identification Number:

84-215F2013-1

Title:

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

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

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

Hurdling Obstacles in Physical Education (HOPE)

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 27

b. Program/Project 27

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

Buttons: Add Attachment, Delete Attachment, View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013

* b. End Date: 09/29/2016

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

Buttons: Add Attachment, Delete Attachment, View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name: Robert

Middle Name:

* Last Name: Molisani

Suffix:

* Title: Superintendent

* Telephone Number: 5855383400 Fax Number:

* Email: rmolisani@cal-mun.org

* Signature of Authorized Representative: (b)(6) * Date Signed: 3/25/13

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. 91-648) 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. §§489a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>(b)(6)</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Kaladonia - Miami Central School District</p>	<p>* DATE SUBMITTED</p> <p>3/25/13</p>

Standard Form 424B (Rev. 7-87) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION			
Caledonia- Mumford Central School District			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	First Name: Robert	Middle Name:	
* Last Name: Molisani	Suffix:		
* Title: Superintendent	(b)(6)		
* SIGNATURE:		* DATE:	3/25/13

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB

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

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: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: N/A * Street 1: N/A Street 2: _____ * City: N/A 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: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of EDUCATION CFDA Number, if applicable: 84.015	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix: _____ * First Name: N/A Middle Name: _____ * Last Name: N/A Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress. (b)(6) * Signature: _____ * Name: Prefix: _____ * First Name: Robert Middle Name: _____ * Last Name: molinari Suffix: _____ Title: Superintendent Telephone No.: _____ Date: 3/25/13		
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

Caledonia-Mumford Central School District

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

Required Partner 2 of 5: CBO Collaborator

CBO Name: CORNELL COOPERATIVE EXTENSION OF LIVINGSTON COUNTY

Represented by Sharon Audino RD, CDN

Roles and Responsibilities:

- Provide timely information on health and wellness issues and local services and supports relevant to the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Cornell Cooperative Extension and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by Cornell Cooperative Extension and/or its *Collaborators*
- Promotion of the project to the greater community

This agreement is in support of Caledonia-Mumford Central Schools' PEP project and was developed after timely and meaningful consultation between the required partners

Signature of CBO's Authorized Representative:

(b)(6)

Date: 3/26/13

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](#)

**Applicant: Caledonia - Mumford CSD
2013 PEP Grant Budget**

CATEGORY & ITEM:	YEAR 1: REQUEST			YEAR 1: MATCH		
	Quantity	Unit Cost	TOTAL	Quantity	Unit Cost	TOTAL
Personnel				FTE	Salary	Salary Match
A long-term substitute will be contracted to cover classroom teaching for the Project Director, John Walther, who will devote 100% of his time to project oversight. Tasks include overseeing project implementation, scheduling trainings and meetings, leading meetings, communicating with project partners, assisting in curriculum revision process, communicating with parents and publicizing project activities, and coordinating evaluation activities and data collection.	1.00	37,000	37,000			
Kathleen Brown - Technology Director will devote 15% of her time to provide support in implementing new technology used for instruction and evaluation including, but not limited to: installing printers, routing wireless internet to fitness facility and gymnasiums, offering a tutorial workshop on new technology, troubleshooting when necessary.				0.10	69,537	6,954
Bob Molisani, Superintendent will devote 5% of his time to provide broad oversight of the project, ensure that project milestones are met as well as requirements for data collection and reporting; and will serve as a liaison between the district and local government and other community partners.				0.05	133,900	6,695

