

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 # S215F130311

Grants.gov Tracking#: GRANT11379571

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: 04/12/2013	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
B. APPLICANT INFORMATION:		
* a. Legal Name: Southern Local Schools		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 31-6400984	* c. Organizational DUNS: 0129901230000	
d. Address:		
* Street1: 920 Elm St.	<input type="text"/>	
Street2:	<input type="text"/>	
* City: Racine	<input type="text"/>	
County/Parish:	<input type="text"/>	
* State: OH: Ohio	<input type="text"/>	
Province:	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 45771-0000	<input type="text"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Tony	
Middle Name: <input type="text"/>		
* Last Name: Deem	<input type="text"/>	
Suffix: <input type="text"/>		
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 740-949-2213	Fax Number: <input type="text"/>	
* Email: sm_tdeem@seovec.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:**

Physical Education and Wellness Initiative

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 Tony Deem	* TITLE Superintendent
* APPLICANT ORGANIZATION Southern Local Schools	* 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
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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="NA"/>	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"/>
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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:

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PR/Award # S215F130311

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.

427 of GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

This project addresses Section 427 of GEPA in the following ways:

- The applicant has a policy of non-discrimination in its recruitment and hiring practices, and the project will seek the most qualified applications for the Healthy Lifestyle Coaches, without regard to gender, race, national origin, color, disability, age, or religion.
- The project will hold all professional development and other meetings in facilities that are accessible to individuals with disabilities. These facilities include public elementary schools and state-operated facilities, which are in compliance with the Americans with Disabilities Act.
- The applicant and its schools have utilized the School Health Index to assess the schools' physical and nutrition education and services. This assessment tool includes an evaluation of the schools' inclusion of students with "special health care needs", including disabilities, in physical education. As part of the project design, the assessment will be administered annually. If the assessment results indicate a deficiency in this area, the project's physical education networking group will recommend appropriate physical education policy changes as part of its annual physical education improvement plan, which will be submitted to each school's decision-making council.
- The project design includes programs for parents/guardians to increase knowledge of and engagement in their children's physical activity and nutrition. The applicant will promote the accessibility of these meetings by holding events at local schools, scheduling events during evenings to avoid conflicts with work, providing childcare at events, and promoting events in a variety of media, including information sent home through students, principal and Family Resource Coordinator newsletters, and school websites

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 Southern Local Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Tony"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Deem"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Tony Deem"/>	* 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:

Southern Local Schools

Racine, Ohio is located in Meigs County about 35 miles south Athens, Ohio. Racine has a population of about 4,500 persons. The district serves approximately 850 students. ***More than 80% of our students come from low-income households.*** Like the community we serve, Southern Local Schools is ethnically homogeneous with 97% of our students being White. The district recently conducted the *School Health Index* (SHI) and in the process, uncovered a number of gaps and deficiencies. First, our students are not spending enough time being physically active. Second, our PE curriculum is *not* aligned with the State of Ohio standards. Third, the district does not have a standardized, district-wide approach to ensure that *all* students are educated about healthy eating habits and good nutrition. This project will serve all K-12 students in our district. The proposed project has been collaboratively planned and designed to specifically address the critical gaps in our PE program. Components include: re-writing our PE curriculum, ensuring that it is 100% aligned to state standards; providing relevant, comprehensive professional development opportunities for all of our PE teachers; adding new activities that will provide our students with a broad range of healthy, lifetime physical activities; implementing a proven reference-based nutrition curriculum; *and* providing opportunities for students to participate in healthy, supervised physical activities during the after school hours. The proposed project is devoted to the improvement of the overall health and physical well being of all our students. Addressing the Ohio State Standards for Physical Education and aligning our instruction to teach and assess these standards will strengthen our curriculum and its presentation to students. The proposed project will allow us to work together, and make this vision a reality, resulting in life impacting changes for the students of Southern Local.

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](#)

To obtain preference points coordinate local partners into the project (see signed assurances).

(A) Need for Project

Racine, Ohio is located in Meigs County about 35 miles south of Athens, Ohio. Racine has a population of about 4,500 persons and is socio-economically diverse. Racine is served by Southern Local School District with approximately 850 students in one elementary, one middle and one high school. *More than 80% of our students come from low-income households.* Like the community we serve, Southern Local School is ethnically homogeneous with about 97% of our students being White.

Lack of activity and a poor diet have led to a health crisis in the United States—a crisis that has reached epidemic proportions in our district. According to the 2010 BRFSS, up to 65% of all district residents are overweight or obese. Data from the Ohio Prevention Institute show that Meigs County ranks in the highest quartile of Ohio counties for obesity, with up to 42% of all residents classified as obese. According to the County Health Profile, Meigs County's rates of diseases and conditions associated with obesity, such as diabetes, heart disease, hypertension, and activity limitation, are all significantly higher than national averages. Our children are growing up in a culture where poor diet and a sedentary lifestyle are commonplace—and it is affecting not only their academic achievement, but their quality of life.

To identify Physical Education (PE) - and nutrition-related gaps and deficiencies in the District, a broad-based team of district administrators, curriculum specialists, PE teachers, health- and nutrition-related staff and parents undertook a comprehensive self-assessment. This process involved formal and informal discussions, a review of our PE and nutrition curriculum as well as administration of the School Health Index (SHI) survey. The key gaps identified through the self-assessment process include:

Our students are not spending enough time being physically active (Ohio standards 1, 2, and 3): Our district lacks a year-round physical education classes for students. Though Ohio is one of the few states that mandate daily PE class, the state does not monitor schools to ensure they are meeting the daily P.E. requirement, and there are no penalties for not doing so. Despite the fact that an

estimated 20.7 percent of 10- to 17-year-olds in Ohio are obese¹, the state General Assembly readily gives waivers to districts that have financial issues or want more classroom time. At Southern, students have PE class four (4) days a week for 50 minutes per session but only for one-half year. Moreover, students only spend an average of about 25 minutes of PE class being physically active (for a total of only 100 minutes of physical activity per week). In addition, there are no before- or after-school physical activity programs offered by our district.

Our students are not being sufficiently educated about healthy eating habits and good nutrition (Ohio standards 4, 5, and 7). The district does not have a standardized, district-wide approach to ensure that *all* students are educated about healthy eating habits and good nutrition. Like PE, students are only required to take Health class for one-half year, and the PE curriculum does not include specific instruction in healthy eating habits and good nutrition.

School Health Index (SHI) assessment: In accordance with the PEP grant guidelines, the District undertook the SHI self-assessment process for modules one through four as part of the planning process for this initiative. Results of this assessment are summarized in the chart below. The results shown are consolidated across the district.

	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
School health policies and environment:				X	
Health education: Module 2		X			
Physical education and other physical activity programs: Module 3			X		
Nutrition services Module 4				X	

The results of the survey indicate that the District did not score in the top tier in *any* of the four modules. Serious weaknesses were identified in Module 1 (school health policies and environment), Module 2 (health education), Module 3 (physical education and other physical activity programs) and Module 4 (nutrition services). The results of the SHI survey were used to develop a ***School Health***

¹ Child and Adolescent Health Measurement Initiative (2010)

Improvement Plan, which has been incorporated into our project approach. Examples of the most severe SHI deficiencies include:

- **Module 1:**
 - Access to physical activity facilities outside school hours (0-not in place);
- **Module 2:**
 - Of the 14 questions, *none* are “fully in place” and only *one* is “partially in place;”
 - Professional development in delivering curriculum (0-not in place);
 - Essential topics on physical activity (1-under development);
 - Essential topics on healthy eating (1-under development);
- **Module 3:**
 - Promote community physical activities (0-not in place);
 - 150 minutes of physical education per week (1-under development);
 - Teachers avoid practices that result in student inactivity; (1-under development);
- **Module 4:**
 - Collaboration between food service staff and teachers (1-under development);

Gaps in meeting State of Ohio Physical Education Standards

The first part of the assessment process involved a review of our PE curriculum for the purpose of determining the degree to which it addresses each of the standards shown in the chart below. Ohio has 12 PE-related standards. Gaps in our current PE curriculum are described below.

Standard	Identified gap(s)
Standard 1: Applies principles of health-related fitness and training	Our current PE curriculum is primarily focused on team sports and group activities such as calisthenics, neither of which includes a focus on teaching principles of health-related fitness and training
Standard 2: Applies techniques and procedures for developing and assessing health-related fitness.	The district does not currently have the means with which to accurately and objectively assess our students’ fitness levels. Assessments are norm-based rather than criteria-based
Standard 3: Understands human movement, motor skills, and their developmental sequence.	Our PE teachers are lacking professional development training in cognitive concepts regarding human movement, motor skills and their developmental sequence
Standard 4: Organizes activities and techniques for developing motor skills	Our current PE curriculum is primarily focused on team sports and group activities such as calisthenics, neither of which includes a focus on helping students to develop their motor skills. In addition

Standard 5: Guides the dynamic interaction between individuals and within groups while they are engaged in activities for personal and social development.	Our current PE curriculum is primarily focused on team sports and group activities such as calisthenics, neither of which includes a focus on helping students to develop their motor skills. In addition, our PE curriculum does not specifically address “engaging in activities for personal and social development” nor does it incorporate activities that “lifelong sports, creative movement, dance, noncompetitive activities and cooperative activities.”
Standard 7: Applies techniques, skills, strategies, basic rules, etiquette, and safety practices associated with lifelong sports, creative movement, dance, noncompetitive activities, and cooperative activities.	

