

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 # S215F130329

Grants.gov Tracking#: GRANT11379637

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/12/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

District of Columbia Public Schools

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

53-6001131

* c. Organizational DUNS:

1220951020000

d. Address:

* Street1:

1200 First Street NE

Street2:

* City:

Washington

County/Parish:

* State:

DC: District of Columbia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

20002-1994

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Ms.

* First Name:

Heather

Middle Name:

* Last Name:

Holaday

Suffix:

Title:

Director, Health and Physical Education

Organizational Affiliation:

* Telephone Number:

202-442-9439

Fax Number:

* Email:

heather.holaday@dc.gov

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:**

Fit, Healthy, and Ready to Learn

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Kisha Kantasingh</p>	<p>* TITLE</p> <p>Director, Health and Physical Education</p>
<p>* APPLICANT ORGANIZATION</p> <p>District of Columbia Public Schools</p>	<p>* DATE SUBMITTED</p> <p>04/12/2013</p>

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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: District of Columbia Public Schools

* Street 1: 1200 First Street NE Street 2: _____

* City: Washington State: DC: District of Columbia Zip: 20002

Congressional District, if known: 0

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

6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education
	CFDA Number, if applicable: 84.215

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable 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: Kisha Kantasingh

* Name: Prefix _____ * First Name Not Applicable Middle Name _____
* Last Name Not Applicable Suffix _____

Title: _____ Telephone No.: _____ Date: 04/12/2013

Federal Use Only: _____ **Authorized for Local Reproduction**
Standard Form - LLL (Rev. 7-97)

PR/Award # S215F130329

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_statement.pdf

Add Attachment

Delete Attachment

View Attachment

District of Columbia Public Schools (DCPS) intends to comply with the requirements of section 427 of the General Education Provisions Act. With funding provided by the United States Department of Education, DCPS will implement the *Fit, Healthy, and Ready to Learn* Program. The four goals of *Fit, Healthy, and Ready to Learn* are to (1) improve healthy eating habits, (2) provide teachers with a way to incorporate student assessment into their lessons; (3) increase opportunities for students to be physically active; and (4) increase the capacity of the physical education teachers to deliver high quality, effective physical education. DCPS believes that these objectives can be reached through the implementation of four projects: (1) an evidence-based nutrition education curriculum for elementary, middle and high school students; (2) a fitness education and assessment management system for middle and high school students; (3) the lifelong physical activity curriculums in all schools that contribute to lifelong physical activity; and (4) professional development to increase the capacity of the District's physical education teachers to provide high quality physical and nutrition education.

With funding provided by the Department of Education, DCPS will expand support for all students. The District of Columbia Public Schools will provide an equal opportunity for all qualified persons in programs and activities at each school. DCPS does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, or Vietnam-era veteran status. DCPS conforms to all applicable federal and state nondiscrimination laws. DCPS also takes affirmative steps to ensure equitable access to, and participation in, our federally assisted program for students, teachers, and other program beneficiaries with special needs. The Office of Labor Management and Employee Relations (LMER) ensures that all



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

eligible employees receive benefits and opportunities that are equal. LMER also ensures that eligible disabled employees receive requested reasonable accommodations. DCPS is committed to ensuring accessibility for all qualified individuals to the program and all of its activities.

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

District of Columbia Public Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms. * First Name: Heather Middle Name:

* Last Name: Holaday Suffix:

* Title: Director, Health and Physical Education

* SIGNATURE: Kisha Kantasingh

* DATE: 04/12/2013

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The District of Columbia Public Schools (DCPS) requests funding from the Department of Education to initiate *Fit, Healthy, and Ready to Learn*, a physical education intervention that targets students in grades 5 -12 at all public schools across the District.

The four goals of *Fit, Healthy, and Ready to Learn* are to (1) improve healthy eating habits, (2) provide teachers with a way to incorporate student assessment into their lessons; (3) increase opportunities for students to be physically active; and (4) increase the capacity of the physical education teachers to deliver high-quality, effective physical education. DCPS believes that these objectives can be reached through the implementation of four projects: (1) an evidence-based nutrition education curriculum for elementary, middle and high school students; (2) a fitness education and assessment management system for middle and high school students; (3) the lifelong physical activity curriculums in all schools that contribute to lifelong physical activity; and (4) professional development to increase the capacity of the District's physical education teachers to provide high quality physical and nutrition education.

Fit, Healthy, and Ready to Learn addresses the absolute priority and both competitive preference priorities noted for the Carol M. White Physical Education Program (PEP) Grant.

Absolute Priority: This proposed intervention includes the implementation of a nutrition curriculum that addresses health education strand I of the DC State Standards. The curriculum will encourage healthy eating habits and making healthy and nutritious food choices. The proposed physical fitness activities address Absolute Priority (2)(a) by establishing an assessment system. Absolute priorities (2)(b) – (2)(d) will be addressed

by introducing students to nontraditional physical education activities that will develop motor skills, enhance student development, and develop positive skills through physical activity participation. Finally, the PEEL fellowship and DCPS-wide professional development opportunities will address absolute priority (2)(e).

Competitive Preferences 1 & 2: DCPS will provide interventions to all schools in the DCPS system. This includes all Tier 1 schools that will be open during the grant period¹. Competitive Preference 2 is addressed in the Partner Agreement found in the appendix.