Patrick Donegan - Business Manager will devote 10% of his time to report spending of federal and matching funds; and assist with purchasing supplies, equipment as well as assist with meeting contractual obligations.				0.10	103,830	10,383
Susan Presher - Nutritionist will devote 15% of her time to help coordinate PEP activities with the Local Wellness Policy and Team Nutrition; review new PE nutrition curriculum; and provide student workshops on nutrition.				0.15	48,365	7,255
Merritt Holly - HS Principal will devote 2% of his time to serve as the Site Supervisor at the high school, will participate in project-related meetings and assist in purchases and implementation of new equipment and materials, will oversee data collection and assist in implementation of evaluation activities.				0.02	87,550	1,751
Paul Estabrook - MS Principal will devote 2% of his time to serve as the Site Supervisor at the middle school, will participate in project-related meetings and assist in purchases and implementation of new equipment and materials, will oversee data collection and assist in implementation of evaluation activities.				0.02	97,971	1,959
Dave Bulter- ES Principal will devote 2% of his time to serve as the Site Supervisor at the elementary school, will participate in project-related meetings and assist in purchases and implementation of new equipment and materials, will oversee data collection and assist in implementation of evaluation activities.				0.02	102,170	2,043

<i>PE Teachers below will contribute 5% of their time in order to assist with project planning and implementation, data collection and will attend PEP grant meetings.</i>						
Joe Matla - PE Teacher/Elementary School				0.05	83,094	4,155
Bev Stephenson - PE Teacher Middle School				0.05	79,695	3,985
Dan Dickens - Health/PE Teacher Middle School				0.05	52,096	2,605
Scott Henry - PE Teacher High school (will also provide after-school supervision for the fitness center for one hour each day)				0.05	58,555	2,928
Dan Toland, Maintenance Supervisor (10%) will assist with equipment installation, care and storage.				0.1	67,781	6,778
Meg Geer, School Nurse (2%) at the MS/HS will assist with BMI collection, blood pressure screening, weight, and heart rate data collection throughout the year.				0.02	42,435	849
School Nurse, Jen Nusbickel (2%) at the ES will assist with BMI collection, blood pressure screening, weight, and heart rate data collection throughout the year.				0.02	38,255	765
Supervision of fitness room (hours) for 1 hour per day after school at the MS/HS for 36 weeks of the school year	180	16.67	\$3,001			
Personnel subtotal			\$40,001			59,104
Fringe Benefits (FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance) calculated an average 41% of the project salary; individual percentages for health insurance are listed below.					Fringe Benefit Percentage	

Long term substitute (<i>benefits include FICA @ \$2830, Retirement/TRS @ \$6013, and Health/Dental \$13,000</i>)			21,843		59%	
Kathleen Brown					30%	2,086
Bob Molisani					12%	803
Patrick Donegan					20%	2,077
Susan Presher					20%	1,451
HS Principal					30%	525
MS Principal					20%	392
ES Principal					20%	409
Joe Matla					20%	831
Bev Stephenson					12%	478
Dan Dickens					20%	313
Scott Henry					12%	351
Dan Toland					2%	136
Meg Geer					20%	170
Jen Nusbickle					20%	153
Fringe Benefits subtotal			\$21,843			10,175
Travel (Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)						
Grantee Meeting Washington, DC (one person), \$350 for airfare, \$300 for Hotel (\$150 x 2 nights), \$300 (\$100 per day x 3 days) for ground transportation and per diem.			950			
NYS APHERD Convention Verona, NY - (3 persons - 3 days): \$147 for transportation (260 miles x IRS Mileage Rate .565), \$900 for lodging \$150 per night x 2 nights), and \$675 per diem (\$75 per day x 3 days)			\$1,722			
Travel subtotal			2,672			
Equipment <i>Cost of \$5,000 or more</i>						
MS / HS Fitness Room <i>Equipment selected to improve student cardiovascular fitness and body strength</i>						