Addressing the gaps

The proposed project has been designed as a comprehensive, community-based approach to addressing the gaps and deficiencies identified through the self-assessment process. The proposed project addresses the *absolute priority* in that it will: 1) address our PE program’s gaps in meeting the State of Ohio PE standards; 2) expand student instruction in healthy eating habits and good nutrition; 3) include a strong assessment and monitoring component; 4) increase the amount of time students spend physically active both in and out of PE class; 5) increase the variety of physical activities available to our students in order to ensure that all students—regardless of physical skill or ability—are able to enjoy and master healthy physical activities; and 6) provide ongoing, evidence-based professional development opportunities for our PE staff.

(B) Significance

(C) Quality of the Project Design

(1) Designed to build capacity and yield results that will extend beyond Federal assistance.

The proposed project has been designed to build capacity and yield results that will extend beyond the funded period. Providing ongoing, evidence-based professional development for our staff is a key element of this approach. By providing our teachers with skills and knowledge regarding the latest research-based strategies for producing meaningful, lasting changes in students’ health, nutrition and fitness outcomes, we will be “securing the future” of the proposed initiative. Proposed trainings and professional development are shown in the following table.

Professional development	Description	Frequency
National and State AAIIPERD Conferences	Networking and participation in evidence-based workshops	November & March of each year
Technology training	These training sessions will ensure that all PE teachers are trained in the proper use of monitoring and assessment technologies (e.g., heart rate monitors, pedometers, fitness tracking software, etc.)	Year one with follow-up training provided as needed
Data collection training	Participants will gain an understanding of data collection techniques to ensure that: a) individually-identifiable student information is protected; b) data collected is valid and reliable; and c) that data integrity is maintained throughout the evaluation process	
Nutrition training	A qualified, third-party will provide training in evidence-based nutrition curriculum development and instruction	
Family engagement	A qualified, third-party will provide training in evidence-based strategies for engaging families and increasing their involvement in improving students' health, nutrition and fitness outcomes	
Red Cross	The Red Cross provides a variety of health-, nutrition-, and safety-related training	
Curriculum training	All PE and Health teachers will be trained in implementation of the revised curricula	Year one (prior to start of school year)
SPARK nutrition training	Each workshop is taught by a registered, licensed dietitian with extensive school-community nutrition experience. Examples of topics include: Nutrition Education Across the Curriculum...Recipe for Success; My Pyramid 10; and Awesome Change in 15 Minutes or Less, among others	Year one and follow-up as necessary. Year one will include a total of 14 <i>training sessions</i> (nine sessions in year two and 11 sessions in year 3)
SPARK curriculum training	Participants will be fully trained in implementation of the SPARK curriculum	

Additional examples of how the proposed initiative will be sustained are indicated in the table below.

Item:	Sustainability
Ongoing training for teachers	Follow-up training will be provided in each year of the grant and we will also implement a "train-the-trainer" and "teacher-mentor" models to ensure that new teachers are properly trained. For example, a new PE teacher will be paired with a veteran teacher to learn how to implement FITNESSGRAM and utilize assessment and monitoring technologies. For SPARK, we will certify teachers to be SPARK Trainers so that we will have no future training costs.

Upkeep and replacement of PE equipment and supplies.	The district will fund upkeep and maintenance of PE equipment and supplies. Additionally, our Central Office will put any technology purchases on the school district's technology replacement plan. When the grant funding period is over, we will be able to sustain these items.
Upkeep and maintenance of fitness equipment.	Manufacturers of the products have demonstrated a 10+ year lifespan. For electronic-based items, an extended warranty will be provided by the manufacturer based on the total amount of equipment purchased. The district will fund maintenance and repair expenses as needed.
Continuation of partnerships	We are fortunate to have the long-term commitment from our community partners. Our partnerships will be maintained beyond the three-year Federal funding period. The District will continue to offer the after school programming and the summer programming beyond the three-year Federal funding period.
Continuation of after school and summer programming	

In addition, evidence shows that school districts that have implemented the SPARK approach continue to sustain the program well beyond grant funding periods. The sustainability of SPARK was evaluated in 111 elementary schools in seven US states. Surveys, developed and compiled by an independent evaluator, were mailed to schools that had received SPARK curriculum materials, training, and follow-up (response rate=47%). Up to 80% of schools that had adopted SPARK PE reported sustained use of the program four years later. Sustained use of the program was related to support provided by the school principal, not previously having a standard PE program, having adequate equipment available, and the teachers themselves being physically active.

(2) Reflects up to date knowledge

A study released in 2010 by the University of Miami's Center for Research on Sport and Society identifies four factors that need to be met in order for a re-focused physical education and health initiative to result in systemic change. These factors include:

- (1) changing the focus of physical education to fitness and health;
- (2) Link student health and fitness to student success in the classroom;
- (3) Involve parents, non-physical education teachers and others in the program;
- (4) Provide the opportunities to students to assess their individual progress.

The President's Council on Physical Fitness (CDC, 2010) suggests that physical education teachers develop programs that focus on teaching lifelong activities and self-management skills. In preparing this proposal, we have paid great attention to these 4 factors and have aggressively incorporated them into our planning. Each of our goals outlined in this proposal directly address these four factors and

thus we expect to obtain significant systemic change. 1) PE classes will be standards based and incorporate 'new PE' curriculum research proven to change the focus of PE to fitness and health; 2) These curricula are proven to increase students' PE participation rates, time spent in vigorous activity, and over time result in improved overall health which research shows subsequently raises academic achievement. 3) Community involvement occurs through the incorporation of well-defined roles for project partners and the creation of a Project Advisory Group to provide overall direction to the project. 4) The project empowers students giving them responsibility for monitoring their own fitness and progression towards meeting standards while emphasizing lifelong fitness. 5) The intensive staff development and training components will support staff with standards based PE curriculum and the equipment and know-how for successful teaching. Through these efforts, we are confident our project will demonstrate significant impacts on the health status of our students and will establish the infrastructure required for long-term implementation.

According to *Spark: The Revolutionary New Science of Exercise and the Brain*, a book written on the value of physical activity for improving brain function, which discusses the model PE program in Naperville, Illinois and the PE4Life organization, by Harvard psychiatrist John Ratey (2008), less than three percent of adults over the age of 24 stay in shape through playing team sports, and this underscores the failings of the traditional gym class to provide lifelong physical activity habits." Ratey also reports that the implementation of "New PE" methods in a high poverty district has not only improved students' academic standardized test scores; it has also eliminated the incidence of fist fights among students.

(3) Exceptional Approach

Program Goals:

The primary aim of this initiative is to demonstrably and sustainably improve our students' health, nutrition and fitness outcomes by achieving the following three (3) goals:

1. **Provide all K-12 students with enhanced physical activity instruction & opportunities that allow them to understand, improve, or maintain their physical fitness (Ohio standards 1, 2, and 3);**
2. **Provide all K-12 students with enhanced nutrition and health instruction that allows them to understand, improve, or maintain healthy eating habits (Ohio standards 4 and 5); and**
3. **Build systemic capacity through development of mechanisms and policies for sustainable promotion and support of students' fitness, health, and nutrition (Ohio standard 7)**

Program Objectives and Outcomes: To define the achievement of our three goals, six measurable program objectives were identified. Each of the six objectives contains measurable outcomes that will be a part of the overall evaluation of the proposed project. The table below shows each objective, its related measurable outcome(s) and the associated measurement tools.

Goal 1: To provide all K-12 students with enhanced physical activity instruction & opportunities that allow them to understand, improve, or maintain their physical fitness.

Objectives for Goal 1
<p>Objective 1.1: To expand K-12 students' in-school opportunities to be physically active by introducing new activities and strategies that are proven to be effective in increasing the amount of time students are physically active each day;</p> <p>Objective 1.2: To increase after school opportunities for K-12 students to be physically active by providing new structured, supervised activities before and after school</p> <p>Objective 1.3: To implement comprehensive assessments of student health and fitness by introducing technology-based assessment and monitoring tools</p>
Outcomes for Goal 1
<p>Outcome 1: (GPRA 1): Increase by 15% (Year 1), 20% (Year 2) and 25% (Year 3) from baseline in # of K-12 students who engage in 60 minutes of daily physical activity. Measurement: Pedometers 3DPAR instrument and 30 day physical activity recall (only 5-12)</p> <p>Outcome 2: (GPRA 2): Increase by 15% (Year 1), 20% (Year 2) and 25% (Year 3) from baseline in # of K- 12 students who achieve age-appropriate fitness levels. Measurement: 20-meter shuttle run</p> <p>Outcome 3: Increase by 15% (Year 1), 20% (Year 2) and 25% (Year 3) from baseline in # of students passing all elements of the FITNESSGRAM test. Measurement: FITNESSGRAM test</p> <p>Outcome 4: Decrease the percentage of students who are obese by 1% and the percentage of students who are overweight by 1% by Year 3 (according to CDC standards). Measurement: BMI scale</p>

Goal 2: Provide all K-12 students with enhanced nutrition and health instruction that allows them to understand, improve, or maintain healthy eating habits.