There are four outcomes proposed by the end of the grant period: 1) the implementation of a nutrition curriculum in all elementary and middle schools, 2) the establishment of a fitness education, monitoring and assessment system in all middle and high schools, 3) the increase in the ability of all schools to provide students with instruction in activities that encourage lifelong physical fitness, and 4) the participation of 95 percent of all health and physical education teachers in professional development focusing on implementing new curriculum and best practices, and at least 25 percent of health and physical education teachers in the PEEL Fellowship.

Fit, Healthy, and Ready to Learn targets students in grades 5 -12 in all 105 DCPS schools. The target population of approximately 18,000 students spans the entire District of Columbia.

¹ Due to the School Consolidation and Reorganization Plan, DCPS will be closing five of the Tier 1 schools identified in the approved School Improvement Grant application. The activities proposed herein include the remaining four schools.

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](#)

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Project Narrative

NEED FOR THE PROJECT

The District of Columbia Public Schools (DCPS) serves those students and families living within the nation's capital. Uniquely, it operates as both a state and local entity. The school district consists of a large and diverse population of more than 43,000 students in 121 schools and learning centers. Approximately 70 percent of students qualify for free or reduced-price lunch status. The student population is 72 percent Black, 14 percent Hispanic, and 10 percent White. With 105 schools scheduled to open for the 2013-2014 school year and a target population of approximately 18,000 students in grades 5 - 12, the efforts proposed in this grant application have the opportunity to significantly impact the overall health of the nation's capital.

Supporting Students in Meeting State Physical Education Standards

Washington, DC, State Standards are organized under five strands that specify what students should know and be able to do as a result of physical education instruction. These strands include:

Strand 1: Competency in Physical Skills

Strand 2: Movement Concepts and Principles

Strand 3: Promotion of a Physically Active Lifestyle

Strand 4: Health-Enhancing Level of Fitness

Strand 5: Safe and Responsible Personal and Social Behavior

Fit, Healthy and Ready to Learn addresses each of these five strands through its various projects.

Local data gathered from the 2010 Youth Risk Behavior Survey (YRBS) shows that there is tremendous room for improvement before DCPS is able to meet the serious needs of students in the areas of physical activity and nutrition education. The data show that while 42 percent of

DCPS middle school students and 28 percent of high school students reported that they were physically active for at least 60 minutes on five of the last seven days, 24 percent of middle school students and 27 percent of high school students said that were **not** active for at least 60 minutes on **any** of the last seven days. Currently, students spend little time in physical education classes and have even less time allotted to health and nutrition instruction. Despite the best efforts of physical education teachers, the concepts related to lifelong fitness, physical activity, and nutrition are not reinforced. Students are not active for 60 minutes a day because the only time this is stressed is in physical education class. To ensure students meet this goal, the District must provide other opportunities throughout the day to be active and expose students to a variety of ways they can be physically active.

The YRBS data also showed that only 15.8 percent of high school students ate vegetables three or more times per day in the past seven days, and 34.7 percent ate fruits or drank 100% fruit juices two or more times per day during the last seven days. To date, DCPS has not implemented a comprehensive nutrition curriculum for students. Through the implementation of this curriculum students will be made aware of the importance of nutrition and begin to form better eating habits.

The District uses the School Health Index (SHI), an assessment and planning tool developed by the CDC, to evaluate the program's strengths and weaknesses and to develop an action plan for improvement. SHI measures schools against a set of research-based recommendations to identify the policies and practices most likely to be effective in reducing youth health risk behaviors. The tool is divided into eight modules, and provides indicators to help schools measure, evaluate, and monitor reform efforts in the areas of (1) healthy school environment, (2) health education, (3) physical education, (4) nutrition services, (5) health

services, (6) counseling, psychological, and social services, (7) health promotion for staff, and (8) family and community involvement.

For the purpose of measuring goals related to the improvement of DCPS’ physical education, physical activity, and nutrition education program, the first four modules were used. Based on the assessment process, four systemic weaknesses were identified in DCPS’ existing efforts: (1) lack of a nutrition curriculum to promote the consumption of healthy food and beverage choices, (2) insufficient levels of physical activity, (3) a lack of instruction that focuses on lifelong physical activity, and (4) inconsistent instruction from physical education teachers.

The following table outlines the how DCPS plans to address each area by matching it with an appropriate intervention.

Table 1: School Health Index Analysis

School Health Index	Areas of Focus	Intervention
Module 1: Health and Safety Policies and Environment	<ul style="list-style-type: none"> • Local wellness policy • Physical activity as punishment • Food as reward/punishment • Healthy fundraising 	<ul style="list-style-type: none"> • Professional Development/PEEL • Wellness Champion (Coordination of before, during, and after school physical activity opportunities) •
Module 2: Health Education	<ul style="list-style-type: none"> • Health Curriculum • Active learning • Opportunities to practice • Interaction with family and community • Professional development in health education • Professional development in delivering curriculum 	<ul style="list-style-type: none"> • Nutrition curriculum • Professional development/ PEEL