SW Pro XerDance V2-32 player server and software will be purchased to use as a 32-player system providing aerobic exercise activity that is interactive and enjoyable for students	1	58,575	58,575			
Precor Adaptive Motion Trainer adjusts to accommodate students of various heights and targets a variety of muscle groups	6	6,895	41,370			
PowerLift Unilateral Leg Press	1	5,399	5,399			
Treadmills	3	8,636	25,908			
Elliptical PRE-EFX546i/E	2	6,795	13,590			
Elliptical PRE-EFX576i/E	1	7,356	7,356			
Virtual Reality Bikes Upright	2	5,350	10,700			
ES Curriculum Equipment						
Adventure/Cooperative Activities/Climbing <i>to promote higher levels of Moderate to Vigorous Physical Activity (MVPA), physical fitness, social skills</i>						
Sport Wall PT1200: An electronic wall of lights and sound that engages students in physical fitness while developing coordination and speed.	2	15,754	\$31,508			
Everlast Magna Relief Traverse Wall: climbing horizontal wall to promote movement skills and coordination, build muscle strength, and develop positive social skills such as confidence, teamwork, and cooperation.	1	9,999	9,999			
Equipment subtotal			204,405			
Supplies						
District Curriculum Materials						

Diet & Nutrition Curricula/Resources: ES - Healthy Kids Challenge grades K-2/2 copies @ \$80, grades 3-5/2 copies @ \$80; MS grades 6-8/2 copies @ \$80 and HS grades 9-12 "Five for Life"/2 copies @ \$240.			960			
MS/HS Assessment and Curricular Materials <i>to promote objective assessment of student health and progress and to increase knowledge of nutrition concepts</i>						
FITNESSGRAM wireless components for gym to allow teachers to collect fitness data while moving throughout the classroom	3	500	\$1,500			
EKHO Pedometers (90 Pack) to track student activity daily and to perform required assessments	5	1,350	6,750			
Heart rate monitor management system to organize and store heart rate monitors.	6	140	840			
Heart rate monitor progress poster to assist students to understand proper usage and interpretation of Activity Monitors	2	59	118			
Cardio GX Systems: Heart rate monitoring telemetry system that projects real-time results on to the wall. Compatible with most Polar heart rate monitors, including the E600, Cardio GX helps ensure a safe, effective and motivated class driven by real time information.tool to keep students motivated during class activities while reinforcing lessons for a healthy lifestyle. This system and other heart rate monitoring technologies will empower PE teachers to individualize instruction to meet the needs of students while holding them accountable for their intensity levels.	2	3,999	7,998			
Additional GX strap sets of 10	30	149	4,470			

E600 heart rate monitor interface USB: Quickly and effortlessly transfers information and heart rate data between heart rate monitors and teacher's PC.	4	28	112			
Battery Set (10 pieces) for heart rate monitors	15	35	525			
Handheld PC: mobile data collection tool to facilitate performing daily activities including taking attendance, recording heart rate and fitness assessment data, noting performance and attitude and scoring rubrics.	3	699	2,097			
Body Fat Scale Body Composition scale: measures student BMI	1	1,045	1,045			
Networking Option (30 simultaneous users): Allows teachers to share the same student list and health assessment scores between all (FITNESSGRAM) fitness assessment systems. This prevents duplicate data entry and makes reporting on the entire school or district easy.	1	4,725	4,725			
Downloadable wristwatch-style Heart Rate Monitors (HRMs) allow for self-assessment of target heart rate zone.	70	276	19,320			
ES Assessment materials to promote objective assessment of student health and progress and to increase knowledge of nutrition concepts						
Handheld PC: mobile data collection tool to facilitate performing daily activities including taking attendance, recording heart rate and fitness assessment data, noting performance and attitude and scoring rubrics.	2	699	1,398			
Data transfer tool enables data to be uploaded from the Activity Pedometers to a reporting web site or PC.	1	50	50			

