

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 # S215F130326

Grants.gov Tracking#: GRANT11379626

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: Wickliffe City Schools		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 34-6003071	* c. Organizational DUNS: 0689129550000	
d. Address:		
* Street1: 2221 Rockefeller Rd.	<input type="text"/>	
Street2:	<input type="text"/>	
* City: Wickliffe	<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: 44092-0000	<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: Rosemary	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Gornik	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 440-943-6900	Fax Number: <input type="text"/>	
* Email: rosemary.gornik@wickliffeschools.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:**

Wickliffe 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	391,472.00
* b. Applicant	(b)(4)
* 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	* TITLE
Rosemary Gornik	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Wickliffe City Schools	04/12/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="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"/>
---	--

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 # S215F130326

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 Wickliffe City Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Rosemary"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Gornik"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Rosemary Gornik"/>	* 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:

Project Abstract
Carol M. White Physical Education Program
Wickliffe City Schools

Located in northeastern Ohio, the Wickliffe City Schools serves 1,675 students in grades K-12. The district serves a community where 24.5% of all residents and 33.5% of children live in poverty. The community suffers from high rates of both adult and childhood obesity. Rates of diseases and conditions associated with obesity, such as diabetes, heart disease, hypertension, and activity limitation, are all significantly higher than national averages. Combining poor dietary habits and a sedentary lifestyle, children in our district have a high level of need for a quality physical education program that is not currently being met.

The initiative will completely restructure the way that physical education is taught by aligning curriculum with state standards; providing increased opportunities and access for physical activity both during and after school; providing high-quality, intensive teacher training; and developing Individualized Physical Education Plans for each student. The initiative will dramatically upgrade the quality of the physical education supplies and equipment available for student use, making PE a more engaging and enjoyable experience for all students, not just the athletically gifted.

The main goals are (1) To reduce childhood obesity by increasing the effectiveness of the district's physical education and nutrition programs; and (2) To facilitate development of lifetime healthy eating and active living habits among students. Key program activities include use of the research-based SPARK curriculum and TriFit Assessment System in PE classes. Core subject teachers will bring physical activity into the regular classroom through the TAKE 10! curriculum, while parental and community involvement activities will expand it into homes.

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](#)

An interagency agreement for collaboration is in the Appendix for the preference points.

NEED FOR PROJECT: Target Population: Following is a breakdown of our buildings, student population and PE services currently available. Elementaries: Central – 512 students. Students receive PE instruction 45 minutes per week in K through 4). Middle School: 639 students (Two PE/Health instructors serve 5th and 6th grade for nine weeks per year, seventh and eighth grade receive one semester per year, with a semester of Health in grade 7). High School: 813 students (Four PE instructors provide a semester of Health at grade 9, and two semesters of PE in grade 9 and/or 10.) The proposed project will serve all schools in the district, which will impact approximately 1,900 students and 8 PE teachers annually. 35% of students are in the free and reduced lunch program and 14% are special needs learners. The need for physical and nutrition education reform is driven by an extreme need for fitness reform with 65% of the students being overweight or obese. Lake County has the 7th highest obesity rate in the State of Ohio - 30% are obese according to the US Center for Disease Controls 2009 Country Prevalence Data. The two major factors leading to obesity are minimal physical activity and a poor diet. According to the survey, only 27% of students had 60 minutes/day of physical activity. With 65% of overweight or obesity among students based on Body Mass Index (BMI) there is a dire need for students to have accurate feedback and monitoring regarding their fitness and health.

SCHOOL HEALTH INDEX: The proposed project will address local gaps in meeting Ohio state standards 3 (regular physical activity), 4 (health-enhancing level of fitness), and 6 (valuing physical activity) within our 4 buildings which serve 1,900 students and 8 PE and Health teachers. The project development team utilized modules 1-4 of the School Health Index (SHI) to provide a structure to the proposed project that would address the needs of our student population and will enable the District to meet state PE standards. The SHI results indicate that the District is rated as low in modules #1 (36%), #2 (40%), and #4 (44). The District is rated as medium in module #3 (65%). Complete SHI scoring is located in the Appendix.

GAPS and GOALS Correlation with School Health Improvement Plan

Wickliffe City Schools

Specific gaps in our local system that were highlighted by the SHI index include:

- Low levels of student physical activity in and outside of PE class
- Lack of professional development opportunities for PE and nutrition educators
- PE and nutrition instructional policies do not reflect state standards and best practices
- Current food service and vending options do not provide students with enough nutritious options

Based on the SHI results and the specific gaps that were identified by the project planning team, the

following strategies were incorporated into the School Health Improvement Plan and serve as our project

goals (goals and outcomes are further detailed in the project design section):

- To increase student levels of physical activity (Goal 1)
- To increase access to state of the art equipment and assessment technology (Goal 2)
- To increase opportunities for professional development (Goal 3)
- To review and revise policies related to PE and nutrition (Goal 4)
- To enhance the dietary habits of students (Goal 5)

The second component of our needs assessment was to use a pilot version of the Cooper

Institute's FITNESSGRAM and ACTIVITYGRAM in a sample (300 students across all grade levels) of

our PE classrooms to assess student fitness (i.e. muscular strength, endurance, body composition, aerobic

capacity and flexibility) <http://www.cooperinst.org/>. Data from these assessments indicate that

approximately one-third of our middle school students and close to half of our high school students do not

meet Ohio state standard #3 (regular physical activity), #4 (health-enhancing level of fitness) or #5

(valuing physical activity). The Cooper Institute is currently preparing a final report of our

FITNESSGRAM and ACTIVITYGRAM assessment and we are unable to provide actual data at this

time. However, initial feedback from Cooper Institute as well as feedback from our PE teachers that

conducted the assessments reaffirm that our students do not meet expectations for body composition,

muscle strength, flexibility and aerobic capacity. The data presented here suggest that our students are at

enormous risk for developing debilitating, chronic disease through inactivity and poor nutrition.

Another local effort to prepare and plan for our PEP proposal was to utilize the National

Association for Sports and Physical Education self checkup to assess our current PE program. The self-

study enabled the district to assess a variety of program areas and the extent to which the program is

consistent with good practice. We found ourselves to be deficient in the remaining 8 criteria.

- 1) (YES) Is PE taught by a qualified teacher with a degree in PE?
- 2) (YES) Are indoor and outdoor facilities (i.e. space) adequate and sufficient?

- 3) (NO) Do students receive formal instruction in PE for a minimum of 150 minutes per week (elem) and 225 minutes per week (middle and high)?
- 4) (NO) Is the PE class size (25-30) consistent with safe, effective instruction?
- 5) (NO) Are there adequate funds to provide enough equipment for every student to participate?
- 6) (NO) Is technology incorporated on a regular and continuing basis?
- 7) (NO) Is there a written, sequential curriculum based on the national and/or state PE content standards?
- 8) (NO) Is assessment an integral part of the PE program, and is it aligned with the state and/or national content standards?
- 9) (NO) Does the program provide for maximum participation and successful learning for every student?
- 10) (NO) Does the program address development of the whole student, including the physical, cognitive and affective domains?