	<ul style="list-style-type: none"> • Essential topics on physical activity • Essential topics on healthy eating 	
Module 3: Physical Education and Other Physical Activity Programs	<ul style="list-style-type: none"> • Students active at least 50% of class time • Individualized physical activity and fitness plans • Avoiding practices that result in student inactivity • Promotion of walking and bicycling to school 	<ul style="list-style-type: none"> • Professional development/ PEEL • Wellness Champion • Adventure Activity Curriculums that promote physical activity
Module 4: Nutrition	<ul style="list-style-type: none"> • Collaboration between nutrition services staff members and teachers • Preparedness for food emergencies 	<ul style="list-style-type: none"> • Nutrition education • Wellness Champion • Professional development

DCPS physical education teachers have been administering the FitnessGram assessment since 2009. The District measures the fitness levels of students in grades 4-12 annually using five assessments -- BMI, Pacer, Curl-Up, Push Up, and Sit and Reach. In 2011, about 66 percent of schools provided student data. Of the students surveyed during the 2011-2012 school year, only 12.4 percent of students were in the Healthy Fitness Zone for all five areas tested, putting DCPS students way below the mark in meeting Healthy Fitness Zones (HFZ). Reinforcing the importance of fitness education and assessment will ensure that teachers conduct FitnessGram tests and submit the results on a consistent basis.

Table 2: Percent of students tested who achieve HFZ in multiple tests.

Population	5 of 5	4 of 5	3 of 5	2 of 5	1 of 5	0 of 5
Boys	13.6%	17.3%	21%	21.8%	13.3%	13.1%
Girls	11.2%	14.8%	19.9%	19%	18.1%	16.9%
All students	12.4%	16%	20.5%	20.3%	15.8%	15%

DCPS was fortunate to receive PEP Grant Funding from 2009 - 2012. During that time the District surveyed students about their physical activity levels, nutrition, and behaviors. Of the students directly targeted by the grant (students in grades 4 - 12 in all of DC Public Schools) only 36 percent said that they were active for 60 minutes a day for five of the seven preceding days. The data also showed that only 19 percent of students said that they were active more than 51 minutes during PE class. Only 20 percent of students ate fruit two or more times a day in the previous week, and 6 percent said that they hadn't eaten **any** fruit at all in the last 7 days. Similarly, 10 percent of students surveyed said that they hadn't eaten any vegetables in the last week.

Based on information compiled through FitnessGram, SHI, YRBS, previous PEP data, and committee discussions, DCPS students are facing numerous challenges to healthy eating and participating in physical activity. DCPS will implement a nutrition curriculum, increase student activity levels, both inside and outside of physical education class, provide students with options for lifelong fitness activities, and improve the capacity of physical education teachers to provide better instruction to students and to prepare them to assist with the training and professional development of their peers.

SIGNIFICANCE

To assess DCPS' physical education programming, a team made up of curriculum specialists, teachers, members of the higher education community, and local public health professionals (Curriculum Development Team) was created to review the data collected.

An analysis of the data indicated that DCPS has considerable opportunities for growth. Specifically, DCPS can bolster its nutrition education and physical education curriculum,

improve the assessment of student activity during physical education classes, and improve the quality of its teachers by offering professional development opportunities.

DCPS scored an average of 68 percent in modules one through four of the SHI¹, indicating there is a high level of need in terms of infrastructure, services, and opportunities that allow students to meet standards for physical education, physical activity, and nutrition.

With the implementation of a systematic evidence-based approach to fitness and nutrition education, physical activity, and professional development, the District anticipates significant changes and improvements in student health outcomes.

Goals, Objectives, and Outcomes

DCPS has set ambitious long-term goals for its students. Specifically DCPS strives (1) for all students to improve healthy eating habits by eating two servings of fruit and three servings of vegetables a day, (2) for all schools to include opportunities for students to be active outside of physical education class resulting in all students engaging in at least 60 minutes of physical activity during the school day, (3) for all schools to offer multiple opportunities for students to be exposed to activities that can lead to lifelong physical activity, and (4) for all physical education teachers in DCPS to be properly trained in current best practices and how to engage their student population. While these goals will take considerable time to achieve, it is the hope of DCPS that the outcomes sought in these proposed projects will put the District on the path to reach these goals.

The desired outcomes for this grant are: (1) the implementation of a nutrition curriculum at all schools, (2) the establishment of a fitness education, monitoring, and assessment system at all middle and high schools, (3) the ability of all schools to provide students with instruction in

¹ This weighted average is calculated based on the number of questions in each module. For a detailed explanation of scores by module, please see the score sheets in the Other Attachments section.

activities that encourage lifelong physical fitness, and (4) 95 percent of all health and physical education teachers will receive professional development focusing on implementing new curriculum and best practices, and at least 25 percent of health and physical education teachers will participate in the Physical Education Emerging Leaders (PEEL) Fellowship which will provide intensive professional development that will prepare them to train their peers and ensure the sustainability of these proposed initiatives.

Using data collected last year as a baseline, DCPS proposes a 5 percent increase each year, in each of the GPRA measures. Table 3 below shows these proposed GPRA outcomes.