Objectives for Goal 2

Objective 2.1: To deliver health instruction related to nutrition aligned to rigorous state standards by revising nutrition curriculum

Objective 2.2: Implement evidence-based activities and strategies that teach students about healthy eating habits and good nutrition

Outcomes for Goal 2

Outcome 1 (GPRA 3): Increase the percentage (by 5% in each year of the project) of students in K-12 who consume fruit two or more times per day and vegetables three or more times per day. **Measurement:** Survey, Youth Risk Behavior Survey (YRBS) for 4-12

Outcome 2: Increase in percentage (by 5% in each year of the project) of K-12 students who improve healthy eating knowledge, attitudes and self-reported behaviors each year. **Measurement:** Survey, Youth Risk Behavior Survey (YRBS) for 4-12.

Goal 3: Build systemic capacity through development of mechanisms and policies for sustainable promotion and support of students’ fitness, health, and nutrition.

Objectives for Goal 3

Objective 3.1 Increase staff knowledge of evidence-based practices and strategies proven effective in improving students’ health, nutrition and fitness outcomes by providing ongoing, standards-based professional Development opportunities for staff

Objective 3.2To increase family involvement in youth wellness and increasing communication regarding fitness and nutrition by regularly hosting in-school events with a health, nutrition or physical fitness focus and by increasing communication with families

Outcomes for Goal 3

Outcome 1: 100% of participants in professional development sessions will demonstrate increased knowledge or skills regarding evidence-based practices and strategies proven effective at improving students’ health, nutrition and fitness outcomes. **Measurement:** Pre- and post-participation staff surveys

Outcome 2: In relation to baseline, families will demonstrate a greater involvement (e.g., participating in family physical activities, improving nutritional behaviors, etc.) in improving students’ health, nutrition and fitness outcomes. We are targeting a 5% increase in baseline data for each year of the grant. **Measurement:** surveys

Implementation Plan

The proposed initiative focuses on the following core elements:

1. Revising our physical education (PE) curriculum to ensure that it is 100% aligned to rigorous state standards;
2. Increasing in-school options to ensure that *all* students—regardless of athletic skill level, ability, special need or disability—are able to participate in, and master, healthy, engaging physical activities that they enjoy;
3. Providing ongoing, evidence-based professional development for our PE and Health instructors;
4. Providing our students with regular instruction in healthy eating habits and good nutrition;
5. Increasing the amount of time our students spend being physically active throughout the day;
6. Implementing techniques and strategies to accurately and objectively establish baseline fitness levels and monitor student progress; and

7. Increase family involvement in improving students' health, nutrition and fitness outcomes.

Component 1: The first component of the proposed project centers upon aligning our PE curriculum to rigorous state standards. To accomplish this, the project team will utilize the physical education curriculum assessment tool (PECAT) to assess our current PE curriculum and to develop and implement a curriculum improvement plan (CIP). The PECAT assessment will be conducted immediately upon notification of funding award. The curriculum will be revised prior to the end of the school year, at which time a follow-up PECAT assessment will be conducted to ensure alignment. Annual follow-up assessments will be conducted (**PEP requirement 1, 2, 3, 4 and 5; PEP element 2a, 2b, 2c, 2d and 2e; SHI Improvement Plan; GPRA 1, 2 and 3; all state standards**).

Component 2: Through this component we will ensure that *all* students can participate in, and master, healthy, engaging and *enjoyable* physical activities. This will primarily focus on implementing the **SPARK (Sports, Play, and Active Recreation for Kids)** curriculum. The SPARK program represents a collection of exemplary, physical activity/nutrition programs. The original SPARK study was supported by the Heart, Lung, and Blood Institute of the National Institutes of Health and San Diego State University. A well-known curriculum, SPARK has been incorporated into over 70 current and past PEP projects, providing research-based curriculum, staff development, and age-appropriate equipment. We will use the SPARK curriculum for grades K-12 along with the associated training and equipment packages. We will also expand our offerings in lifetime sports (tennis, golf, etc.) and offer other developmentally-sound skill-based activities. SPARK has been selected as the intervention program in many important university research studies and cited in the Surgeon General's Report as a "School based solution to our nation's health care crisis." Recently, SPARK received a coveted "Gold" rating in both elementary and middle school PE from the Cooper Institute in a nationwide study and evaluation of physical activity programs. SPARK curriculum, teacher training, and evaluative services are known to be the industry standard and many references are available in each program from the teachers, principals, and students who have implemented SPARK concepts and methodology (**PEP**

requirement 1, 2, 3, 4, 5 and 6; PEP element 1, 2a, 2b, 2c, 2d and 2e; SHI Improvement Plan; GPRA 1, 2 and 3; all state standards). The SPARK approach is divided into the following categories:

- **Elementary school:** SPARK has created two curricula-based programs for teachers of elementary school children: 1. PE for children in grades K-2, and 2. PE for children in grades 3-6. Both began in research, and have benefited from years of field-testing and implementation in a variety of locations nationwide. SPARK K-2 and 3-6 are designed to be implemented in a variety of schedules and calendars, and have been written so they are easy to team-teach. The SPARK K-2 manual includes 10 dynamic instructional units: Building a Foundation, Parachute, Manipulatives, Stunts and Tumbling, Throwing and Catching, Jumping, Dribbling and Trapping, Dance, Volleying and Striking and Games. Each curricular component is presented in scope and sequence via daily lesson plans that are aligned to rigorous standards. The 3-6 manual has 500 different activities presented in more than 20 themed, instructional units. Each unit is also written in scope and sequence and includes activities aligned to rigorous standards.
- **Middle school:** An NIH-funded study found that the SPARK curriculum and training programs for middle school PE specialists increased moderate to vigorous physical activity in middle school PE classes by almost 20%, and physical educators evaluated the workshop program extremely valuable. Middle school physical educators say the SPARK 6-8 manual gives them new ideas and effective teaching tips on dealing with limited space and equipment, and large class sizes. This teachers' manual also provides a pathway towards instructional alignment (teaching to standards) and tools to evolve our program in both content and instruction. The SPARK middle school manual contains more than 20 chapters and 400 pages provide scope and sequence for a variety of instructional units such as Golf, Frisbee and Softball. However, as with all SPARK PE programs, traditional activities and skill progressions have been highly modified to achieve greater participation, enjoyment, and increase in student activity levels.

- **High school:** The SPARK High School Guidebook is designed to enhance the professional development experience for workshop attendees (PE teachers will participate in this training) and provide the curricular tools necessary to instruct health promoting PE classes.
- **After school:** SPARK After School (AS) has been developed for all out of school PE physical activity programs (e.g., after school, YMCA, Boys and Girls Club, Recreation Center, Day Care Center, or camps). SPARK After School has been shown to be effective for children and adolescents ages 5-14. The AS program includes hundreds of cooperative, cultural and aerobic games, dances from around the world, and fun skill development and sport activities. The manual includes an extensive focus group survey to identify youth activity interests, practices, and barriers.

Component 3: This component of the proposed initiative will ensure that our PE and Health teachers are provided with ongoing, evidence-based professional development to enable them to stay abreast of the latest research, issues, and trends in the field of physical education. SPARK also includes a full professional development package for PE teachers and administrators for grades K-12, featuring workshops run by expert consultants. Through a train-the-trainer approach, SPARK programs can develop expertise at a local level, thus ensuring the availability of qualified workshop leaders for the future. SPARK provides 12 hours of instruction led by a staff of Certified Trainers nationwide. Through these workshops, participants learn by doing, and become motivated by a dynamic staff of presenters. Research shows participants feel more comfortable teaching physical education/physical activity because they have a user-friendly curriculum, the pedagogical skills to instruct effectively, enough age-appropriate equipment to use with their students, and a newfound confidence in their abilities. Our teachers will also participate in the SPARK nutrition training. Additional information about our approach to professional development is described in detail in the “capacity-building” section of this proposal (**PEP requirement 1, 2, 3, 4 and 5; School Health Index (SHI) assessment: PEP element 1, 2a, 2b, 2c, 2d and 2e; SHI Improvement Plan; GPRA 1, 2 and 3; all state standards**).

Component 4: As will be done with the PE curriculum, the project team will use the Health Education Curriculum Analysis Tool (HECAT) to conduct an extensive analysis and review of our current nutrition curriculum and based on the outcome of these processes, develop and implement the recommended Curriculum Improvement Plan (CIP). Also, the SPARK curriculum includes a strong approach to nutrition education. SPARK has selected **Healthy Kids Challenge (HKC)** as their exclusive Nutrition Services (and Healthy School Environment: Ignite a Healthy Environment) partner. HKC is a nationally recognized non-profit led by an exemplary team of registered, licensed dietitians with many years of school, program, and community wellness experience. Our teachers will participate in the SPARK nutrition professional development. In addition, PE and Health teachers will learn about other model nutrition curricula and best practices through ongoing professional development. Additional information about professional development is provided in the “capacity-building” section of this proposal. Lastly, beginning with the next school year, Southern Local students will begin having health class all year rather than just for one-half year, which will provide our Health teachers with significantly more time to address nutrition topics in class (**PEP requirement 1, 2, 3, 4, 5 and 6; PEP element 1; SHI Improvement Plan; GPRA 2**).

Component 5: We will utilize a four-pronged approach to increasing the amount of time our students spend being physically active each day. First, professional development will keep our PE teachers abreast of the latest research, issues, and trends in the field of physical education. Through these trainings they will learn new strategies for increasing the amount of time students spend being physically active. Second, as noted elsewhere in this proposal, our wellness policy and any other nutrition- and physical activity-related policies will be updated. The district wellness policy provides guidelines for nutrition (e.g., in-school food, beverage and snack offerings) and physical activity. Proposed updates to our wellness policy include recommendations that non-PE teachers incorporate physical activity into their class activities (e.g., “fitness breaks,” etc.). The implementation of the SPARK curriculum is the third prong of our approach. SPARK is the **ONLY National Institute of Health (NIH) researched program** available providing coordinated curriculums, training, follow up support, and equipment for Pre-K

through 12th grade teachers. Southern Local is attempting to have PE class not just one-half year, but for the *entire year*.