GPRA BASELINE DATA: In preparation and planning for this proposal, The District conducted an assessment of our students to obtain baseline GPRA data. For the first component, 100 elementary students (6%) and 100 middle students (8%) were randomly chosen to complete the fitness portion of the Youth Risk Behavior Survey (YRBS). The following table summarizes the results of our study:

On how many of the last 7 days did you exercise for at least 20 minutes?								
	0	1	2	3	4	5	6	7
Middle school responses (n=100)	28%	7%	8%	13%	8%	8%	3%	23%
Elementary School responses (n=100)	25%	22%	12%	20%	7%	7%	0%	7%
On how many of the last 7 days did you do exercises to strengthen or tone your muscles?								
	0	1	2	3	4	5	6	7
Middle school responses (n=100)	7%	8%	13%	15%	10%	15%	13%	18%
Elementary School responses (n=100)	8%	12%	12%	22%	20%	8%	3%	15%
On how many of the last 5 days did you eat three or more servings of vegetables?								
	0		1-2		3-4		4+	
Middle school responses (n=100)	17%		64%		18%		1%	
Elementary School responses (n=100)	30%		35%		15%		20%	

SIGNIFICANCE:

The proposed project is a multi-faceted design that is aligned with the CDC's Coordinated School Health Program (CSHP), as well as Ohio's Coordinated School Health Initiative that encompasses all components of the CSHP. The proposed project focuses on the CSHP components for Physical Education, Nutrition Services, and Family and Community Involvement. The design features rigorous curriculum, intensified professional development, coaching, networking, family and community engagement strategies, and frameworks for policy

review and revision. Objectives and activities are based on prioritized needs described earlier and correlate with Ohio's Physical Education Standards². The facets of this design are interconnected to enable each school to meet the needs of its students by enhancing policies; upgrading the instructional quality of their PE program; integrating activities across curricula to increase daily physical activity; examining the roles of school, families, and communities in promoting healthy lifestyles; and strengthening school-family-community collaboration.

To enhance **school environments** related to physical activity and nutrition, the proposed project incorporates high-quality programs and strategies focusing on PE teachers, classroom teachers, school nutrition staff, and school-parent-community collaboration. These programs and strategies are supported by intensive, sustained, and job-embedded professional development, including training, train-the-trainer, observation/assessment/mentoring, and improvement process models. To increase physical activity opportunities for students, PE teachers will engage in PD to evaluate their instructional delivery methods to reduce barriers and maximize student engaged time; participate in summer institutes to implement **SPARK**, a research-based sequential, rigorous physical education curriculum; and participate in monthly networking meetings with PE teachers, Healthy Lifestyle Coaches, and the Project Director. Networking will provide technical assistance to implement the **SPARK** curriculum; address state PE standards; develop curriculum resource materials; and revise physical activity policies identified as concerns through the SHI. Coaches and the Project Director will provide two-hours of weekly, in-gym cognitive coaching to PE teachers. Cognitive coaching utilizes planning conversations, reflecting conversations, and problem-resolving conversations to support integration of project strategies and encourage reflective PE instruction.

Physical activity will not be limited to PE program. A growing body of knowledge pertaining to physical activity and learning supports incorporating physical activity throughout the school day. Research indicates that classroom-based physical activity breaks of only five to 15 minutes can improve attentiveness and that physical activity breaks that teach academic content can improve on-task behavior, two often cited barriers to student learning. Through a train-the-trainer approach, project coaches along with one primary and one intermediate teacher from each school will be trained as leaders to guide classroom teachers to integrate the research-based *TAKE 10!* curriculum. These teacher-leaders will train their colleagues to integrate *TAKE 10!* into daily activities. Coaches will model *TAKE 10!* and provide support as they work with each classroom teacher weekly. During summer institutes, teachers will participate in intensified training on integrating physical activity into the classroom and with state standards for literacy, mathematics, science and social studies.

The proposed project will apply this same train-the-trainer design to the integration of nutrition concepts into core content instruction. In year two, the Ohio Department of Education will provide intensive training to coaches and teacher leaders on the use of *Thinkfinity* nutrition lessons. This online tool provides lesson plans and assessments and articulates the connection of these resources to state standards. For example, the lesson “Got Broccoli?” aligns with fifth grade science standards for energy transformations, allowing teachers to target content related to kinetic/potential energy, while promoting healthy food choices. As described earlier, the instructional strategy will be integrated into curricular documents, thus building capacity for instruction in healthy eating habits and good nutrition.

QUALITY OF PROJECT DESIGN:

BUILDING CAPACITY AND SUSTAINABILITY: Project staff will carefully document all strategic activities related to the development, cultural adaptation and implementation of the various components

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of the project. Monthly project meetings will be held to debrief all project staff, volunteers and Advisory Group members. This documentation will result in a series of lessons learned summaries and a comprehensive replication manual that will be made available to other districts wanting to replicate components of our project. Project staff will also be available to provide on-site training and technical assistance to districts wanting more hands-on guidance in replicating any components of the project. These efforts will build local capacity for expansion, sustainability and replication.

Information regarding project activities will be shared with key personnel on a weekly basis through personal contacts, e-mail, telephone and fax. Project staff will provide time and effort documentation to the Project Coordinator on a monthly basis. Monthly Project Team Meetings and Project Review Meetings will be utilized to continually identify emerging issues and to brainstorm mitigation strategies. A monthly Project Newsletter will be produced to highlight recent accomplishments and will make use of charts and graphs to illustrate in a user-friendly format the project outcomes. The newsletter as well as other project communications and reports will be sent to community partners, parents, service providers, elected officials and potential funders. Additionally, a section of the district website will be utilized to disseminate project information locally and nationally. These efforts will build local capacity for expansion, sustainability and replication.

Additional dissemination strategies include but are not limited to the following:

- Monthly evaluation updates to community partners
- Quarterly progress reports to community partners
- Data and results to be included in monthly Project Newsletter to the community
- Annual process and outcome evaluation reports to community partners

Training procedures, manuals, and other project publications will also be made available electronically for easy dissemination via the project website.

All proposed programs and strategies are supported by intensive, sustained, and job-embedded professional development, including training, train-the-trainer, observation/assessment/mentoring, and improvement process models. Extensive training will ensure the long-term ability of staff to continue implementing program components after funding has ended. All training will be structured as train the trainer and other capacity building models to ensure continuation after funding has ended. Additionally,

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the district will provide for equipment maintenance out of future general funds, donations and local expertise. Policy reviews and revisions will be completed during the project period and will not require additional efforts or funding after funding has ended.

Starting with an identified model, the project partners realize that creating a sustainable system that will function beyond the period of federal funding in a manner that maintains high levels of fidelity over time is a formidable challenge. Three key design areas for system development and continuation are: 1) accurate replication and implementation of empirically based models, 2) ensuring that system modifications are appropriate and foster cultural and community ownership, and 3) sustaining effective system operations over time. Expertise of management team members, project staff and advisory groups, training and knowledge development for project leaders in how to select empirically based program models, and fidelity of implementation are all focus areas for determining the most effective system design, operation and continuation. As a further capacity building effort, we will contract with a local organization with appropriate experience to provide on-going training and technical assistance in strategic planning, sustainability, dissemination and outcomes-based planning.