Table 3: Proposed GPRA Outcomes

GPRA Measure	Baseline	Year 1	Year 2	Year 3
1.1 Percent of students served by the grant who engage in 60 minutes of daily physical activity, measured using pedometers and an additional 3-Day Physical Activity Recall (3DPAR)	36%	41%	46%	51%
2.1 Percent of students served by the grant who meet the standard of HFZ as established by the assessment for the Presidential Youth Fitness Program in five of the fitness areas of that assessment	12.4%	17.4%	22.4%	27.4%
3.1 Percent of students served by the grant who consume fruit two or more times/day	19.7%	24.7%	29.7%	34.7%
3.2 Percent of students served by the grant who consume vegetables three or more times/day	14.5%	19.5%	24.5%	29.5%

DCPS has also carefully aligned the needs, goals, objectives, and activities with the corresponding State Standards to ensure that grant funding is used to ensure improvement in students' ability to achieve these state standards. Table 4 below shows that alignment.

Table 4: Alignment of needs, goals, objectives, activities, and state standards

Needs	Long Term Goals	Project Objectives	Project Activities	State Standard
Implement nutrition curriculum	For all students to improve healthy eating habits by eating two servings of fruit and three servings of vegetables a day	1.1 Implement a nutrition curriculum in all middle schools by the end of the 2014-2015 school year. 1.2 Support Nutrition education in all elementary schools	Project 1: Implement an evidence-based nutrition education program	Health Ed Strand 1: Students comprehend concepts related to health promotion and disease prevention
Increase student activity levels, both inside and outside of PE class	For all students to engage in 60 minutes of physical activity at least five days a week and for the school day to include opportunities for students to be active outside of PE class	2.1 Increase the percent of students engaging in 60 minutes of moderate to vigorous physical activity 2.2 Provide opportunities for physical activity before, during, and after school 2.3 Implement new and expand existing physical education offerings 2.4 Increase the percent of students meeting the HFZ standards	Project 2: Fitness education and assessment	Physical Ed Strands 3: Students assess and maintain a level of physical fitness to improve health and performance through a physically active lifestyle 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance
Provide students with options for lifelong fitness activities	For all schools to offer multiple opportunities for students to be exposed to activities that can lead to lifelong physical activity	3.1 increase physical activity opportunities for students	Project 3: Life-time physical activity curriculum	Physical Ed Strands 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities 2: Students demonstrate knowledge of movement concepts, principles, and skills that apply to the learning and performance of a variety of physical activities 3: See above 4: See above

Improve the quality of its teachers by offering professional development opportunities	For all PE teachers in DCPS to be properly trained in current best practices and how to engage their student population	4.1 Promotion of moderate to vigorous physical activity, skill development, and lifetime physical activity. 4.2 PEEL	Project 4: Professional Learning	Physical Ed Strands 1: See above 2: See above 3: See above 4: See above 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity
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QUALITY OF PROJECT DESIGN

As previously noted, this application proposes the implementation of four projects around improving nutrition education, implementing a fitness education curriculum and assessment system, expanding physical education offerings to include life-long activities, and capacity-building within health and physical education professionals in the system.

Project 1: Implement an evidence-based nutrition education program.

This project uses an evidence-based nutrition curriculum to educate students about the importance of healthy eating as an obesity and disease prevention measure. DCPS will work with community and local government partners to enhance this curriculum. DC Action for Healthy Kids and the DC Department of Health will work with teachers to provide training on talking to students about nutrition and facilitate activities, such as taste tests, to reinforce the curriculum and help students to understand the benefits of making healthy choices. Project 1 is aligned with DC State Health Education Strand 1 (health promotion and disease prevention) and

teaches students about making responsible food choices that will impact their health as well as their ability to achieve academically.²

Project 2: Fitness education and assessment.

This project provides all middle and high schools with a fitness education curriculum and an assessment tool for use in physical education classes. The assessment tool will give real-time feedback of student activity levels and enable both students and teachers to quickly and accurately assess students' participation. The tool will allow both teachers and students to set goals and note time spent exercising in the target heart rate zone. This project is aligned with Physical Education Standard Strand 3 (promotion of a physically active lifestyle) and Strand 4 (health-enhancing levels of fitness) because it teaches students the proper amount of effort required to meet their goals, how to set goals, and what must be done to achieve desired goals.

Project 3: Lifelong Physical Activity Curriculums

In this project DCPS will implement several different interventions that will be used to enhance students' acquisition of skills needed to participate in a variety of activities that will contribute to lifelong physical activity. It should be noted that the District is currently using these curriculums in some schools as pilots and is seeking to expand them to include all schools as they have proven to be effective in increasing student participation in physical education classes and increasing students' interest in engaging in physical activity. Key outcomes of this intervention include: promotion of physical activity through the development of lifelong pursuits and meeting the diverse needs and interests of students. This project is aligned with Physical Education Strands 1 (competency in physical skills), 2 (movement concepts and principles), 3 (promotion of a physically active lifestyle), and 4 (health-enhancing level of fitness).

² Studies show that students who are more physically active perform better in school. DCPS hopes that data collected will begin to show similar results.

1. The First Tee Golf

The First Tee National School Program is designed to establish a lifelong interest in golf by engaging young people in a structured golf curriculum that promotes personal character development within a physical education setting. The First Tee exposes elementary students to the game of golf and life skills through the intervention's nine core values (honesty, integrity, sportsmanship, respect, confidence, responsibility, perseverance, courtesy, and judgment).

The National School Program is being implemented across the country in elementary schools. The District has currently trained physical education teachers in 50 of the 63 elementary schools reaching approximately 9,000 elementary students annually.