EKHO Pedometers (90 Pack) to track student activity daily and to perform required assessments	3	1,350	4,050		
MS/HS Fitness Equipment for Fitness Room to increase student engagement in physical activity that is accessible to all; increase MVPA.					
Upper Body Cardio SCIFIT Pro 1 Sport UBE w/AC	1	3,795	3,795		
Expresso Wireless Basestation to support Virtual Reality Bikes that display fitness data	1	330	330		
Expresso Surge Protector	2	110	220		
Multi-Media Projector for XerDance system	1	1,199	1,199		
XerDance Premium Sound System for XerDance	1	599	599		
Gaming A/V Cart Heavy Duty to transport and store XerDance system	1	399	399		
Pro Xer Dance Pad Storage Cart	1	1,195	1,195		
MS/HS Strength equipment for Fitness Room to increase muscular strength					
Hoist Roc-It Lat Pulldown	1	3,329	3,329		
Hoist Roc-It Shoulder Press	1	3,059	3,059		
Hoist Roc-It Seated Mid Row	1	3,329	3,329		
Hoist Roc-It Chest Press	1	3,059	3,059		
Hoist Roc-It Ab	1	3,059	3,059		
Hoist Roc-It Leg Curl	1	3,329	3,329		
Hoist Roc-It Leg Extension	1	3,329	3,329		
Hoist Roc-It Competition Stack	10	300	3,000		
Hoist Dual Chin/Dip Assist	1	2,339	2,339		
Hoist Personal Pulley - 200lb	1	2,879	2,879		
Hoist Straight/Long Bar Pkg	1	89	89		
MS/HS Free Weight Equipment for Fitness Room					
PowerLift 8ft Combo Power Rack	2	3,699	7,398		
PowerLift ComboRk Bnd Attchmt	4	299	1,196		
PowerLift Lever Action Bench	4	1,399	5,596		

PowerLift 8ft Power Rack	1	2,699	2,699		
PowerLift ModPwrRk Bnd Atchmt	1	299	299		
York Iso-Grip Rubr Oly - 2.5lb	12	3	42		
York Iso-Grip Rubr Oly - 5lb	16	7	111		
York Iso-Grip Rubr Oly - 10lb	28	14	390		
York Iso-Grip Rubr Oly - 25lb	16	35	557		
York Iso-Grip Rubr Oly - 45lb	36	63	2,255		
York Iso-Grip Iron Oly - 100lb	2	115	230		
York North American Chrome Bar-7ft-1500#	5	200	1,000		
York N. American Mens Training Bar	1	288	288		
York Intl Curl Bar Rubr Grip	2	88	176		
MCR Oly Muscle Clamps (Black) - Collars	8	27	216		
Legend PL Destroyer - Jammer	1	1,950	1,950		
Dumbbells & two racks	1	2,798	2,798		
Hoist Flat/Incline Bench	1	759	759		
Hoist Super Flat/Incl/Decl Bch	1	854	854		
PowerLiftRotatingGluteHamBench	1	1,599	1,599		
MS / HS Flooring Materials - to be placed over existing floor	1	4,976	4,976		
ES Weight Equipment to promote strength training and flexibility					
Dumbbells & Rack	1	482	482		
14 Fitness Balls & Rack	1	377	377		
GoFit AdjustableWobbleBrd-15in: stability board to work on balance/coordination/muscle strength	4	42	170		
Sport Wall Training Manual	2	35	70		
Reslite Sr Fold Mat (4x8x13/8)	8	195	1,557		
Border Patrol divider mats: dividers for gym floor to provide for multiple court-use of games with pucks/balls	14	170	2,380		
Pull-up Assistant	2	140	280		
Pull-up rack	2	172	344		
Rainbow Ultrafit resistance Tubing	8	50	400		
Stretching Posters	2	20	40		