Finally, we will also implement before- and after-school physical activity programs during the school year and for four weeks during the summer months. The after school programming will be offered at three schools. After school programming will be offered for two hours each day, four days a week for approximately 35 weeks per year. In addition, each site will offer two hours of programming, four days a week for four weeks during the summer. Two PE teachers from each participating school will staff the program and ensure adequate supervision. SPARK activities will be used to engage the students in physical activities (**PEP requirement 1, 2, 3 and 4; PEP element 2a, 2b, 2c and 2d; SHI Improvement Plan; GPRA 1 and 3**).

Component 6: This component focuses on techniques and strategies to accurately and objectively establish baseline fitness levels and monitor student progress. As indicated in the “needs” section the district does not have a means with which to *objectively* assess the fitness levels of our students. To address this, we will introduce the use of heart rate monitors, pedometers and other assessment technologies into our activity sessions. By introducing these technologies: all students will be able to: *objectively* assess their current fitness levels; with the assistance of PE teachers, all students will be able to establish a “personal fitness portfolio” with individual goals based on the baseline assessment; teachers will be able to monitor students’ progress towards achieving their stated goals; PE teachers will be able run reports for presentation to students, parents and even the school district (all student data will be coded to ensure privacy); the project team will be able to identify trends; students will learn about concepts such as exertion level, target heart rate, healthy fitness zones, body mass index (BMI) and the difference between light, moderate and vigorous physical activity, among others (**PEP requirement 1, 2, 3, 4, 5 and 6; PEP element 2a; SIR Improvement Plan; GPRA 1 and 3; state standard 2**).

Component 7: To increase family involvement in improving students’ health, nutrition and fitness outcomes, we will implement activities and strategies to achieve this goal. First, we will increase communication with families regarding the importance of health nutrition and fitness by including parents

on the project team. We will also include a “wellness” section in district newsletters and on our district website. Lastly, we will host at least three family-oriented events each year. Specific events will be planned by the project team (i.e., Walk for Health, Family Play Nights and others) **(PEP requirement 1; GPRA 1, 2 and 3; SHI Improvement Plan; all state standards).**

In addition, the following project partners **(bonus points for including all five partners)** will be part of the proposed initiative. These partners and the roles they play are shown in the following table.

Partner	Project role
Southern Local	Serve as lead agency and fiscal agent. Assume primary responsibility for carrying out project activities as outlined in this proposal
Food Service Manager	Serve on project team; provide input and guidance relating to student nutrition; assist in utilizing HECAT assessment; assist in evaluating the nutrition component of this initiative
Mayor of Racine	Serve as member of project team. Provide input, guidance and feedback as needed. Leverage community resources as appropriate. Host after school programming during the school year and summer programming.
Racine Area Community Organization (community-based organization)	Designate a representative from the organization to 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, Nutrition- and Physical Activity-related policies and Body Mass Index (BMI) Collection Policy.
Area Board of Health	Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of CB0 and district opportunities related to physical activity and nutrition/healthy eating. Assist the district in raising community awareness of PEP-funded opportunities

(D) Adequacy of Resources

The total funds requested of \$1,168,160 to serve 850 students annually (2,550 over the life of the project) students annually equates to \$458 per student and is believed to be cost effective when compared to the annual average cost per student in each of our school buildings. Considering the comprehensive educational and fitness support services to be provided, the project is a bargain compared to the consequences of not providing comprehensive health and fitness reforms for our students. The long-term impact of obesity is a loss of millions of dollars per individual over the course of a lifetime, resulting in increased dependency on social welfare programs, a lack of tax revenues and decreased consumer spending, which further impacts the local economy and the educational system.

The budget detail is based on our professional experience in providing quality services that are cost-efficient. The primary expense is personnel (\$581,701), which includes 1 FTE Project Manager,

.2FTE Nutrition Educator, 3 FTE Healthy Lifestyle Coaches. Personnel costs represent 50% of the total proposed budget. Travel expenses (\$20,341) are kept to a minimum and represent less than 1% of the total proposed budget. Approximately \$13,946 (less than 1% of the total proposed budget) is allocated for basic office and operating supplies for staff. The equipment costs (\$100,000) are dedicated for the purchase and installation of state of art fitness equipment. \$90,000 of the proposed budget (8%) will be allocated to conducting a comprehensive process and outcome evaluation effort that will enable the project to not only continually enhance the quality of its implementation efforts but will also ensure the long-term success and sustainability of the initiative. Similarly, \$90,000 (8% of the proposed budget) is allocated to contracting with local partners to engage and/or assist with outreach and community engagement, sustainability planning and outcomes-based efforts that will enhance the impact as well as ensure its long-term sustainability. All expenses are allowable in accordance with federal regulation and adhere to applicable cost principles.

(E) Quality of the Management Plan

The district has a history of successfully managing federal grant programs. Separate accounting records related to grant funds will be kept in the PEP office and school district Central Office. Using the state-mandated accounting program, the district finance officer will reconcile project accounting records with a monthly, computerized statement from the Central Office. Expenditures will be made through purchase orders, documented check requests and travel expense reports through the Accounts Payable Office. An annual external audit will assure full accounting and management compliance.

Project oversight, guidance and community mobilization will largely take place through the Project Advisory Group (PAG). The PAG will consist of three sub-groups (Outreach, Community Mobilization and Sustainability). PAG membership will include all project staff, PE and Health teachers, 2 parents and representatives from each partner agency. The PAG will assist the District in creating stronger linkages with community partners and to establish mechanisms that enable our initiative to continue after federal funding ends. The PAG will meet monthly (more often when

required) and the three sub-groups will meet at least monthly and more often if required. The Project Coordinator and other project staff will be responsible for coordinating and staffing all PAG meetings.

The Project Coordinator will work with school officials and community partners to develop before and after-school programs that will provide opportunities for student physical activity. The community activity providers will attend district training sessions that will facilitate their program activities. The Project Coordinator will work with the Curriculum Development Coordinator, Food Services Manager, and PE/Health staff to select and develop appropriate curriculum to meet the goals and objectives of the proposed project program giving students the needed opportunities to achieve state nutrition and PE standards. The Project Coordinator will be supervised by the Project Director (the Superintendent)

The Project Team (Project Coordinator, PE teachers, Wellness Coordinator) will meet weekly to identify emerging challenges and to brainstorm potential solutions. The Project Coordinator will facilitate the weekly meetings and prepare monthly update reports for the Superintendent, Project Advisory Group and the Board of Education. Project staff performance will be evaluated annually using the district's personnel assessment process. The evaluator will work with the all project staff and partners to develop, pilot and refine the needed attendance logs, administrative records, activity reports, and summary forms. This documentation will provide a comprehensive database of process objectives and program activities to support implementation efforts. Fidelity checklists, observation forms and site visits protocols will be developed to assess the fidelity of implementation to the original design and to document project challenges as they emerge.

The PEP project will be supervised by Tony Deem, the Superintendent. Mr. Deem, who has supervised numerous federal grant budgets, will serve on the Project Advisory Group and will provide the expertise to ensure that grant requirements are completed on time and within budget. Mr. Deem will spend an average of 5 hours per week (.13 FTE) on the project. A full-time project coordinator (1 FTE) will be responsible for conducting the day-to-day operations of the project and providing instructional

leadership to the PE teachers implementing project activities. (see job description in the Appendix). Qualifications for this position will include: 1) previous grant experience, 2) knowledge of PE and nutrition best practices, 3) strong communication and organization skills, and 4) a participatory management style. A full-time (1.0 FTE) Healthy Lifestyle Coach will be hired to ensure equipment and facilities are available to students after school hours. Supplying the project coordinator with guidance and assistance will be a Project Advisory Group (see job description in Appendix), comprised of one representative from each School PEP Team (described previously), as well as two representatives of community-based partners.

Name/title	Project roles and responsibilities	Time commitment
Tony Deem (Project Director)	Provide overall leadership and guidance; coordinate implementation with project team and community partners; delegate responsibility for day-to-day tasks; ensure accurate and effective data collection and management; ensure compliance with all applicable regulations; review and approve budgets; ensure that all reports are prepared and submitted as scheduled	.13 FTE
Director of Instruction	Serve on project team; provide input and guidance as necessary; serve as district "champion" for initiative; engage students, parents and the community as necessary	3 hours weekly
Project Coordinator	Day to day implementation and planning of all grant activities.	1.0 FTE
Healthy Lifestyle Coaches	Staffing of equipment and facilities during after school hours	3.0 FTE
Food Service Manager	Serve on project team; provide input and guidance relating to student nutrition; assist in utilizing HECAT assessment; assist in evaluating the nutrition component of this initiative	3 hours weekly
District nurse	Serve on project team; provide input and guidance relating to student health and safety issues;	4 hour weekly
Special Education Director	Serve on project team; provide input and guidance for the purpose of ensuring that all the needs of students with disabilities and/or special needs are addressed	4 hour weekly
PE and Health Teachers	Serve on project team; provide input and guidance relating to physical activities and the PE/Health/Nutrition curriculum; attend conferences; participate in professional development as outlined in the proposal; oversee implementation of project activities at the school-, classroom-, and out-of-school level; ensure collection of assessment/evaluation data as required;	10 hours weekly
Representative from each project partner	Serve on project team (attend 2-4 project meetings per year); provide input and guidance; support engagement and leveraging of community resources; promote the initiative to the community	2-4 hours monthly
Parents (at least three)	Serve on project team; provide input and guidance as necessary; provide feedback on project progress and input regarding resolving problems or	4 hours monthly

The following task chart provides a timeline and responsibilities for year 1 implementation. This will be reviewed regularly and revised accordingly and similar timelines will be established for years 2 – 3. The plan of work is intended to be specific enough to ensure that all project-related tasks are accomplished and deliverables produced on schedule while at the same time being flexible enough to accommodate emerging issues and inevitable delays. After Year 1, the majority of project activities will be ongoing. The Project Coordinator will work with the Project Advisory Group during the last quarter of each project year to develop an implementation plan for the following year.