Each project partner has a record of providing quality services, responsiveness to community needs and providing leadership to develop creative, cost effective strategies to address community problems. The partnership agreement contained in the Appendix details each partner's contribution to the project. This history increases the likelihood of community participation, ownership of the project and ongoing impetus to sustain the project. Project partners' extensive knowledge of the existing service system in the school district, county and state and their impact on policy development and systems change on all levels is an indicator of readiness to implement and sustain the project over time.

The District is committed to ensuring that successful components of the project are sustained once federal funding has ended. Beginning in year 1, the Project Coordinator will work closely with the Project Advisory Group to develop a sustainability plan. The following template has been developed to guide our sustainability planning efforts.

Sustainability Plan Template			
Internal Operational Options			
Redeployment of agency existing resources	Inclusion of program costs in agency budget		
Streamlining services and delivery mechanisms	Elimination of non-effective components	Expansion of effective components	
Review administrative and fiscal needs for program	Minimum staffing requirements	Integration with other programs and staffing responsibilities	
External Funding Options			
Exploring fee for service scenarios	Set fee schedule		Sliding fee scale
New funding sources for sustainability	Federal/State/Local	Private	In-Kind
Partners who can generate new funding sources	Partners with access to public funds		Partners with access to private funds

REFLECTS UP TO DATE KNOWLEDGE

We propose five project goals that are based on academic research, social theories of behavior change (i.e., Health Belief Model, Health Stages of Change Model), evidence-based teaching curricula (SPARK) and tested models of health communication (Health Diffusion Theory). The project goals and outcomes were developed to align with the results and strategies that emerged from our School Health Index. These goals are to enhance the level of physical fitness of students by: 1) implementing the SPARK curriculum; 2) providing students with access to state of the art PE equipment; 3) providing teachers with access to state of the art training and professional development; 4) conducting a review of our nutrition environment (vending and food service); 5) implementing a variety of age-appropriate cooking demonstrations and nutrition education. Additionally, our proposed strategies go above and beyond the GPRA measures established for the Carol M. White PEP grant by incorporating outcome objectives for student satisfaction, knowledge gain, behavior change and actual physical fitness measures (i.e. flexibility, endurance, aerobic capacity, muscle strength). A detailed implementation plan with activities, milestones, responsible party and timelines is contained in the Management Plan section.

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:

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- (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 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.

Research based curriculum and technology-managed assessments will allow students to develop an understanding of how they are in charge of their own fitness results, what the results mean and how to apply those results for maximum personal health benefits. We intend to give students the tools to create individual fitness plans to meet state standards and personal goals. We also intend to instill life-long healthy habits and to improve lifestyle choices that will result in lasting cultural changes that can reverse our students' enormous health threats. Our outcome evaluation efforts will look closely at the impact of enhanced physical activity and nutrition on academic achievement.

REPRESENTS AND EXCEPTIONAL APPROACH

Based on the data cited previously and the identified gaps within our current PE curriculum, the Project Planning Team has developed a comprehensive initiative to enhance the physical fitness and dietary behavior of our students. We propose to implement a combination of program components that include student-focused interventions, teacher focused-interventions and environmental-focused interventions. We also have developed well-defined roles for community partners (agreement is in Appendix) that have committed to collaborate with us on this initiative.

Goal 1 To increase the amount of time students spend engaging in physical activity by implementing the Sports, Play & Active Recreation for Kids (SPARK) curriculum in our elementary, middle and high school.

“Guidelines for Promoting Lifelong Physical Activity” (CDC, 2010) outlines key principles to use in selecting PE curriculums that are more likely to be effective and result in systemic change.

- *Physical activities that are easily done throughout life*
- *Diverse range of noncompetitive and competitive activities appropriate for different ages and abilities*
- *Give young people the skills and confidence they need to be physically active*
- *Promote physical activity through all components of a coordinated school health program and develop links between school and community programs*

Using these principles, and the PECAT tool, we have conducted an assessment of several evidence-based curricula that meet these criteria and fulfill the PE standards for movement, physical activity, health, and social development required by the Ohio Standards for Physical Education. The Sports, Play & Active Recreation (SPARK) curriculum will be adopted and implemented in all buildings as well as our after-school sites. SPARK is cited in the 2010 Surgeon General’s Report as a, “school based solution to our nation’s health care crisis”. SPARK earned “exemplary program” status from the US Department of Education in 2009 and is selected as the curriculum for several National Institute of Health grants. SPARK utilizes research-based activities that promote 100% student participation; activities are fun, active, and doable by all students at multi-skill levels.

San Diego State University provides nation-wide consultation and support in implementing the SPARK program. In a 2009 study, McKenzie et al. found that students assigned to either of two

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intervention groups (SPARK) engaged in significantly more weekly physical activity during physical education classes than did controls. Teachers who received the new physical education curriculum and in-service training provided significantly higher-quality instruction than did teachers in the control group. The same study also documented students' increases in class satisfaction and desire to engage in physical activity when exposed to SPARK. The following outcomes are based on a population of 4,000 students.

Outcome 1.1: Students (10% year 1, 20% year 2, 30% year 3) will increase the amount of time they spend actively engaged in classroom-based physical activity each week as measured by pedometers and the 3DPAR.

Outcome 1.2: Students (10% year 1, 20% year 2, 30% year 3) will increase their attainment of Ohio state standards for movement, motor skills, physically active lifestyle, knowledge of the benefits of physical activity and positive self-management as measured by school achievement data

Outcome 1.3: Students (10% year 1, 20% year 2, 30% year 3) will report an increase in their PE classroom satisfaction as measured by a student self-report pre and post test

Outcome 1.4: Students (10% year 1, 20% year 2, 30% year 3) will report an increase in the amount of out of school time they spend engaged in physical activity as measured by a student self-report pre and post test

Alignment and measurement of goal 1: Results of our SHI and the resulting strategies clearly indicate the need to increase levels of student physical activity through the adoption of a sequential, evidence-based curriculum. Low levels of physical activity, outdated PE curricula, and student dissatisfaction with PE will be addressed through goal 1. Each outcome specifies a measurement strategy and further details on measurement and evaluation will be presented in that section of the proposal.

Goal 2: To enhance the physical fitness of students by providing them with access to state of the art PE equipment and assessment technology.

Feedback from students during our needs assessment (described earlier) revealed that they were most interested in having access to interactive stationary bikes for aerobic exercise and to self-contained, multi-station strength training equipment. The Project Planning Team contacted vendors of PE equipment and assessment technology and reviewed their product literature. Three primary criteria we established was the need for all equipment to be age appropriate, ease of future expansion or

reconfiguration and the availability of follow-up support and training. Based on these criteria, following is partial list of the types of PE equipment we anticipate to purchase and integrate into the PE program:

- Interactive Cateye Game Bikes
- Treadmills
- Bio Analogics Health Lab for student health assessment and tracking
- Hoist Kids Line 9-circuit strength training system
- Equipment recommended by the SPARK program

The following outcomes are based on a population of 4,000 students.