Supplies total			\$135,985			
Contractual						
Curriculum Writing hours for 4 teachers during the summer months (48 hours per teacher)	192	26.40	\$5,069			
Installation & Training to properly use Xdance system to promote skills in movement and MVPA	1	400	\$400			
Sport Wall PT1200 Training in how to properly utilize the Sport Wall to promote skills in movement and MVPA	1	1,219	\$1,219			
Computer Network Preparation support to allow for sharing and reporting of student fitness data	2	150	\$300			
Labor to install wireless FITNESSGRAM components in gym			\$3,150			
Assessment technology training in proper use of heart rate monitors and reporting software:1 day heart rate monitor training @ \$1575, 1 day PE teacher grading software @ \$1575.	2	\$1,575	\$3,150			
NASPE PIPELine training for PE teachers: Integrating Technology in K-12 Physical Education 1 full day			\$2,500			
Evaluation Services: An outside evaluator will be contracted from to oversee all program evaluation activities including developing appropriate instruments and preparing the required evaluation reports.	1	13,000	\$13,000			

Substitutes (days) for training events and curriculum work: Total of 7 training/curriculum writing days x 4 teachers (3 curriculum writing days; 2 days for Assessment Technology training; 1 day for NASPE Pipeline training); a 1 day for integration of Diet and Nutrition Curricula into K-12.	28	75	\$2,100			
Web Link (1st teacher License) to allow monitor data to be gathered and organized for generating reports and measuring progress	1	419	419			
Web Service (Additional Teacher Annual license)	3	199	597			
Multiple PC License to allow use of web link and other software on multiple PCs within the district	1	1,250	1,250			
NYS APHERD Membership Fees: Membership will contribute to professional development by allowing teachers to interact with professionals and college/university students in the field. Valuable information can be accessed via the organization's newsletter, workshops, publications, reference materials, networking and support services.	5	99	495			
Contractual total			\$33,649			\$0
Other Expenses						
Removable flooring shipping costs MS/HS	1	315	315			
Other Expenses Subtotal			\$315			
Direct Cost Totals			438,869			69,279

Indirect Costs are calculated at 2.3% and this approved rate is documented by an attached letter.			10,094			
GRAND TOTALS		Year 1: Request	448,963		Year 1: Match	69,279
			required match:		\$49,885	
	YEAR 2: REQUEST			YEAR 2: MATCHING		
	Quantity	Unit Cost	TOTAL	Quantity	Unit Cost	TOTAL
CATEGORY & ITEM:						
Personnel				FTE	Salary 10-11	Salary Match
A long-term substitute will be contracted to cover classroom teaching for the Project Director, John Walther, who will devote 100% of his time to project oversight. Tasks include overseeing project implementation, scheduling trainings and meetings, leading meetings, communicating with project partners, assisting in curriculum revision process, communicating with parents and publicizing project activities, and coordinating evaluation activities and data collection. <i>*A cost of living increase is included.</i>	1.00	38,000	38,000			
Kathleen Brown - Technology Director will devote 15% of her time to provide support in implementing new technology used for instruction and evaluation including, but not limited to: installing printers, routing wireless internet to fitness facility and gymnasiums, offering a tutorial workshop on new technology, troubleshooting when necessary.				0.10	69,537	6,954
Bob Molisani, Superintendent will devote 5% of his time to provide broad oversight of the project, ensure that project milestones are met as well as requirements for data collection and				0.05	133,900	6,695

Patrick Donegan - Business Manager will devote 10% of his time to report spending of federal and matching funds; and assist with purchasing supplies, equipment as well as assist with meeting contractual obligations.				0.10	103,830	10,383
Susan Presher - Nutritionist will devote 15% of her time to help coordinate PEP activities with the Local Wellness Policy and Team Nutrition; review new PE nutrition curriculum; and provide student workshops on nutrition.				0.15	48,365	7,255
Merritt Holly - HS Principal will devote 2% of his time to serve as the Site Supervisor at the high school, will participate in project-related meetings and assist in purchases and implementation of new equipment and materials, will oversee data collection and assist in implementation of evaluation activities.				0.02	87,550	1,751
Paul Estabrook - MS Principal will devote 2% of his time to serve as the Site Supervisor at the middle school, will participate in project-related meetings and assist in purchases and implementation of new equipment and materials, will oversee data collection and assist in implementation of evaluation activities.				0.02	97,971	1,959
Dave Bulter- ES Principal will devote 2% of his time to serve as the Site Supervisor at the elementary school, will participate in project-related meetings and assist in purchases and implementation of new equipment and materials, will oversee data collection and assist in implementation of evaluation activities.				0.02	102,170	2,043