Project Timeline				
Date	Activity	Objective	Persons	Milestone
Oct. 2013	Project team will meet to discuss project	Inventory equipment, develop final list of equipment needed, determine new PE curriculum, finalize evaluation criteria, set monthly meeting schedule, determine professional development schedule	Project Director, Project Team, PE teachers, evaluator	Equipment inventoried, PE curriculum and evaluation criteria finalized, survey instruments established, Project Team roles and responsibilities defined, professional development schedule determined
Oct – Nov 2013	Issue RFP, purchase and install equipment, plan schedules for activities: Aligning curriculum to standards, professional development, baseline fitness assessments. Begin PECAT/HECAT	Bid equipment, select vendors, purchase equipment. Finalize activity schedules, promotional strategies. Begin monthly meetings to plan for changes. Ensure all PE teachers are knowledgeable, establish student baseline data, Ensure curriculum is aligned to state standards	Project Director, Project Team, PE teachers, evaluator, professional development trainers	Equipment put out to bid, purchased and delivered. Student PE schedules are finalized. Promotional strategies determined and implemented. A plan and timetable for updating curriculum finalized. First professional development session held. Students will have baseline fitness data.
Jan 2014	Conduct student follow up assessments. After school and family activities begin	Assess student progress. Provide students more opportunities. Families become more involved	Project Director, Project Team, PE teachers, evaluator	Follow up student assessments are complete (three additional follow up assessments will be conducted in year 1)
June – July 2014	Complete rewrite of curriculum and policies. Conduct follow up PECAT/HECAT assessments	Curriculum is aligned to standards. Nutrition and physical activity related policies are updated	Project Director, Project Team, PE teachers, evaluator	Curriculum is aligned to standards. Nutrition and physical activity related policies are updated

July 2014	Begin planning process for year two of the project	Plan 2 nd year activities, implement changes to r ^d year activities based on year 1 results	PD, PT, PE teachers, Evaluator	r ^d year activities planned; changes to program implemented as necessary (based on year 1 results)
Sept 2014	-Review assessment data and compile a summary report	-Summarize year one results;	PD, PT, Evaluator	Annual programmatic and financial report is submitted
Oct 2014- Sept 2015	First year activity schedule repeated	Second year of project implemented	Same as year one	Same as year one
Oct 2015 Sept 2016	Year two schedule repeats	Third year of project implemented	Same as year two	Same as year two
Sept. 2016	Review year three results	Prepare final report summarizing project	Same as year two	Final 3-year summary report completed and disseminated

(F) Quality of the Project Evaluation

(I) The extent to which the methods of evaluation are thorough and feasible

As seen in the **Quality of the Project Design** section, our proposal has three primary goals with seven associated objectives, as well as year-by-year benchmarks to assess achievement. Incorporated into the plan of work for the project evaluation are the three required federal GPRA (Government Performance and Results Act) measures for elementary and secondary students. In order to ensure accurate, objective, ongoing performance feedback and assessment of our progress towards achieving our stated goals and objectives, it is our intention to hire a highly skilled, experienced third-party evaluator.

Southern Local Schools is committed to selecting only those external providers with a demonstrated track record of excellence and quality. In developing procedures to ensure a comprehensive, effective and equitable external provider process, the District reviewed various sources including information obtained from the School Reform Quality Center and The Finance Project. (2006), *Choosing an education contractor: A guide to assessing financial and organizational capacity*. District leaders will establish minimum criteria that any external provider must meet. For instance, in selecting a third-party evaluator, we will ensure that the firm is a highly **respected, independent** service agency that is locally known for its expertise in educational evaluation. We will also select a

firm that has extensive experience with a broad range of quantitative experimental and quasi-experimental evaluation designs that are highly effective in gauging program outcomes and impacts as well as qualitative strategies that can be especially effective at enhancing the value of formative evaluation activities.

Our evaluation approach will include both formative and summative evaluation. Effective formative assessment involves collecting evidence about how students are progressing during the course of instruction so that necessary adjustments can be made to close the gap between students' current understanding and the desired goals. Formative assessment strategies will include:

- Regular (bi-weekly) purposeful PE class observations (conducted by senior PE staff): Observations go beyond walking around the room to see if students are on task or need clarification. Ongoing observations assist PE teachers in gathering evidence of student improvement to inform instructional planning;
- In addition to standard grading methodologies, students will maintain individual progress logs: Student record keeping helps students better understand their own learning as evidenced by their classroom work. This process of students keeping ongoing records of their work not only engages students, it also helps them, beyond a “grade,” to see where they started and the progress they are making toward their goals; and
- Providing feedback to stakeholders early and often in order that project approaches can be refined as necessary.

PE and Health teachers will be responsible for collecting all data. Prior to doing so, they will be trained in proper collection techniques to ensure that the data collected is valid and reliable. Data will be summarized monthly with programmatic and financial reports prepared quarterly. Strategies for collecting data with which to measure our progress towards achieving our stated goals and objectives are outlined in the following table.

Objectives	Outcome	Measurement tool and of collection frequency
Goal 1: To provide all K-12 students with enhanced physical activity instruction & opportunities that allow them to understand, improve, or maintain their physical fitness.		

<p>Objective 1.1: To expand K-12 students' in-school opportunities to be physically active by introducing new activities and strategies that are proven to be effective in increasing the amount of time students are physically active each day;</p> <p>Objective 1.2: To increase after school opportunities for K-12 students to be physically active by providing new structured, supervised activities before and after school</p> <p>Objective 1.3: To implement comprehensive assessments of student health and fitness by introducing technology-based assessment and monitoring tools</p>	<p>Outcome 1: (GPRA 1): Increase by 15% (Year 1), 20% (Year 2) and 25% (Year 3) from baseline in # of K-12 students who engage in 60 minutes of daily physical activity.</p> <p>Outcome 2: (GPRA 3): Increase by 15% (Year 1), 20% (Year 2) and 25% (Year 3) from baseline in # of K-12 students who achieve age-appropriate fitness levels.</p> <p>Outcome 3: Increase by 15% (Year 1), 20% (Year 2) and 25% (Year 3) from baseline in # of students passing all elements of the FITNESSGRAM test.</p> <p>Outcome 4: Decrease the percentage of students who are obese by 1% and the percentage of students who are overweight by 1% by Year 3 (according to CDC standards).</p>	<p>Outcome 1 measurement: Pedometers 3DPA instrument and 30 day physical activity recall (only 5-12); Outcome 2 measurement: 20-meter shuttle run</p> <p>Outcome 3 measurement: FITNESSGRAM test</p> <p>Outcome 4 measurement: BMI scale</p> <p>Frequency of collection: For GPRA measures 1 and 3 (outcomes 1 and 2), a baseline will be established within 60 days' notice of funding award. Follow-up assessments will be conducted four (4) additional times in year one and quarterly in subsequent years. Outcomes 3 and 4 will be measured twice each year in all years of the project.</p>
<p>Goal 2: Provide all K-12 students with enhanced nutrition and health instruction that allows them to understand, improve, or maintain healthy eating habits.</p>		
<p>Objective 2.1: To deliver health instruction related to nutrition aligned to rigorous state standards by revising nutrition curriculum</p> <p>Objective 2.2: Implement evidence-based activities and strategies that teach students about healthy eating habits and good nutrition</p>	<p>Outcome 1 (GPRA 2): Increase the percentage (by 5% in each year of the project) of students in K-12 who consume fruit two or more times per day and vegetables three or more times per day.</p> <p>Outcome 2: Increase in percentage (by 5% in each year of the project) of K-12 students who improve healthy eating knowledge, attitudes and self-reported behaviors each year.</p>	<p>Outcome 1 measurement (GPRA 2): Survey, Youth Risk Behavior Survey (YRBS) for 4-12</p> <p>Outcome 2 measurement: Survey, Youth Risk Behavior Survey (YRBS) for 4-12.</p> <p>Frequency of collection: For GPRA measure 2 (outcome 1), a baseline will be established within 60 days' notice of funding award. Follow-up assessments will be conducted four (4) additional times in year one and quarterly in subsequent years. Outcome 2 will be measured twice each year in all years of the project</p>
<p>Goal 3: Build systemic capacity through development of mechanisms and policies for sustainable promotion and support of students' fitness, health, and nutrition.</p>		