- Outcome 2.1: Students (10% year 1, 20% year 2, 30% year 3) will increase their aerobic capacity as measured by heart rate and lung capacity from pre to post test
- Outcome 2.2: Students (10% year 1, 20% year 2, 30% year 3) will increase their level of endurance as measured by the 20 meter shuttle run from pre to post test
- Outcome 2.3: Students (10% year 1, 20% year 2, 30% year 3) will increase their muscle strength as measured by class records from pre to post test
- Outcome 2.4: Students (10% year 1, 20% year 2, 30% year 3) will enhance their body composition as measured by BMI from pre to post test
- Outcome 2.5: Students (10% year 1, 20% year 2, 30% year 3) will increase their understanding of proper techniques for stretching and strength training as measured by a student self-report pre and post test
- Outcome 2.6: Students (10% year 1, 20% year 2, 30% year 3) will increase their knowledge of attaining and assessing target heart rate for maximum aerobic benefit as measured by a student self-report pre and post test

Alignment and measurement of goal 2: Results of our SHI and the resulting strategies clearly indicate the need to increase levels of student physical fitness and the purchase and utilization of state of the art exercise equipment. Low levels of physical fitness, dissatisfaction with PE class, and lack of modern assessment technology will be addressed through goal 2. Each outcome specifies a measurement strategy and further details on measurement and evaluation will be presented in that section of the proposal.

Goal 3: To enhance the capacity of our PE program to increase the level of physical activity of students by providing PE teachers will access to state of the art training and professional development

Because of limited fiscal resources, our PE teachers have traditionally had next to no options to travel to national state level conferences for professional development opportunities. Over time this has had a detrimental effect on our teachers' knowledge and ability to provide students with up to date

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instruction and innovative classroom activities. Under our proposed project, all PE staff as well as the Project Director and the Nutrition Educator will be provided with up to \$2,600 annually for in-state travel to conferences or professional development opportunities. These training opportunities are above and beyond the on-site training they will receive from the SPARK trainers as well as the PE equipment training from Body Success. This component will greatly enhance our District's long-term capacity to ensure state of the art PE instruction and will help to re-energize and focus the efforts of our PE staff. Within the first quarter of the project, a professional development needs assessment will be conducted with all PE teachers and individual professional learning plans will be developed. The Project Coordinator will provide oversight for all professional development activities and will meet with PE teachers and project staff regularly to monitor professional development efforts. Substitute teachers will be utilized for staff coverage during professional development trainings.

Outcome 3.1: 100% of PE teachers (11) will access professional development opportunities each year of the funded project as measured by project documentation

Outcome 3.2: 100% of PE teachers (11) will increase their knowledge of new PE principles and classroom strategies as measured by a teacher retrospective survey

Outcome 3.3: 100% of PE teachers (11) will increase their confidence and ability in accessing research and technical assistance available through the major professional associations as measured by a teacher retrospective survey

Alignment and measurement of goal 3: Results of our SHI and the resulting strategies clearly indicate the need to provide staff with additional opportunities for professional development. Outdated teaching styles, low teacher moral, and knowledge of state of the art PE strategies and techniques will be addressed through goal 3. Each outcome specifies a measurement strategy and further details on measurement and evaluation will be presented in that section of the proposal.

Goal 4: To enhance the nutrition of students by implementing the USDA Changing the Scene program district wide.

As part of our needs assessment, we asked groups of students what the school district could do to improve their eating habits. Overwhelmingly, their responses were to provide them with more choices and to serve them better tasting foods. In response, we propose to form a School Nutrition Environment

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Committee (co-facilitated by the Project Coordinator and the Director of Food Services) that will be charged with assessing our current vending and food service facilities and providing recommendations for change. This group will consist of students, parents, school staff and district administrators and a Nutrition Educator. Action for Healthy Kids Ohio has worked with neighboring districts to conduct such a review and to make marked improvements in the school nutrition environment. They have committed to assisting us with training, technical assistance and access to resources. The U.S. Dept. of Agriculture provides a number of resource materials that the Committee will use to assist their efforts. USDA has published a *Changing the Scene: Improving the School Nutrition Environment* workbook that provides step by step guidance and also maintains a *Healthy School Meals Resource System* website.

Outcome 4.1: In year 1, the School Nutrition Environment Committee will produce a written review of the current nutrition offerings (vending and food service) at each school and a written assessment of parent and student preferences for nutrition offerings as measured by project documentation

Outcome 4.2: In year 1, the Committee will produce a set of policy recommendations for enhancing the school nutrition environment that will be presented to the Board of Education as measured by project documentation

Outcome 4.3: In year 1, the Board of Education will review and act upon the policy recommendations prepared by the Committee as measured by project documentation

Outcome 4.4: In years 2 and 3 recommendations approved by the Board of Education will be enacted as measured by project documentation

Outcome 4.5: In years 2 and 3, 80% of students will report an increase in their satisfaction with the in-school nutritional offerings (vending and food service) as measured by a student self-report pre and post test

Outcome 4.6: In years 2 and 3 80% of students will report an increase in their in-school consumption of nutritious foods as defined by the USDA food pyramid as measured by a student self-report pre and post test

Alignment and measurement of goal 4: Results of our SHI and the resulting strategies clearly indicate the need to review and revise our vending and food services for students. Low nutritional value foods and a lack of collaboration among food service staff and PE and Health teachers does not provide consistent

messaging to students regarding proper nutrition. Each outcome specifies a measurement strategy and further details on measurement and evaluation will be presented in that section of the proposal.

Goal 5: To enhance the nutrition of students by implementing a variety of age-appropriate cooking demonstrations and nutrition education for 60 students in an after school program

Our District currently only offers a very limited Home Economics and Creative Nutrition class at the High School level with no offerings at the middle and elementary schools. We propose to hire a Nutrition Educator and an After School Facilitator to provide leadership for identifying strategies to enhance our nutrition education and physical activity options in an after school program. We have an after-school program that serves approximately 60 children from 3:00 – 6:00 5 days a week with homework assistance and enrichment programming; however, there is no focus on physical activity and/or nutrition education with these youth. As part of this initiative, we propose to provide structured PE and nutrition education to these students.

A number of project partners have committed to providing assistance and PE/nutrition programming for the after-school programs. The SPARK program, described earlier, provides two additional program curricula that were developed specifically for out-of-school, community-based settings. The *Active Recreation* program is similar to the SPARK curriculum in content and format and the *Lifelong Wellness* program is a self-management program designed to teach children and adolescents the skills and techniques necessary to be active outside of physical education class, on the weekends, during vacations, and ultimately the rest of their lives. In SPARK Lifelong Wellness, children learn how to be in charge of their own physical activity programs.