2. The National Archery in Schools Program

The National Archery in Schools Program (NASP) promotes participation in the lifelong sport of archery. The program's focus is to provide international-style target archery training in physical education classes for grades 5 - 12. The curriculum was written by education, conservation, and target archery experts and aligns with state and national physical education standards. The District currently implements the program in 15 schools and seeks to expand this program to all elementary schools during the course of the grant.

3. The National Fishing in Schools Program

The National Fishing in Schools Program (NFSP) teaches the positive lifelong activity of fishing to students in middle and high schools. The curriculum contributes to both physical education and science learning standards through moderate to vigorous physical activity, increased awareness of the environment and natural resources and educating students about fish, insects, aquatic environments, resource stewardship, and conservation using fishing, and learning the skill of casting as the instructional tool. This program has been implemented in five schools

thanks to a partnership with the District of Columbia Department of the Environment who has also pledged to fund five more. Grant funding would be used to further expand the program to all middle and high schools.

Project 4: Professional Learning

All physical education teachers will be provided with a minimum of 24 hours of professional development each of the three years of the grant during the District's system-wide professional development days. Grant funds have been allocated for ongoing professional learning to include nationally recognized speakers and workshops geared towards producing a greater number of students meeting state physical education standards that promote lifelong physical activity, engaging in sustained periods of moderate to vigorous physical activity before, during, and after school, and making healthful food choices. By increasing the capacity of its teachers, DCPS will be able to address all five Strands of the State Standards by improving the quality of instruction. Additionally the PEEL Fellowship will help to ensure project sustainability by providing a source of free and ongoing training for teachers.

1. Physical Education Emerging Leaders (PEEL)

To ensure that teachers are able to stay abreast of the latest research, issues and trends in the field of physical education, DCPS will establish a Physical Education Emerging Leaders (PEEL) Fellowship - a competitive fellowship that introduces a cohort of DCPS physical education teachers to the most promising evidenced-based health and physical education curriculum. The teachers will work together to create a curriculum that will be implemented throughout DCPS and to provide feedback on how the program can be implemented with students at various levels and from different backgrounds.

Year one will be used to develop the program and the application process and the Fellowship will run during years two and three of the grant from August 2014 through July 2015 and August 2015 through July 2016. DCPS will select 12 - 15 Fellows from qualified applicants currently teaching physical education in DCPS. The Fellowship program will include school visits, speakers, equipment demonstrations and discussions. In addition, Fellows will design and lead a revised health and physical education curriculum during the 2014-2015 and 2015-2016 school years. These efforts will also coincide with the District reaching its deadline for compliance with the Healthy Schools Act and will become a model to show how schools can be in compliance with the Act. The training and efforts of these teachers will be used to ensure that all physical education teachers in DCPS are prepared to provide the quality education required.

Participation in PEEL is in addition to a regular teaching workload. Fellows will receive a stipend for their participation in the program, which has two major components: The Education Program and Teaching Enrichment. Schools with teachers participating in the program will also receive funds to support a Wellness Champion. Wellness Champions will be responsible for helping to enhance the physical education teacher's efforts by coordinating efforts to ensure that there are ample opportunities for physical activity throughout the day, to include creating physical activity opportunities before, during and after the school day. The Wellness Champion will also organize an annual event aimed at getting the entire community involved in being more fit and forming a school wellness policy.

The Education Program: Fellows will meet four times throughout the program for mandatory professional development opportunities (in addition to the District-wide professional development days). The sessions will include nationally recognized authorities on health and physical education practices who will lead demonstrations and discussions. Topics covered will

include adapting courses to meet the needs of the District's special needs population, nutrition, and dealing with behavioral issues. Participating schools will also receive funds to cover the cost of substitute teachers for all hours that Fellows are out of their classrooms for fellowship functions.

The cohort will travel to the annual American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) conventions in Seattle, WA, in March 2015 and Minneapolis, MN, in April 2016. These conventions feature over 400 sessions lead by world-renowned experts and will give teachers the opportunity to network with other teachers across the country to learn new skills and discuss best practices.

Teaching Enrichment: Once the new curriculum has been developed, Fellows will conduct visits with one another to view the implementation of various lessons. They will provide feedback to one another, make suggestions for improvement or alternative techniques, and then follow up to observe the implementation of the suggestions.

Teachers will meet monthly to discuss strategies, receive additional feedback, and revise curriculum as needed. Towards the end of the school year, teachers will also videotape classes to be reviewed by the entire cohort and possibly for use in future content specific professional development.

Teachers who properly plan and reflect on their lessons are better able to provide students with quality instruction. As the best practices in physical education tend to evolve rapidly, it is imperative that teachers remain aware of the most effective methods available to them. Through the PEEL Fellowship, teachers will have the opportunity to learn new techniques and work with their peers to develop resources to help physical education teachers across the DCPS. The result will be teachers who are better-equipped to lead in the classroom and to mentor their peers.

2. District-wide Professional Development

In addition to the rigorous requirements for the selected Fellows, all teachers will benefit from the professional development opportunities that will be offered throughout the grant period. The District conducts four content-specific professional development days each year. During the grant period, three of those days (24 hours) would be dedicated to training teachers on the proper use of equipment purchased using grant funds. Teachers would also receive training that focuses on current best practices, engaging a diverse student population, and helping students to meet the state standards for physical education.