<p>Objective 3.1 Increase staff knowledge of evidence-based practices and strategies proven effective in improving students' health, nutrition and fitness outcomes by providing ongoing, standards-based professional Development opportunities for staff</p> <p>Objective 3.2: To increase family involvement in family wellness and increasing communication regarding fitness and nutrition by regularly hosting in-school events with a health, nutrition or physical fitness focus and by increasing communication with families</p>	<p>Outcome 1: 100% of participants in professional development sessions will demonstrate increased knowledge or skills regarding evidence-based practices and strategies proven effective at improving students' health, nutrition and fitness outcomes. Outcome 2: In relation to baseline, families will demonstrate a greater involvement (e.g., participating in family physical activities, improving nutritional behaviors, etc.) in improving students' health, nutrition and fitness outcomes. We are targeting a 5% increase in baseline data for each year of the grant.</p>	<p>Outcome 1 measurement: Pre- and post-participation staff surveys Outcome 2 measurement: Surveys Frequency of collection: During each year of the grant a baseline will be established at the start of the school year. Participants in professional development/training will complete a post-participation survey. Follow-up surveys will be administered at the end of the school year during each year of the grant.</p>
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Note about BMI collection: PE teachers will be responsible for collecting students' body mass index (BMI) data in accordance with the schedule above. Parents will be notified of our intention to collect this information (via a take-home note, in our district newsletter, on the district website and via email) and will be provided an option to "opt out" of participation. Individual BMI results will be sent home with students' report cards. Parents, students and appropriate staff will be the only persons who have access to students' personal BMI information. When using BMI data in the evaluation process (e.g., aggregating data), all *individually-identifiable student information will remain confidential in accordance with all local, state and Federal confidentiality guidelines,*

Data collected as part of the evaluation will be kept strictly confidential. Data instruments will be stored in locked file cabinets accessible only to project staff. Databases will be password protected and restricted to evaluation staff. All staff involved in data collection efforts will participate in training activities to assure proper data collection, entry, storage and retrieval procedures. Client Management System (CMS) is a fully HIPPA compliant software package specifically developed to track participant participation and outcomes in health intervention programs. CMS will provide the foundation for the data management component of our evaluation. Data will be analyzed with the Statistical Package for the Social Sciences (SPSS) and evaluation results will be widely disseminated to all project

stakeholders and community leaders via periodic evaluation updates and formal reports that will be prepared by the evaluator.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes

The project team will conduct a process evaluation as described earlier, to ensure the successful implementation of program activities that contribute to the achievement of project outcomes. As noted, feedback will be provided to project stakeholders early and often. The process evaluation will document the extent to which the program components were implemented and program fidelity. Thus, we will broadly document, 1) the number and percent of schools, teachers, students, and parents who participate in specific activities, 2) the extent to which activities implemented followed the proposed plan, and 3) the barriers and facilitators in implementing the activities. The evaluator will work with the project team and project staff to: a) document the range of PEP activities and equipment (i.e. staff trainings, equipment purchases, and activities in which students participate), B) document student participation in expanded opportunities (i.e. attendance data from expanded physical activity sessions, c) periodically assess PEP staff experiences (i.e. qualitative assessments of teachers, administrators, guidance, PE and other key staff members to better understand program strengths, areas for improvement and barriers and facilitators to success and lessons learned). These efforts will also focus on the extent to which program elements are responsive to the needs of the diverse student population. These data will be vital to identify activities that need mid-course corrections to ensure successful implementation and to understand how to sustain successful program elements. The evaluation will also be providing documentation that, if it is successful, will be useful for program replication purposes.

The project team will compile and analyze the various data components for the PEP project and provide on-going formative feedback on the program's strengths and weaknesses during monthly team meetings. Feedback on program progress will also be shared with parents and students through

multiple venues including the school newsletter, parent-teacher conferences, the district's website and school events.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

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SAMPLE PROGRAM SPECIFIC ASSURANCE

Agency Name: Harrison Hills City Schools

DUNS # 120725601

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

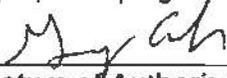
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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

Harrison Hills City Schools
Applicant Organization

Superintendent
Title

4/8/13
Date Submitted

Agency Name: Harrison Hills City Schools

DUNS # 120725601

This agreement 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 your signed agreement(s) 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 (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to indicate your Agency name and DUNS # on your agreement(s).

Page 1 of 5 (LEA / School District)

LEA Authorized Representative Name: _____

Roles and Responsibilities:

- Assisting in developing appropriate assessment and referral policies and procedures
- Participating in training and technical assistance
- Assisting in developing a sustainability plan for the initiative
- Assisting in developing a communication plan for the initiative
- Assisting in developing a continuous improvement plan for the initiative
- Assisting in the identification of resource materials to be distributed to families and students regarding healthy diet, exercise and nutrition
- Enhancing communication and sharing of information between my office and the District regarding youth and families and diet, exercise and nutrition
- Programming

Contribution to the Project:

- Administrative, non-monetary contributions

This agreement is in support of Physical Education Program (PEP) project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative:

(b)(6)

Dated: 4/1/13

Community Organization Name

Central Ohio Joint Recreation District

Roles and Responsibilities:

- Assisting in developing appropriate assessment and referral policies and procedures
- Participating in training and technical assistance
- Assisting in developing a sustainability plan for the initiative
- Assisting in developing a communication plan for the initiative
- Assisting in developing a continuous improvement plan for the initiative
- Assisting in the identification of resource materials to be distributed to families and students regarding healthy diet, exercise and nutrition
- Enhancing communication and sharing of information between my office and the District regarding youth and families and diet, exercise and nutrition
- Programming

Contribution to the Project:

- Administrative, non-monetary contributions

This agreement is in support of Physical Education Project and was developed after timely and meaningful consultation between the

(b)(6)

project and was developed

S. John Morgan

Signature of CBO's Authorized Representative

(b)(6)

Chairman 6/20

Dated:

9-13

Public Health / Health Center Partner
Name: Charles Fisher / *Bonnie Anich*
Assistant Adm.

Roles and Responsibilities:

- Assisting in developing appropriate assessment and referral policies and procedures
- Participating in training and technical assistance
- Assisting in developing a sustainability plan for the initiative
- Assisting in developing a communication plan for the initiative
- Assisting in developing a continuous improvement plan for the initiative
- Assisting in the identification of resource materials to be distributed to families and students regarding healthy diet, exercise and nutrition
- Enhancing communication and sharing of information between my office and the District regarding youth and families and diet, exercise and nutrition
- Programming

Contribution to the Project:

- Administrative, non-monetary contributions

This agreement is in support of Physical Education Program (PEP) project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative: (b)(6)

Dated: 4/2/13

Food Service or Nutrition Director Name: ED KOVACIK

Roles and Responsibilities:

- Assisting in developing appropriate assessment and referral policies and procedures
- Participating in training and technical assistance
- Assisting in developing a sustainability plan for the initiative
- Assisting in developing a communication plan for the initiative
- Assisting in developing a continuous improvement plan for the initiative
- Assisting in the identification of resource materials to be distributed to families and students regarding healthy diet, exercise and nutrition
- Enhancing communication and sharing of information between my office and the District regarding youth and families and diet, exercise and nutrition
- Programming

Contribution to the Project:

- Administrative, non-monetary contributions

This agreement is in support of Physical Education Program (PEP) project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative: (b)(6)

Dated: 4/1/13

Page 5 of 5 (Local Government; Can be County Administrator, Town Mayor, Township Trustee etc) Cadiz Mayor

Head of Local Government Name (or designee): Ken Zitko

Roles and Responsibilities:

- Assisting in developing appropriate assessment and referral policies and procedures
- Participating in training and technical assistance
- Assisting in developing a sustainability plan for the initiative
- Assisting in developing a communication plan for the initiative
- Assisting in developing a continuous improvement plan for the initiative
- Assisting in the identification of resource materials to be distributed to families and students regarding healthy diet, exercise and nutrition
- Enhancing communication and sharing of information between my office and the District regarding youth and families and diet, exercise and nutrition
- Programming

Contribution to the Project:

- Administrative, non-monetary contributions

This agreement is in support of the Physical Education Program (PEP) project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee:

(b)(6)

Dated: 4-2-13

Appendix B

Job Descriptions

Position Description
CFDA 84.364

Position

Project Coordinator (1.0 FTE)

Name

TBA

Nature of Position

Supervises and directs the on-going activities of the project, administers its budget, holds appropriate meetings, and plans for coordination between the project staff and district personnel.

Accountability

The Project Coordinator is directly responsible to the Superintendent and will work closely with building principals.

Duties and Responsibilities

1. Ascertain that the goals and requirements of the grant are met.
2. Establish and coordinate project functions; recommend, implement, and maintain project policies, procedures, schedules, and budgets; coordinate and supervise all grant-paid staff.
3. Select and evaluate project staff in conjunction with appropriate district administrators.
4. Consult with parents and other members of the projects' Advisory Team and organize parent-community involvement
5. Organize appropriate staff development in nationally validated evidence-based practices
6. Organize staff development in violence prevention, crisis management, peer mediation, conflict resolution, anger management, and early identification of high-risk youth.
7. Cooperate in establishing effective procedures for evaluating the project and planning for administration of appropriate measurement instruments.
8. Implement dissemination strategies such as an abstract, a brochure, newsletters, news releases, conference presentations, and submissions to journals and databases.
9. Implement an evaluation plan that uses multiple measures to collect, analyze, and report qualitative and quantitative data on outcomes and effectiveness of project strategies.
10. Meet on a regular basis with key school district administrators, grant-paid staff, and district-paid classroom teachers and specialist personnel.
11. Lead and coordinate project staff meetings and project planning, monitoring, internal and external evaluation, parent-community involvement, and staff training activities.
12. Prepare, coordinate, and disseminate all required project fiscal and evaluation reports.