Outcome 5.1: Students (50% year 1, 70% year 2, 90% year 3) participating in the after-school program (60 students) will increase the amount of time they spend actively engaged in physical activity during the after-school time as measured by pedometers and 3DPAR

Outcome 5.2: Students (50% year 1, 70% year 2, 90% year 3) participating in the after-school program (60 students) will increase their attainment of Ohio state standards for movement, motor skills, physically active lifestyle, knowledge of the benefits of physical activity and positive self-management as measured by school records

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Outcome 5.3: Students (50% year 1, 70% year 2, 90% year 3) participating in the after-school program (60 students) will increase their knowledge of proper nutrition as measured by a self-report pre and post test

Outcome 5.4: Students (50% year 1, 70% year 2, 90% year 3) participating in the after-school program (60 students) will report an increase in their ability and level of comfort in preparing a nutritious snack for themselves as measured by a self-report pre and post test

Outcome 5.5: Students (50% year 1, 70% year 2, 90% year 3) participating in the after-school program (60 students) will report an increase in their consumption of nutritious foods as measured by a self-report pre and post test

Alignment and measurement of goal 5: Results of our SHI and the resulting strategies clearly indicate the need to provide additional opportunities for students to engage in exercise and physical activity outside of PE class. Low levels of physical activity and fitness and a general lack of opportunities outside of PE class will be addressed through goal 5. Each outcome specifies a measurement strategy and further details on measurement and evaluation will be presented in that section of the proposal.

A key component of our proposed project are the collaborative relationships we have formed with community partners and a well-defined role in the project for each. Each partner has committed to the following critical components for the long-term success and sustainability of the initiative: 1) to serve on the Project Advisory Group; 2) to assist in developing innovative outreach and recruitment strategies, 3) to assist in exploring options for financially sustaining/expanding the initiative; and 4) to assist in replicating successful project components with other districts. The incorporation of these project partners speaks to our community's commitment and readiness to address the issue of student health and demonstrates our District's philosophy of working for change at a system level.

ADEQUACY OF RESOURCES

The total funds requested of \$1,150,516 to serve 1,200 students annually (3,600 over the life of the project) students annually equates to \$319 per student and is believed to be cost effective when compared to the annual average cost per student in each of our school buildings.

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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 (\$384,000), which includes 1 FTE Project Manager, 1 FTE Nutrition Educator, 1 FTE After School Coordinator. Personnel costs represent 33% of the total proposed budget. Travel expenses (\$59,670) 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 (\$270,000) are dedicated for the purchase and installation of state of art fitness equipment. \$108,000 of the proposed budget (9%) 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, \$105,000 (9% 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.

MANAGEMENT PLAN

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

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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 all PAG meetings and will provide support to each.

The PC 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 PC will work with the Curriculum Development Director, 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 Team 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 the process evaluation 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 components that emerge.

The following task chart provides a timeline and responsibilities for year 1 implementation. This will be reviewed regularly and revised accordingly. 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. It is anticipated that years 2 and 3 will follow a similar implementation schedule and because of space limitations is not

provided here. The Project Coordinator, with assistance from the evaluator, will facilitate planning sessions in the last quarter of each year to finalize the implementation plan for the following year.

The following is a summary of the proposed staffing for the project:

- 1 FTE Project Coordinator to coordinate day to day operations, supervise project staff and consultants, prepare and submit all reports, coordinate equipment purchases, maintain communication with project partners and Board of Education
- 1 FTE Nutrition Educator to coordinate and implement nutrition education in classrooms and the after school program and to serve as a resource for teachers and project staff
- 1 FTE After School Facilitator to coordinate and implement nutrition education and physical activity programs within the after school program

To the extent possible, the District will recruit and hire persons traditionally underrepresented. The district operates on a non-discrimination policy and currently has a very culturally diverse staff. A criteria for project staff will be their experience and ability to interact with and identify with students and families who are economically disadvantaged. Project staff will be provided with in-service training and access to other professional development opportunities to ensure their ability to appropriately interact with and meet the needs of our students and families. Job descriptions are contained in the Appendix.

		PC (Project Coordinator), PAG (Project Advisory Group), Eval (Evaluator), PET (PE Teachers), NE (Nutrition Educator), SNEC (School Nutrition Environment Committee), OSF (After School Coordinator)												
Work Plan Elements		1	2	3	4	5	6	7	8	9	10	11	12	Responsible
Project Administration														
1.	Finalize Work Plan, prepare for implementation	x	x											PC
2.	Hire Nutrition Educator	x	x											PC
3.	Execute contracts with consultants	x												PC
4.	Quarterly reports to Board of Education				x			x			x			PC
5.	Convene Project Advisory Group	x	x	x	x	x	x	x	x	x	x	x	x	PC
Evaluation														
1.	Finalize evaluation plan	x	x											Eval
2.	Evaluation efforts		x	x	x	x	x	x	x	x	x	x	x	Eval
3.	Quarterly evaluation reports to Project Advisory Group				x			x			x			Eval
4.	Annual evaluation report to funder											x	x	Eval
Goal 1: Implement SPARK curriculum														
1.	Purchase SPARK curriculum		x											PC
2.	Purchase SPARK equipment		x											PC
3.	All PE teachers trained in SPARK			x										PC
4.	Implementation of SPARK				x	x	x	x	x	x	x	x	x	PET
5.	Follow-up consultation of SPARK trainers				x	x	x	x	x	x	x	x	x	PC, PET
Goal 2: Purchase PE equipment and technology														
1.	Purchase PE equipment from Body Success		x											PC
2.	Delivery and installation of PE equipment		x	x										PC
3.	All PE teachers trained on equipment		x	x										PC, PET
4.	PE equipment integrated into PE classes				x	x	x	x	x	x	x	x	x	PET
5.	PE teachers work with Evaluator to assess impact				x	x	x	x	x	x	x	x	x	PET, Eval

Work Plan Elements		1	2	3	4	5	6	7	8	9	10	11	12	Responsible
Goal 3: PE teacher professional development														
1.	PE teachers identify professional development opps.		x	x										PET
2.	PE teachers attend professional development opps.													TBD by individual teachers PET
3.	PE staff meetings to debrief on prof. dev. opps.	x			x			x			x		x	PC, PET
4.	Integration of new concepts into classroom													On-going PC, PET
Goal 4: Changing the Scene														
1.	Convene School Nutrition Environment Committee			x	x	x	x	x	x	x	x	x	x	NE
2.	Conduct review of nutrition environment in schools			x	x	x	x							NE, SNEC
3.	Assess student and parent preferences for nutrition					x	x	x						NE, SNEC
4.	Research similar efforts nationwide			x	x	x	x	x						NE, SNEC
5.	Prepare draft policy recommendations								x					NE, SNEC
6.	Prepare final policy recommendations									x				NE, SNEC
7.	Forward policy recommendations to Board of Education										x			NE, SNEC
8.	Board of Education reviews and takes action on recs.											x	x	Board of Education
Goal 5: Age-appropriate cooking demonstrations and nutrition education														
1.	Identify and obtain curricula for nutrition education		x	x										OSF, NE
2.	Work with after-school program to integrate into program			x										OSF, NE
3.	Implement cooking demos and nutrition education				x	x	x	x	x	x	x	x	x	OSF, NE
Goal 6: Staying Fit														
1.	Research social marketing efforts for physical activity			x	x	x	x							PC, teachers, students
2.	Create draft media messages						x	x	x					PC, teachers, students
3.	Test draft media messages									x	x			PC, teachers, students
4.	Revise media messages										x	x		PC, teachers, students
5.	Plan for media dissemination in year 2 and 3											x	x	PC, teachers, students
6.	Implementation of Staying Fit													Year 1 will be for planning and development years 2 and 3 for implementation PC, teachers, students