<i>PE Teachers below will contribute 5% of their time in order to assist with project planning and implementation, data collection and will attend PEP grant meetings.</i>						
Joe Matla - PE Teacher/Elementary School				0.05	83,094	4,155
Bev Stephenson - PE Teacher Middle School				0.05	79,695	3,985
Dan Dickens - Health/PE Teacher Middle School				0.05	52,096	2,605
Scott Henry - PE Teacher High school (will also provide after-school supervision for the fitness center for one hour each day)				0.05	58,555	2,928
Dan Toland, Maintenance Supervisor (10%) will assist with equipment installation, care and storage.				0.1	67,781	6,778
Meg Geer, School Nurse (2%) at the MS/HS will assist with BMI collection, blood pressure screening, weight, and heart rate data collection throughout the year.				0.02	42,435	849
School Nurse, Jen Nusbickel (2%) at the ES will assist with BMI collection, blood pressure screening, weight, and heart rate data collection throughout the year.				0.02	38,255	765
Personnel subtotal					\$38,000	59,104
Fringe Benefits (FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance) calculated at an average 41% of the project salary. Percentages are indicated below.						Fringe Benefits Percentages
Long term substitute: (benefits include FICA @ \$2907, Retirement/TRS @ \$6175, and Health/Dental \$13,000)				22,082		58%

Kathleen Brown					30%	2,086
Bob Molisani					12%	803
Patrick Donegan					20%	2,077
Susan Presher					20%	1,451
HS Principal					30%	525
MS Principal					20%	392
ES Principal					20%	409
Joe Matla					20%	831
Bev Stephenson					12%	478
Dan Dickens					20%	313
Scott Henry					12%	351
Dan Toland					2%	136
Meg Geer					20%	170
Jen Nusbickle					20%	153
Fringe Benefits subtotal						10,175
Travel (Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)						
AAPHERD National Convention & Exposition in St Louis, Missouri. (3 Persons - 4 Days): \$1350 airfare (\$450 x 3 teachers), \$750 tuition (\$250 x 3 teachers), \$3,000 for four days of ground transportation, lodging and per diem (\$250 x 3 persons x 4 days)						5,100
NYS APHERD Convention Verona, NY - (3 persons - 3 days): \$147 for transportation (260 miles x IRS Mileage Rate .565), \$900 for lodging \$150 per night x 2 nights), and \$675 per diem (\$75 per day x 3 days)						\$1,722
Travel subtotal						\$6,822
Equipment (Indicate building or level for each item.)						
N/A						
Supplies						

MS/HS Curriculum Equipment <i>Selected to promote increase MVPA, engagement of all students in physical fitness activities, allow students to explore lifetime fitness opportunities, increase strength and cardiovascular fitness and develop skills in movement</i>						
Folding fitness mats for flexibility and core strength exercises	12	579	6,948			
Large exercise mats for group fitness	2	1,099	2,198			
Snow shoes for outdoor lifetime fitness activities during winter months	25	61	1,525			
ANSR audio sound system to be used with FITNESSGRAM materials and to play music during fitness activities	1	4,495	4,495			
Dumbbell racks	2	1,489	2,978			
Palo Disc Golf Target Sets	2	1,150	2,300			
Discs for golf set	3	449	1,347			
DLP projector for MS/HS to display pedometer outputs and other student fitness data for teachers and students to track progress and set goals	1	2,795	2,795			
Resistance tubing pack	2	729	1,458			
D-Gel K5 broomball set	3	549	1,647			
Magellan Triton GPS 400 for use in geotracking activities	20	235	4,700			
Ugly stick fishing poles for outdoor lifetime fitness activities	48	45	2,158			
Stocked tackle boxes	3	26	78			
Spider web cooperative activity	2	339	678			
Object retriever system - team building/cooperative game	4	139	556			
Dinosaur egg team challenge-team building/cooperative game	8	159	1,272			
ES Curriculum Equipment						