Qualifications

Master's degree in Education or a related field; appropriate valid Ohio certification or license; experience in program management and reporting

Ability to relate effectively to students, parents, administrators teachers, education assistants

Familiarity with the communities to be served

Position Description
CFDA 84.364

Position

After School Coordinator (.5 FTE)

Name

TBA

Nature of Position

Coordinates and implements various after school activities and programs to educate students on proper nutrition, cooking and the development of healthy lifestyles.

Accountability

The After School Coordinator is supervised and reports to the Project Coordinator and will work closely with building principals and project staff.

Duties and Responsibilities

13. Assists in implementing project goals and objectives
14. Serve as a liaison between and among schools, families, and community resources.
15. Administer appropriate staff development for school-based staff.
16. Consult with parents and other members of the projects' Advisory Team and organize various project-related activities and programs
17. Organize appropriate staff development in nationally validated evidence-based practices
18. Team-teach and model nutrition education strategies for classroom teachers and volunteers.
19. Coordinate nutrition education activities within the district's guidelines.
20. Provide nutrition counseling or group services to students.
21. Serve as a source of information for school personnel concerning nutrition and health issues and programs
22. Meet on a regular basis with key school district administrators, grant-paid staff, and district-paid classroom teachers and specialist personnel.
23. Recommend and implement ways to adjust instruction to accommodate students with diverse learning styles and special needs.
24. Network with nutrition specialists and initiatives at state, regional, and national levels.

Qualifications

Bachelor's degree in Education or a related field; appropriate valid Ohio certification or license; experience in nutrition education and health

Ability to relate effectively to students, parents, administrators teachers, education assistants

Familiarity with the communities to be served

**Position Description
CFDA 84.364**

Position

Nutrition Educator (.5 FTE)

Name

TBA

Nature of Position

Coordinates and implements various program-related activities and programs to educate students on proper nutrition, cooking and the development of healthy lifestyles.

Accountability

The Nutrition Educator is supervised and reports to the Project Coordinator and will work closely with building principals and project staff.

Duties and Responsibilities

25. Assists in implementing project goals and objectives
26. Serve as a liaison between and among schools, families, and community resources.
27. Administer appropriate staff development for school-based staff.
28. Consult with parents and other members of the projects' Advisory Team and organize various project-related activities and programs
29. Organize appropriate staff development in nationally validated evidence-based practices
30. Team-teach and model nutrition education strategies for classroom teachers and volunteers.
31. Coordinate nutrition education activities within the district's guidelines.
32. Provide nutrition counseling or group services to students.
33. Serve as a source of information for school personnel concerning nutrition and health issues and programs
34. Meet on a regular basis with key school district administrators, grant-paid staff, and district-paid classroom teachers and specialist personnel.
35. Recommend and implement ways to adjust instruction to accommodate students with diverse learning styles and special needs.
36. Network with nutrition specialists and initiatives at state, regional, and national levels.

Qualifications

Bachelor's degree in Education or a related field; appropriate valid Ohio certification or license; experience in nutrition education and health

Ability to relate effectively to students, parents, administrators teachers, education assistants

Familiarity with the communities to be served

Position Description
CFDA 84.364

Position

Evaluator (per contract)

Name

TBA

Nature of Position

Conducts external formative and summative evaluation of the project consistent with its program design, evaluation plan, and applicable Federal regulations; submits required, timely, and complete evaluation reports.

Accountability

The Evaluator will be directly responsible to the Project Director.

Duties and Responsibilities

1. Design an evaluation process compatible with CFDA 84.215E and pertinent Education Department General Administrative Regulations (EDGAR) requirements, and with the principles of Continuous Improvement Management (CIM).
2. Report evaluation of program context, program implementation, and program outcomes in a manner consistent with the grant proposal and program requirements.
3. Submit all evaluation reports to the Project Director in a timely manner (before deadlines) as required in consultation with the Project Director and project and school district staff.
4. Assist the project in data collection; conduct onsite observation and consultations; review data collection, analysis and recording processes; and recommend modifications.
5. Review and adjust the timeline for implementing evaluation activities in consultation with the Project Director; provide a schedule for conducting data gathering, analysis, and reporting; and conduct these processes.
6. Meet regularly with the Project Director to monitor progress of project implementation (process evaluation) and submit at least one interim mid-course report per project year.
7. Provide ongoing technical advice about evaluation processes and adjustments, as needed.
8. Outline evaluation processes at one or more Sustainability Council meetings each year.
9. Communicate regularly with project staff and the Sustainability Council.
10. Meet at least once per year with project staff and staff of the project sites.
11. Assist in reviewing staff development needs at the outset of each year.
12. Design project questionnaires, checklists, surveys, and all other project-developed instruments in consultation with the Project Director.
13. Attend at least one project staff meeting each year.

Qualifications

At least a Master's degree in Education or a project-related field, doctorate preferred
Knowledge of and experience in assessing Federal projects; experience in managing and conducting the evaluation process; and familiarity with applicable Federal regulations governing the project
Ability to develop and submit timely evaluation reports in both print and electronic formats
Familiarity with the communities to be served

APPENDIX C

School Health Index

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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

Instructions

- Carefully read and discuss the Module 1 Discussion Questions (pages 5-21), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 1 Planning Questions located at the end of this module (pages 23-24).

	Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1 Representative school health committee	3	2	1	0
CC.2 Written school health and safety policies	3	2	1	0
CC.3 Communicate school health and safety policies to students, parents, staff, and visitors	3	2	1	0
CC.4 Connectedness to school	3	2	1	0
CC.5 Overcome barriers to learning	3	2	1	0
CC.6 Enrichment experiences	3	2	1	0
S.1 Safe physical environment	3	2	1	0
S.2 Maintain safe physical environment	3	2	1	0
S.3 No tolerance for harassment or bullying	3	2	1	0
S.4 Active supervision to promote safety	3	2	1	0
S.5 Written crisis response plan	3	2	1	0
S.6 Staff development on unintentional injuries, violence, and suicide	3	2	1	0
PA.1 Recess	3	2	1	0
PA.2 Access to physical activity facilities outside school hours	3	2	1	0
PA.3 Adequate physical activity facilities	3	2	1	0
PA.4 Prohibit using physical activity as punishment	3	2	1	0
N.1 Prohibit using food as reward or punishment	3	2	1	0
N.2 Fundraising efforts supportive of healthy eating	3	2	1	0
N.3 Restrict access to foods of minimal nutritional value	3	2	1	0
N.4 Restrict access to other foods of low nutritive value	3	2	1	0
N.5 Hands washed before meals and snacks	3	2	1	0
T.1 Prohibit tobacco use among students	3	2	1	0
T.2 Prohibit tobacco use among staff and visitors	3	2	1	0
T.3 Enforce tobacco-use policies	3	2	1	0
T.4 Prohibit tobacco advertising	3	2	1	0
A.1 Written policies for self-carry and self-administration of medications	3	2	1	0
A.2 Professional development on asthma	3	2	1	0
A.3 Implement indoor air quality practices	3	2	1	0
A.4 Implement integrated pest management practices	3	2	1	0

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

6	22	15	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (87) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 87) X 100

49 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 2: Health Education

Score Card
(photocopy before using)

Instructions

- Carefully read and discuss the Module 2 Discussion Questions (pages 5-13), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 2 Planning Questions located at the end of this module (pages 15-16).

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

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

0	12	7	0
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (42) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 42) X 100

45 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 3: Physical Education and Other Physical Activity Programs

Score Card
(photocopy before using)

Instructions

- Carefully read and discuss the Module 3 Discussion Questions (pages 5-12), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 3 Planning Questions located at the end of this module (pages 13-14).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
PA.1	150 minutes of physical education per week	3	2	1	0
PA.2	Adequate teacher/student ratio	3	2	1	0
PA.3	Sequential physical education curriculum consistent with standards	3	2	1	0
PA.4	Health-related physical fitness	3	2	1	0
PA.5	Students active at least 50% of class time	3	2	1	0
PA.6	Teachers avoid practices that result in student inactivity	3	2	1	0
PA.7	Physical education is enjoyable	3	2	1	0
PA.8	Promote community physical activities	3	2	1	0
PA.9	Credentialed physical education teachers	3	2	1	0
PA.10	Professional development for teachers	3	2	1	0
PA.11/A.1	Address special health care needs	3	2	1	0
PA.12/ S.1/A.2	Physical education safety practices	3	2	1	0
PA.13/S.2	Playgrounds meet safety standards	3	2	1	0

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

3	6	7	6
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (39) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 39) X 100

41 %

SCHOOL HEALTH INDEX - ELEMENTARY SCHOOL

Module 4: Nutrition Services

Score Card
(photocopy before using)

Instructions

- Carefully read and discuss the Module 4 Discussion Questions (pages 5-12), which contains questions and scoring descriptions for each item listed on this Score Card.
- Circle the most appropriate score for each item.
- After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 13-14).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
N.1	Breakfast and lunch programs	3	2	1	0
N.2	Variety of foods in school meals	3	2	1	0
N.3	Low-fat and skim milk available	3	2	1	0
N.4	Meals include appealing, low-fat items	3	2	1	0
N.5	Food purchasing and preparation practices to reduce fat content				
N.6	A la carte offerings include appealing, low-fat items	3	2	1	0
N.7	Sites outside cafeteria offer appealing, low-fat items	3	2	1	0
N.8	Promote healthy food and beverage choices	3	2	1	0
N.9	Adequate time to eat school meals	3	2	1	0
N.10	Collaboration between food service staff and teachers	3	2	1	0
N.11	Degree and certification of food service manager	3	2	1	0
N.12	Professional development for food service manager	3	2	1	0
N.13/ S.1	Clean, safe, pleasant cafeteria	3	2	1	0
N.14/ S.2	Preparedness for food emergencies	3	2	1	0

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

6	6	7	6
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(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (42) by subtracting 3 for each question eliminated).