The PEP project will be supervised by Dr. Rosemary Gornik, Superintendent. Dr. Gornik has supervised numerous federal grant budgets, will serve on the PEP Advisory Council and will provide the expertise to ensure that grant requirements are completed on time and within budget. She will dedicate approximately 5 hours per week (.13 FTE) to 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). Supplying the project director with guidance and assistance will be a Project Advisory Group (PAG) (see job description in Appendix). Meeting bi-monthly, the PAG will assist with project governance and be a significant factor in project evaluation.

EVALUATION

The District will submit all required progress and final reports as required and we will participate in cross-site evaluation activities as required. GPRA data will be collected using the required tools (pedometers, 3DPAR, 20 meter shuffle run, and YRBS) and will be collected at four time points each project year with an additional data collection point in year 1 for baseline data. We will contract with a third party evaluator in accordance with our local and state procurement laws. We will require extensive experience evaluating federally funded initiatives and Dept. of Education-funded projects requiring GPRA data. Of particular importance will be a participatory approach to evaluation that encourages stakeholders and staff to have an active role in every phase of evaluation efforts (Fetterman, 1996). The evaluator will serve on the Project Advisory Group and will work closely with the Project Coordinator and project partners on all aspects of the project. The evaluator will prepare Evaluation Handbooks that will include all process and outcome data collection forms and explanations for the purpose of data collection, required activities of project staff and partners, links to outcome objectives and timing of data collection activities. A half-day evaluation training session will be conducted annually to ensure all project staff and partners are knowledgeable about the evaluation plan and instruments.

Wickliffe City Schools

GPRA DATA: The District is committed to compliance with all GPRA data collection and reporting requirements. GPRA data will be collected using the required tools (pedometers, 3DPAR, 20 meter shuffle run, and YRBS) and will be collected at four time points each project year with an additional data collection point in year 1 for baseline data. PE teachers will be responsible for collecting data with supervision and guidance provided by the Project Coordinator and evaluator. The table below presents an initial plan for collecting and reporting GPRA data.

GPRA Evaluation Plan

Evaluation Questions	Data Source	Data Method	Data Tool	Data Collection
% of students who engage in 60 minutes of daily physical activity	Students	Direct Measure	Pedometer	On-going
% of students who achieve age-appropriate cardiovascular fitness	Students	Direct Measure	20 meter shuffle run	On-going
% of students who consume fruit 2+ times per day and vegetables 3+ times per day	Students	Self-Report Survey	YRBS	Pre and Post

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 disseminated to project stakeholders and community leaders via periodic evaluation updates and formal reports prepared by the evaluator.

In the final year of the grant, summary process and outcome activities and reports will be conducted for all subjects and all years of the grant to summarize and evaluate the overall effectiveness of the program. An annual process and outcome evaluation will be prepared by the evaluator and forwarded to the Dept. of Education Project Officer. Progress towards each of the required GPRA indicators will be

reported annually. The following chart illustrates selected outcome measures, the proposed data collection instrument and timing.

** This represents an abbreviated version of the evaluation plan. A more detailed and comprehensive plan will be developed prior to implementation that will have additional evaluation questions as well as plans for data analysis and reporting.

Evaluation Questions	Data Source	Data Method	Data Tool	Data Collection
Process evaluation				
How well are the new PE concepts being integrated into classrooms	Teachers and classrooms	Direct observation	Summary tool TBD	On-going
How do students feel about the enhanced focus on physical activity and nutrition?	students	Group interviews	Interview protocol	On-going
To what extent do students increase the amount of time they spend engaged in physical activity?	students	Self-report assessment	ACTIVITYGRAM	Pre and post
To what extent does increased physical activity have on academic performance?	School attendance and GPA records	Document review	Summary tool TBD	Pre and post
To what extent are there measurable increases in physical fitness (aerobic capacity, endurance, flexibility, muscle strength)?	students	Direct measurement	FITNESSGRAM	Pre and post
How do changes in the school nutrition environment impact student consumption patterns?	students	Self-report	Healthy Eating Index	Pre and post
What is the impact of Staying Fit on student nutrition and physical activity behaviors?	students	Self-report	Youth Risk Behavior Survey	Post only

Increases in amount of time spent engaged in physical activity will be measured through self-report 3 day recall assessments using the 3DPAR. Increases in physical fitness (i.e., aerobic capacity, endurance, flexibility, body composition, muscle strength) will be measured using authentic assessments through the Bio Analogics Health Lab. Both 3DPAR the Analogics Health Lab are research-based assessments with documented validity and reliability. Student dietary habits will be assessed using the Interactive Healthy Eating Index available from USDA and the nutrition questions contained in the Youth Risk Behavior Survey (YRBS) from the CDC. The final outcome evaluation plan will contain additional measures and details on data collection, analysis and reporting. The evaluator will be responsible for all technical aspects of this work (i.e., refinement of data collection tools, developing data collection protocols, data analysis and reporting) and the Project Coordinator will be responsible for ensuring that all data collection instruments are administered properly by all project staff and partners.

PROVIDING PERFORMANCE FEEDBACK: Process evaluation will be used to determine the level of program implementation as described in the proposal. It has been our experience that effective community-based initiatives do not have a static design, but rather evolves incrementally over time with innovation, changing resources, adaptation to new circumstances, with feedback from various stakeholders, etc. Process evaluation activities will focus on obtaining regular feedback from all stakeholders (e.g. staff, partners, participants, families, etc.) regarding the quality and effectiveness of the project by utilizing the Program Development Model (PDE) (Gottfredson, 1984; Gottfredson, Rickert, Gottfredson & Advani, 1984). This quality improvement component of our evaluation efforts will assist us in identifying areas for strategic improvement to improve the quality and effectiveness of the project.

The process evaluation will be conducted by documenting and monitoring the program objectives and activities listed earlier in this proposal. 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 the process evaluation efforts. Fidelity checklists, observation forms and site visits protocols will be developed and used to assess the fidelity of implementation to the original design and to document project components that emerge over time. The following chart illustrates process measures and proposed data collection instrument timing.