3. AAHPERD National Convention and Exposition

Each year the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) holds its annual convention and exposition. As mentioned above, in grant years two and three we will send the PEEL Fellows to the convention, but in Year 1 DCPS would like to send those teachers who show a great deal of promise and who could benefit from the experience.

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

DCPS will create long-term, sustainable systemic change by creating new ways to promote physical activity and proper nutrition, and provide high quality physical education programming to students. To achieve these long-lasting outcomes, DCPS will build on existing research that shows that schools and school districts that allocate funds to health-promoting interventions see increases in students' ability to meet state physical education and nutrition standards, lower rates of truancy, improved classroom behavior, and better academic performance.

Through the implementation of a teacher development fellowship, DCPS will train teachers to become mentors and leaders for teachers in the future. DCPS will be able to provide professional development opportunities and guidance to new teachers, and ensure that the new curriculum is implemented correctly.

Finally, the District has committed to long-term program maintenance through Individual School Agreements (ISAs) which request assurances from each school principal to maintain and allocate needed funds for the maintenance and replacement of equipment as needed, and the release of teachers for professional learning opportunities. The following chart shows the relationship between the projects’ interventions and the extent to which each will build capacity that will extend beyond the period of Federal financial support.

Table 5: Intervention Sustainability Model

Nutrition Education	Partnership with DC Action for Healthy Kids and the DC Department of Health to sustain teacher-training efforts.
Fitness Education and Assessment	The District will use the existing teacher evaluation system (IMPACT), which requires that teachers collect data that shows student mastery of, or progress in meeting, state standards.
Increased Opportunities for Physical Activity	Per the district’s Local Wellness Policy, all schools are required to create wellness committees whose focus is to promote physical activity and high quality physical education.
Professional Development Capacity building of Physical Education staff	(1) School leadership and physical education staff have agreed to participate in professional learning opportunities (2) A trainer of trainers model will ensure that staff newly hired to the district receive professional development (3) The PEEL fellowship will allow the district to build a cadre of lead teachers who will continue to provide job-embedded professional development to new and developing teachers

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

The program has four projects, each involving the implementation of research-based, high quality interventions. Together, these projects will build the District’s capacity to

implement high quality physical education programs, increase opportunities for students to be physically active, and ensure that students receive nutrition education that gives them the skills needed to make healthful food choices. The Comprehensive School Physical Activity Plan (CSPAP) is an approach by which school districts and schools utilize all opportunities for school-based physical activity to develop physically educated students who participate in the nationally recommended 60- minutes of physical activity each day and develop the knowledge, skills, and confidence to be physically active for a lifetime. The CSPAP is part of a larger school health framework, Coordinated School Health (CSH), which addresses critical components aligned with the interventions in this proposal. The District used the CSPAP in a similar way to the SHH – to conduct a preliminary assessment of the District’s current progress in meeting students needs around physical education, physical activity, and nutrition, and to ensure that the proposed interventions were aligned to best practice.

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

DCPS will supply teachers with multiple tools for engaging students. Exposing students to a broad range of ways to become physically active levels the playing field, encourages participation across all skill levels, and allows the program to meet the needs of sedentary students.

DCPS has made a special effort to coordinate all physical education, physical activity, and nutrition efforts with local, state, and national resources. In particular, DCPS has taken care to adhere to the mandates of the District’s Local Wellness Policy (revised in 2012) and the District’s Healthy Schools Act, both of which focus on improving nutrition education, implementing curriculums that show the interrelationship between physical activity, good

nutrition, and health, and implementing interventions that support physical activity before, throughout, and after the school day.

The District's Healthy Schools Act, passed in 2010, mandates that schools provide physical and health education and physical activity opportunities for all students. Embedded within this policy are aggressive requirements that include increasing health and physical education in schools to a level that is consistent with the national recommendations of 150 minutes of physical education per week for elementary students and 225 minutes of physical education per week for secondary students by the 2014-2015 school year. To meet these requirements in a impactful and sustainable way, DCPS seeks to improve upon the existing physical education program by implementing high quality interventions and ensuring that content is delivered by highly trained and skilled physical education personnel.

Additionally, a portion of the Healthy Schools Act requires that Local School Agencies (LEAs) supply the Office of the State Superintendent of Education (OSSE) with annual data around student fitness and mastery of the State Health and Physical Education Standards. To ensure transparency and increase accountability, DCPS submits student FitnessGram scores to OSSE on an annual basis and participates in the District of Columbia Comprehensive Assessment System (DCCAS) assessment on health which measures students knowledge of health, physical education, and physical activity concepts.

The interventions proposed above will allow for the purchase of curriculum and related equipment needed to employ high quality physical education programming in all DC Public Schools.

ADEQUACY OF RESOURCES

In determining a budget for this project, DCPS was careful to focus on resources that would directly impact students. The success of this project depends on a coordinated effort by individuals throughout DCPS, and to coordinate these efforts a project manager will act as the liaison between central office and the schools. The Director of Health and Physical Education will oversee project implementation, teachers will implement the projects in their schools, and principals will ensure that barriers at the school level are addressed. All additional personnel-related expenses focus on professional development and equipping schools with a designated person to coordinate physical activity and school wellness efforts. The majority of the funds will go towards equipment and curricular purchases, with minimal amounts set aside for office-related expenses. These funds will be used to reach all DCPS students in grades 5 - 12 (approximately 18,000 students). Funds are also being allocated to obtain a project evaluator.