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

MODULE SCORE =
(Total Points / 42) X 100

45%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

School Health Index
Overall Score Card

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

	Low 0 – 20%	21% – 40%	Medium 41% – 60%	61% – 80%	High 81% – 100%
School Health Policies and Environment – Module 1			X		
Health Education – Module 2			X		
Physical Education and Other Physical Activity Programs – Module 3			X		
Nutrition Services – Module 4			X		
School Health Services – Module 5					
School Counseling, Psychological, and Social Services – Module 6					
Health Promotion for Staff – Module 7					
Family and Community Involvement – Module 8					

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

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

OBJECT CLASS CATEGORIES	YEAR 1	YEAR 2	YEAR 3	(b)(4)
PERSONNEL	188,198	193,844	199,659	
<i>(Salary increase of 3% in Yr. 2-3)</i>				
<i>Certified:</i>				
Project Director (1 FTE)	24,507	25,242	25,999	
\$245.07/day x 100 days				
OVEC Nutrition Analyst (20% FTE)	8,757	9,020	9,291	
\$250.20/day x 35 days				
(3) Healthy Lifestyle Coaches (100% FTE each)	144,822	149,167	153,642	
\$241.37/day x 200 days x 3 coaches				
<i>Classified:</i>				
Administrative Assistant (50% time)	10,112	10,415	10,727	
\$12.64 x 4 hours/day x 200 days				
Various administrative and support staff time as MATCH	58,000	58,000	58,000	
FRINGE BENEFITS	52,327	55,421	58,808	
Teachers Retirement (13.105% of Certified)	23,338	24,038	24,760	
County Retirement (15.58% of Classified)	1,575	1,581	1,628	
Social Security (6.2% of Classified)	627	646	665	
Medicare (1.45% of All Staff)	2,729	2,811	2,895	
Workman's Compensation (.34% of All Staff)	640	659	679	
Health Insurance (\$5,400/yr. x 4.2 staff FTE) (10% increase in Yr. 2 & Yr. 3)	22,680	24,948	27,443	
Unemployment Insurance (1% of first \$6,000/person)	360	360	360	
Liability Insurance (\$35/person x 4.2 staff FTE)	147	147	147	
Group Life Insurance (\$55.08/yr. per person x 4.2 staff FTE)	231	231	231	
Fringe benefits as MATCH	13,000	13,000	13,000	

TRAVEL	11,551	14,001	7,389	(b)(4)
Travel for one to 1-day annual meeting in Washington, DC	676	676	676	
Airfare \$350 round trip = \$350 Lodging \$200/night x 1 day = \$200 Per Diem \$38/day x 2 days = \$76 Ground Transportation = \$50				
OBJECT CLASS CATEGORIES	YEAR 1	YEAR 2	YEAR 3	
TRAVEL (Continued)				
Travel for two to 3-day annual OSDFS National Conference in Washington, DC Airfare \$350 round trip = \$350 x 2 = \$700 Lodging \$250/night x 3 days = \$630 x 2 = \$1260 Per Diem \$38/day x 4 days = \$152 x 2 = \$304 Ground Transportation \$50 x 2 = \$100	2,364	2,364	2,364	
Travel for (4) School Nutrition Services Directions and 1 staff member to attend School Nutrition Annual National Conference Registration = \$400 x 5 (Year 1 registration only b/c of proximity) Airfare \$400 round trip = \$400 x 5 Lodging \$185/night x 3 nights x 5 people Per Diem \$38/day x 4 days x 5 Ground Transportation \$50 x 5	2,000	7,785		
Travel for 4 PE teachers, 3 Healthy Lifestyle Coaches, Consultant and Project Director to Ohio Assoc. of Physical and Health Education, Recreation And Dance Annual Conference Yr1: Bowling Green; Yr2: no conference; Yr3: Louisville Mileage: 270 miles (Yr3-80) x .42/mile x 7 people Lodging: \$100/night x 2 nights x 7 people Per Diem: \$38/day x 3 days x 7 people Registration: \$125/person x 7 people	3,335		3,173	
Travel for SPARK Institute Presenters	2,000	2,000		

Local travel of School Coordinators to monthly meetings 70 mi./day x 10 days/yr. x 4 Coordinators x \$0.42/mi.	1,176	1,176	1,176	(b)(4)
	YEAR 1	YEAR 2	YEAR 3	
EQUIPMENT	39,924	30,000	30,000	
3 sets of office furniture for coaches (desks, file cabinets, chairs) \$500/coach x 3 coaches	1,500			
5 desktop computers and software for project director, coaches, and admin asst. \$1250/computer x 5 computers	6,260			
Share Point Costs for online teacher collaboration and teacher product sharing \$78/license x 106 teachers	8,268			
SPARK K-6 Premium Kit Equipment \$8,474/school x 3 schools	23,896			
PE equipment to be determined	0	30000	30000	
SUPPLIES	30,477	20,477	20,477	
Take 10! Curriculum Kits and 10% shipping/handling \$82/kit x 106 kits	8,692			
Shipping/handling (10%)	869			
SPARK Instructional Materials	2,400			
Costs associated OHPIRC Modules on Nutrition and Physical Fitness Copies, binding of modules \$50/teacher x 106 teachers x 2 modules	3,600	10,477	10,477	
Costs associated with nutrition resources for teachers Copies, binding of ThinkFinity lessons, MyPyramid, HeartPower resources \$50/teacher x 106 teachers	5,300	10,000	10,000	

Copies, resources, and supplies for professional development \$50/teacher x 106 teachers	5,300			(b)(4)
Channing Bete Presentation Packages for Family Night Programming \$293/kit x 3 kits x 4 schools <i>Parenting for Nutrition and Fitness</i> <i>Having a Healthy Weight: Obesity Prevention for You and Your Family</i> <i>Good Nutrition and Fitness for Grades K-3</i>	3,516			
General office supplies	800	800	800	
	YEAR	YEAR	YEAR	
	1	2	3	
CONTRACTUAL	68,700	66,300	60,000	
Contractual fee for evaluator Includes salary, fringe, travel, phone	30,000	30,000	30,000	
Contractual fee for training and technical assistance for staff Includes salary, fringe, travel, phone, and indirect fee	30,000	30,000	30,000	
Contractual Fee to SPARK for Spark Institute Year 1: 2-day curriculum training Year 2: 2-day implementation review	4,700	4,700		
Contractual fee for university presenters for 1-day summer training \$800/day x 2 presenters (years 1-2)	1,600	1,600		
Contractual fee for Cognitive Coaching training (Maggie McGatha) for Healthy Lifestyle Coaches \$800/day x 3 days	2,400			
OTHER	17,973	3,392	2,432	
Substitutes for Teacher-Leaders' Intensive Training \$120/substitute x 8 teachers	960	960		
Copies, promotional costs, and supplies for monthly family meetings \$50/meeting x 8 meetings/yr. x 4 schools	1,600	1,600	1,600	

				(b)(4)
Child care for monthly family meetings \$20/meeting x 8 meetings/yr. x 4 schools	640	640	640	
NL-2160 Pedometers- Steps, MVPA, Downloadable \$147.16 x 80 pedometers (sample size) Shipping = \$541	14,086			
PAAS Lifestyle Coach software for pedometer tracking and data analysis	495			
Materials for Student Nutrition Groups 3 fruit items, 3 vegetable items, and paper supplies \$2/student x 24 students x 4 schools	192	192	192	
Project Advisory Group, various school-based team time, various district-based team time as MATCH	(b)(4)			
PROJECT TOTAL				
REQUEST TOTAL	400,535	385,830	381,795	
MATCH TOTAL	(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

Southern Local Schools

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	183,198.00	193,844.00	199,659.00			581,701.00
2. Fringe Benefits	52,327.00	55,421.00	58,808.00			166,556.00
3. Travel	11,551.00	14,001.00	7,389.00			32,941.00
4. Equipment	31,339.00	30,000.00	30,000.00			91,339.00
5. Supplies	30,477.00	20,477.00	20,477.00			71,431.00
6. Contractual	63,700.00	66,300.00	60,000.00			195,000.00
7. Construction						
8. Other	17,973.00	5,787.00	5,462.00			29,222.00
9. Total Direct Costs (lines 1-8)	400,535.00	385,830.00	381,795.00			1,168,160.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	400,535.00	385,830.00	381,795.00			1,168,160.00

***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 Southern Local Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Tony		Deem	

Address:

Street1:	920 S Elm St.
Street2:	
City:	Racine
County:	
State:	OH: Ohio
Zip Code:	45771
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
740-949-2213	

Email Address:

tony.deem@southernlocal1.net

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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