Evaluation Questions	Data Source	Data Method	Data Tool	Data Collection
Describe significant departures from and the degree to which the program is implemented in accordance with the original design	Project documents	Document review	Summary Tool	On-going
Describe procedures implemented to ensure intervention fidelity and the degree to which the interventions adhere to their respective plans and protocols	Site visits	Observation	Fidelity checklist, Site visit protocol	On-going
Describe the nature of project participants and evaluation the extent to which the targeted population is being served	Project documents	Document review	Summary Tool	On-going
Describe the level of satisfaction of the target population with program activities and interventions	Participants	Informal interviews	Interview protocol	On-going
Describe the level of satisfaction of project partners and staff with project meetings, collaboration and documentation	Project partners	Informal interviews	Interview protocol	On-going

At regularly scheduled project review meetings, the Evaluator will facilitate a force field analysis/gap analysis of barriers and success will be conducted at each monthly project meeting to identify conditions facilitating and hindering program implementation (Gottfredson, 1986; Kumpfer, Turner & Alvarado, 1991). Brainstorming and priority ranking techniques will be used to identify potential solutions and program design enhancements. This will allow an examination of each program element by moving from: a) what currently exists, to b) what ought to exist, to c) what can we effectively accomplish. By explicitly separating these categories it allows program staff and project partners to speak freely about program limitations without feeling threatened or defensive. Data from these evaluation efforts will be presented to the Project Advisory Group monthly in the form of 1-2 page feedback summaries and quarterly in the form of written reports. In addition to formal reports, the evaluator will utilize a number of the informal feedback techniques described by Torres et al., (1996) (i.e., summary memos, chart essays, facilitated presentations, etc.) to provide continual feedback to identify emerging issues as well as major accomplishments of the project. The intent of this approach is to inform the decision-making process, enhance the program design, and provide direction for mid-course changes.

Other Attachment File(s)

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SAMPLE PROGRAM SPECIFIC ASSURANCE

Agency Name: Wickliffe City Schools

DUNS # 068912955

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

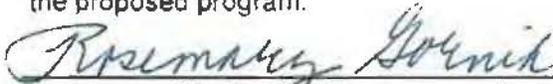
We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

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

Superintendent
Title

Wickliffe City Schools
Applicant Organization

4/1/13
Date Submitted

Agency Name: Wickliffe City Schools

DUNS # 068912955

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: ROSEMARY GORNIK, PhD

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:

Community Organization

Name: Wickliffe Public Library, Cheryl Kuonen

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 CBO's Authorized Representative:

(b)(6)

Dated: April 9, 2013

Public Health / Health Center Partner

Name: Don Graham, Lake County General Health 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 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)

Health Commissioner

Dated: *9/13/13*

From: "Gornik, Rosemary" <Rosemary.Gornik@wickliffeschools.org>
Subject: Last One!
Date: April 11, 2013 4:20:57 PM EDT
To: "craigmcguire@mc.com" <craigmcguire@me.com>
Cc: "Caldwell, Nancy" <Nancy.Caldwell@wickliffeschools.org>

1 Attachment 308 KB

Agency Name: Lake County General Health District DUNS #: 093278422

Page 19 of 21 – Wickliffe City SD Food Services

Food Service or Child Nutrition Director Name Leonard A. Farinash
Manager of operations

Roles and Responsibilities:

1. Work with the Lake County General Health District to assure the cafeterias within the district continue to meet the guidelines for the School Meal Initiative and the HealthierUS School Challenge.
2. Utilize grant funds to provide printed materials from the HealthierUS School Challenge and other nationally recognized programs to improve student nutrition behaviors.
3. Purchase printed materials with grant funds for use in the cafeterias to improve healthy behaviors for students.
4. Encourage cafeteria managers to coordinate their efforts to inform students of healthy food choices with PE teachers in the building.
5. Serve on the Wellness Committee and work to improve the policies related to Coordinated School Health.

Contribution to the Project:

1. There is no financial contribution that is expected from the Food Services Department.

This agreement is in support of the Lake County Obesity Prevention Initiative and was developed after timely and meaningful consultation between the required partners (b)(6)

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

Dated: 4-11-13

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

Tim Stopp

Head of Local Government Name (or designee): Wickliffe City Hall Recreation Director

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:

4/9/13

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.

27	26	4	6
----	----	---	---

(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

66%

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.

(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).

9	8	7	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			24
MODULE SCORE = (Total Points / 42) X 100			57 %

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.

(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).

9	10	5	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 39) X 100			62 %

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.

(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).

15	6	4	0
TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 42) X 100			
60 %			

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

Personnel	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Project Coordinator @ 1 FTE	35,000		35,000		35,000	
Nutrition Educator @ 1 FTE	35,000		35,000		35,000	
After-School Coordinator 1 FTE	35,000	(b)(4)	35,000	(b)(6)	35,000	(b)(6)
Administrative Personnel	0		0		0	
Support Staff	0		0		0	
TOTAL	105,000		105,000		105,000	

1 full time Project Coordinator will dedicate 100% of time to administering the project. This position will be responsible for day to date operations, supervising project staff and consultants, preparing and submitting project reports and approving all project expenditures. 1 part-time Nutrition Educator will be hired to work directly with school based and after school based nutritional and cooking components of the project. 1 part-time After School Coordinator will be hired to coordinate and implement the after school component with 30 students that present unhealthy dietary and physical activity behaviors. ***The District will provide \$50,430 of administrative staff time to the project annually and is calculated as follows: Superintendent will spend 7% of time for \$7,950; Treasurer will spend 7% of time for \$7,180; 3 principals will each spend 10% of time each \$27,300. Various support staff will provide filing, typing, copying services (\$8,000) for a total of \$58,430***

Fringe	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
22% of salary	23,100	(b)(6)	23,100	(b)(6)	23,100	(b)(6)
TOTAL	23,100		23,100		23,100	

The district has an established rate of 22% for fringe benefits. ***The district will provide \$12,854 of fringe benefits for various administrative personnel annually***

Travel	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Grantee meeting	0		0		0	
Airfare 1 person @ \$650	650		650		650	
Hotel 3 nights @ \$155	465		465		465	
Per Diem – 3 days @ \$65	195		195		195	
OSDFS meeting	0		0		0	
Airfare 2 people @ \$650	1,300		1,300		1,300	
Hotel 3 nights @ 155 x 2 people	930		930		930	
Per Diem – 3 days @\$65 x 2 people	390		390		390	
National Conferences	0		0		0	
Airfare 6 people @ \$450 x 2 trips	5,400		5,400		5,400	
Hotel 4 nights @ 155 x 6 people x 2 trips	7,440		7,440		7,440	
Per Diem – 4 @\$65 x 6 people x 2 trips	3,120		3,120		3,120	
TOTAL	19,890		19,890		19,890	

1 person will attend the required Grantee Meeting. Up to 2 people will attend the ODDFS Annual Conference. Funding is requested for 6 staff (4 PE teachers, 1 Project Director and 1 Nutrition Educator) to attend up to 2 out of state professional development conferences annually. Costs are based on previous grant-funded travel for airfare, hotel and per diem. We are requesting the same travel budget for each year of the funded project.