QUALITY OF THE MANAGEMENT PLAN

DCPS would like to enlist the previous PEP Grant Manager (Monica Parran) to be the full-time, grant-funded Project Manager. As the previous Grant Manager, Ms. Parran is familiar with the District's needs and has built relationships with teachers, principals, DCPS administrators and staff that will be key in moving these initiatives forward. The Project Manager will be responsible for working with the Director of Health and Physical Education in supporting/changing/creating new policies that support quality physical and nutrition education. Support from existing partnerships with health promotion advocates such as the Department of Health, Action for Healthy Kids, Alliance for a Healthier Generation, et. al. will be solicited to ensure that necessary changes to the Local Wellness Policy and Healthy Schools Act are implemented as required by local and federal mandates. A project management team will work with the Project Manager to implement, monitor, and evaluate the interventions. This team will

include school principals, teachers, government partners, community partners, parents, and students.

The project team will meet monthly to ensure that the project is making adequate progress towards achieving goals. In addition, they will review feedback (surveys, anecdotal feedback, etc.), discuss results and suggest changes to the program as necessary to ensure a process of continuous improvement. The project team will also work to develop and implement strategies with which to promote the program (secure widespread buy-in) and to coordinate the integration of health and wellness promotion activities at school and community events.

The Director of Health and Physical Education will serve as the Project Director and will provide broad oversight and will commit 15 percent of her time (volunteer) to oversight of the grant and assistance with grant-related initiatives. The District's Physical Education Master Educators (expert practitioners who as serve as impartial evaluators, conducting observations of all DCPS teachers) will also work closely to ensure that the professional development opportunities are aligned with the weaknesses observed and act as advisors for the PEEL Fellowship. This will constitute about five percent of their time. The District's Chief of Teaching and Learning will donate approximately 5 percent of his time to supporting grant efforts. As the key liaison between grant staff and upper level administrators, he will assist when issues need to be elevated or high level decisions need to be made. Finally principals at each school will also donate approximately 1% of their time to supporting grant efforts by assisting teachers and Wellness Champions in their efforts.

Table 6: Project Timeline

Date	Activity	Objective	Person(s) Involved	Milestone
Nov. 2013	Purchase new nutrition curriculum	Purchase nutrition curriculum for all grade levels	Grant Manager	By November 30: Nutrition curriculum for all teachers will be purchased
Dec. 2013	Professional development sessions for all PE Instructors	Ensure that all PE instructors are trained on the new nutrition curriculum	Professions development trainers, PE Teachers, Grant Manager, Project Director	By December 31: Teachers will have received training on the new curriculum and its proper implementation.
May 2014	Conduct student assessments	Assess student progress	PE teachers, Grant Manager	By May 15: Year 1 student assessments are complete
May 2014	PEEL Fellowship process launched	Attract teachers at varying levels to work together to improve the quality of instruction in the District	PE teachers, Grant Manager, Master Educators, Project Director	By July 31: A cohort of teachers will have been selected to participate in the 2014-15 PEEL Fellowship Class
July 2014	Project team will review assessment data and compile a summary report	Summarize year one results and plan for year 2	PE teachers, Grant Manager, Master Educators, Project Director	By July 31, 2014: Second year activities planned; changes to program implemented as necessary (based on year 1 results)
August 2014- July 2015	First year schedule repeated	Second year of project implemented	Same as year one	Same as year one
July 2015	Year 2 results reviewed	Summarize year two results	Same as year one	Same as year one

August 2015 - July 2016	Year two schedule repeats	Same as year two	Same as year two	Same as year two
July 2016	Review year three results	Prepare final report	Same as year two	Same as year two

PROJECT EVALUATION

Within the framework of this evaluation plan there will be the required federal Government Performance and Results Act (GPRA) measures for elementary and secondary students. As the District already has obtained baseline data, measurements will take place every nine weeks (four times each year) and fitness data (collected using the FitnessGram Assessment) will be collected once each year, in May.

GPRA data will be collected using a web-based survey and FitnessGram. The Project Manager will work with the DCPS Office of Data and Accountability (ODA) to create a web-based survey to be administered by physical education teachers to students. Physical education teachers will administer the web-based survey to students in grades 5 - 12 every nine weeks. The questions will capture data about student physical activity levels, fruit and vegetable consumption, and attitudes about physical activity. Teachers will be instructed to test each student in grades 5 - 12 at least once during the school year in each of the five required FitnessGram tests. Students will use pedometers and the 3-Day Physical Activity Recall (3DPAR) to capture the habitual physical activity of adolescents every nine weeks.

In an effort to ensure that the needs of the school community are met, data will be collected and analyzed on an ongoing basis. The Project Manager will work with ODA for grant evaluation and analysis assistance. The Project Manager will create a survey for students to gather information on their activity levels and eating habits. ODA will compile the information in a way that will allow the Project Manager to pull reports to identify trends in the data.

Additionally it will provide DCPS with data on school fitness levels in a format that allows for dissemination to schools and the community. DCPS will continue to use FitnessGram to track students' test performance and the percentage of students in grade 4 - 12 who perform in the Healthy Fitness Zone on the tested FitnessGram areas.

Survey results will be available to teachers on a quarterly basis. Fitness data is collected once each year and provided to OSSE as required by DC law.