Epson Powerlite Projector for ES to display pedometer outputs and other student fitness data for teachers and students to track progress and set goals	1	1,199	\$1,199			
MS/HS Adventure/Cooperative Activities/Climbing	2	379	757			
Single Cargo Ladder rope/Safety Harness	2	800	1,600			
Belay device system	1	340	340			
Spider Web game	2	150	300			
Kinetic - 4 team building/cooperative game	1	177	177			
Team Timber	3	33	99			
Partner Straps	2	80	160			
Human Ladder	2	130	260			
River Stones	2	149	298			
Rainbow allterrain Ultimate Scooters	1	219	219			
Maze and Moves	2	194	388			
Over size Badminton Racquets	48	17	814			
Pro Disc	40	13	518			
Mountain Bikes	30	320	9,600			
Supplies total			\$53,861			
Contractual						
Curriculum Writing hours for 4 teachers during the summer months (32 hours per teacher)	128	26.40	\$3,379			
Supervision of fitness room (hours) for 1 hour after school each day at the MS/HS for 36 weeks of the school year	180	16.22	\$2,920			
Evaluation Services: An outside evaluator will be contracted from to oversee all program evaluation activities including developing appropriate instruments and preparing the required evaluation reports.	1	13,000	\$13,000			

2-day Polar follow-up training to review usage of assessment technology and associated software. 4 teachers will attend.			\$1,575		
NASPE PIPELine training for PE teachers: Technology II: Applications for Physical Education Instruction--1 full day			\$2,500		
Substitutes (days) for training events and curriculum writing: Total of 33 training days: 4 days for AAHPERD National Convention (3 teachers); 3 days for NYS AHPERD (3 teachers); 2 days for follow-up assessment training (4 teachers); 1 day for NASPE Pipeline training (4 teachers)	33	75	\$2,475		
Contractual total			\$25,849		0
Other Expenses					
NYS APHERD Membership Fees	5	99	\$495		
Other Expenses Subtotal			\$495		
Direct Cost Totals			\$147,109		69,279
Contracts over \$25,000			\$1,000		
Total without contracts over \$25,000			\$146,109		
Indirect Costs are calculated at 2.3% and this approved rate is documented by an attached letter. *not including contracts over \$25,000			\$3,360		
Year 2 TOTALS			\$150,469		69,279
			<i>required match:</i>	\$50,156	
Grand Totals Years 1 & 2					
Federal Costs		599,432			
Non-Federal (Matching)		(b)(4)			

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

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

Name of Institution/Organization

Caledonia- Mumford Central School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	40,001.00	38,000.00				78,001.00
2. Fringe Benefits	21,843.00	22,082.00				43,925.00
3. Travel	2,672.00	6,822.00				9,494.00
4. Equipment	204,405.00					204,405.00
5. Supplies	135,985.00	53,861.00				189,846.00
6. Contractual	33,649.00	25,849.00				59,498.00
7. Construction						
8. Other	315.00	495.00				810.00
9. Total Direct Costs (lines 1-8)	438,870.00	147,109.00				585,979.00
10. Indirect Costs*	10,094.00	3,360.00				13,454.00
11. Training Stipends						
12. Total Costs (lines 9-11)	448,964.00	150,469.00				599,433.00

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	John		Walther	

Address:

Street1:	99 North Street
Street2:	
City:	Caledonia
County:	
State:	NY: New York
Zip Code:	14423
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
5855383455	

Email Address:

jwalther@CAL-MUM.ORG

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

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