Equipment	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Elementary	40,000		25,000		25,000	
Middle	40,000		25,000		25,000	
High	40,000		25,000		25,000	
TOTAL	120,000	(b)(6)	75,000	(b)(6)	75,000	(b)(6)

Funding is requested to purchase state of the art exercise and assessment equipment as described in goal #2. We will solicit bids from several equipment providers and the majority of the equipment will be purchased in year 1 and supplemental equipment will be purchased in years 2 and 3. The price quotes includes large equipment items as well as smaller items recommended by the SPARK PE program such as balls, jump ropes, Frisbees, etc. Equipment costs are split equally among the elementary, middle and high school.

Supplies	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
2 computer workstation	3,000	0	0	0	0	0
2 desk	1,800	0	0	0	0	0
2 phone	350	0	0	0	0	0
2 desk chair	500	0	0	0	0	0
2 filing cabinet	1,300	0	0	0	0	0
Postage	1,332	1,332	1,332	1,332	1,332	1,332
Copying	2,750	2,750	2,750	2,750	2,750	2,750
Meeting supplies	1,100	1,100	1,100	1,100	1,100	1,100
Curriculum materials	1,500	1,500	1,500	1,500	1,500	1,500
Desk supplies	1,000	1,000	1,000	1,000	1,000	1,000
TOTAL	14,632	7,682	7,682	7,682	7,682	7,682

Funding is requested to provide 1 computer workstation, phone, desk, chair and filing cabinet to both the Project Coordinator and the Nutrition Educator (\$6,950) in year 1. No additional office equipment is requested in years 2 and 3. Funding is requested for postage to allow up to 800 mailings annually. Requests for copying and meeting supplies are based on costs of previous grant-funded projects. \$1,500 is requested annually for additional curriculum and professional development resources for project staff and volunteers to enhance their ability to develop and implement innovative project activities and programs. \$500 per project staff person is requested annually for basic desk and office supplies. These figures are based on previous grant-funded projects.

Contractual	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Training and technical assistance sustainability	10,000	10,000	10,000	10,000	10,000	10,000
Evaluation	36,000	36,000	36,000	36,000	36,000	36,000
Training and technical assistance strategic planning	10,000	10,000	10,000	10,000	10,000	10,000
Training and technical assistance outcomes-based planning/implementation	5,000	5,000	5,000	5,000	5,000	5,000
Training and technical assistance outreach and community mobilization	5,000	5,000	5,000	5,000	5,000	5,000
Training and technical assistance dissemination	5,000	5,000	5,000	5,000	5,000	5,000
TOTAL	71,000	71,000	71,000	71,000	71,000	71,000

We request funding to contract with local service providers to provide project staff with training and technical assistance in sustainability planning (\$10,000), strategic planning (\$10,000), outcomes-based program implementation (\$5,000), outreach and community mobilization (\$5,000), and project dissemination (\$5,000). We will purchase services in accordance with local, state and federal rules and policies on service procurement. Based on previous grant-funded projects, we anticipate these services to cost between \$100 - \$200 per hour. We request funding (\$36,000) to contract with an external evaluator to conduct a process and outcome evaluation of the project and to prepare evaluation interim and final reports to be shared with DoE, local stakeholders, funders, and Board of Education.

Other	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
Substitute teachers	3,600		3,600		3,600	
after-school component	10,000		25,000		25,000	
Lifelong Wellness curriculum	3,500		6,500		6,500	
SPARK PE @ elementary school	5,250		5,250		5,250	
SPARK PE @ middle school	5,250		5,250		5,250	
SPARK PE @ high school	5,250		5,250		5,250	
Stay Fit Program	0		22,000		22,000	
Printing	5,000		5,000		5,000	
Nutritional environment committee		(b)(6)		(b)(6)		(b)(6)
Curriculum align middle school		(b)(6)		(b)(6)		(b)(6)
Curriculum align middle school		(b)(6)		(b)(6)		(b)(6)
Curriculum align high school		(b)(6)		(b)(6)		(b)(6)
Project Advisory Group		(b)(6)		(b)(6)		(b)(6)
School Health Index survey		(b)(6)		(b)(6)		(b)(6)
TOTAL	37,850		77,850		77,850	

36 substitute teacher days @ \$100 per day are requested to cover the time PE teachers will spend at national conferences and professional development each year of the project. We request \$10,000 in year 1 and \$25,000 in years 2 and 3 to implement after school programming with 30 youth to further enhance their understanding and skills in proper nutrition, physical activity and healthy lifestyles. We are requesting funding in all 3 years to sponsor training and to purchase curriculum materials for the Lifelong Wellness curriculum, SPARK elementary program, SPARK middle school program, SPARK high school program. These funds will be used for training, technical assistance and miscellaneous implementation expenses. Beginning in year 2 we request \$22,000 to coordinate and implement the Stay Fit Program with community partners to create innovative activities and options for youth to engage in physical activity outside of school hours. We request \$5,000 annually to produce professional quality project reports and other documents to disseminate the lessons learned from the project and to provide to other school districts who wish to replicate our program. ***In years 2 and 3 the district will provide up to \$29,600 of staff and administrative time toward the work of aligning the elementary, middle and high school PE curricula with state standards and for the work of the Changing the Scene Committee to assess and enhance the school nutritional environment. In all 3 years of the project we will have a 5 person Project Advisory Group that will provide project oversight and guidance (\$16,000). In year 2 and 3 of the initiative we will sponsor the administration of the School Health Index survey as part of our local match. Year 2 we will conduct the survey at the elementary and middle schools and year 3 at the high school. We will contract with a local research specialist to administer the survey and prepare building reports.***

Total Direct Costs	YR 1		YR 2		YR 3	
	REQ	MTCH	REQ	MTCH	REQ	MTCH
	391,472	(b)(6)	379,522	(b)(6)	379,522	(b)(6)
TOTAL	(b)(6)					

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

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

Name of Institution/Organization

Wickliffe City 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	105,000.00	105,000.00	105,000.00			315,000.00
2. Fringe Benefits	23,100.00	23,100.00	23,100.00			69,300.00
3. Travel	19,890.00	19,890.00	19,890.00			59,670.00
4. Equipment	120,000.00	75,000.00	75,000.00			270,000.00
5. Supplies	14,632.00	7,682.00	7,682.00			29,996.00
6. Contractual	71,000.00	71,000.00	71,000.00			213,000.00
7. Construction						
8. Other	37,850.00	77,850.00	77,850.00			193,550.00
9. Total Direct Costs (lines 1-8)	391,472.00	379,522.00	379,522.00			1,150,516.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	391,472.00	379,522.00	379,522.00			1,150,516.00

***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 Wickliffe City 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)(6)					
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:
	Rosemary		Gornik	

Address:

Street1:	2221 Rockerfeller Rd.
Street2:	
City:	Wickliffe
County:	
State:	OH: Ohio
Zip Code:	44092
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
440-943-6900	

Email Address:

rosemary.gornik@wickliffeschools.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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