Principals, teachers and students are all involved in the data collection process. As the data will be collected every nine weeks, it will provide formative and summative evaluation of the project's interventions.

Using funds from the grant, DCPS will be able to:

- Improve physical education offerings (i.e, offer more variety within and outside of the existing program, specifically focusing on curricula that contribute to lifetime activity)
- Increase and monitor moderate to vigorous physical activity during physical education classes (utilizing real-time monitoring system)
- Build staff capacity to deliver high quality physical education programming that focuses on skill development and lifetime sports rather than sport-specific instruction
- Implement evidence based K-12 nutrition curriculum.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Agency Name: District of Columbia Public Schools DUNS # 122095102

Head of Local Government: Kaya Henderson, Chancellor, DC Public Schools

Roles and Responsibilities: Kaya Henderson is the Chancellor of the DC Public Schools. In this capacity she provides district-wide leadership and ensures that schools receive necessary supports that contribute to the well being of students. As Chancellor, Ms. Henderson is the primary decision maker for all initiatives throughout the school system.

Contributions to the Project:

The Chancellor acknowledges the impact of physical fitness and proper nutrition on academic success. The Chancellor will support the implementation of the interventions proposed in this grant application through:

- Support for the promotion of physical activity opportunities during the school day as an obesity prevention measure;
- Engagement of school personnel to comply with grant requirements for data collection and the implementation of interventions;
- Through the support of a communication campaign to engage school staff, parents, students, and the greater DCPS community around the importance of healthy bodies and minds.

This agreement is in support of *Fit, Healthy, and Ready to Learn* PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Schools

April 11, 2013
April 11, 2013



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Agency Name: District of Columbia Public Schools DUNS # 122095102

LEA Authorized Representative Name: Heather Holaday

Roles and Responsibilities:

DCPS will serve as the lead agency in this partnership. As the designated recipient of the Carol M. White Physical Education Program Grant ("PEP Grant"), DCPS will be responsible for the implementation of all project initiatives. DCPS will be responsible for coordinating all grant efforts, hiring and selecting personnel and providing professional development to health and physical education teachers. DCPS will be solely responsible for purchasing all equipment and selecting curriculum.

Contribution to the Project:

DCPS will contribute the manpower to implement the proposed grant activities. DCPS will provide full day-to-day responsibility for the operation of the program, including staff support, supervision and evaluation.

This agreement is in support of *Fit, Healthy, and Ready to Learn* PEP Project and was developed after timely and meaningful consultation between the required partners.

(b)(6)
[Redacted Signature Box]

Heather Holaday
Director, Health and Physical Education
LEA Authorized Representative

4/11/13
Date



Agency Name: District of Columbia Public Schools

DUNS # 122095102

Food Service or Child Nutrition Director Name: Robert Jaber

Roles and Responsibilities: DCPS Food Services supports student health, wellness, and academic achievement by ensuring that the highest nutrition standards are met in school meals. In addition to ensuring that students receive high quality meals, DCPS Food Services partners with the Embassy Adoption Program. DCPS Food Services is celebrating the tastes and flavors of global cuisine by holding four international food day events sponsored by DC embassies.

Contributions to the Project: DCPS Food Services will serve as a consultant and resource for teachers and the PEP manager. A representative from DCPS Food Services will serve on the curriculum review committee and participate in the evaluation of newly acquired nutrition education materials and curriculum.

This agreement is in support of *Fit, Healthy, and Ready to Learn* PEP Project and was developed after ~~time~~ and meaningful consultation between the required partners.

(b)(6)

[Redacted Signature Box]

Robert Jaber
Interim Director
Office of Food and Nutrition Services
Authorized Nutrition Director

4/12/13

Date



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SHI Edition: SHI 2012 Created: 03/04/2013 Last Activity: 04/03/2013

- Modules/Questions**
- Overall Scorecard**
- Plan for Improvement**

Module 1: School Health and Safety Policies and Environment

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 1

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Representative school health committee or team (CC.1)</u>			1		
2.	<u>Written school health and safety policies (CC.2)</u>		2			
3.	<u>Communicate health and safety policies to students, parents, staff members, and visitors (CC.3)</u>			1		
4.	<u>Positive school climate (CC.4)</u>		2			
5.	<u>Overcome barriers to learning (CC.5)</u>	3				
6.	<u>Enrichment experiences (CC.6)</u>	3				
7.	<u>Local wellness policies (CC.7)</u>		2			
8.	<u>Standard precautions policy (CC.8)</u>	3				
9.	<u>Professional development on meeting diverse needs of students (CC.9)</u>		2			
10.	<u>Prevent harassment and bullying (CC.10)</u>	3				
11.	<u>Active supervision (CC.11)</u>	3				
12.	<u>Written crisis response plan (CC.12)</u>					n/a
13.	<u>Student involvement in decision-making (CC.13)</u>					n/a
14.	<u>Access to physical activity facilities outside school hours (PA.1)</u>	3				

15.	<u>Adequate physical activity facilities (PA.2)</u>				0	
16.	<u>Prohibit using physical activity as punishment (PA.3)</u>			1		
17.	<u>Prohibit using food as reward or punishment (N.1)</u>			1		
18.	<u>Access to free drinking water (N.2)</u>	3				
19.	<u>All foods offered or sold during the school day meet strong nutrition standards (N.3)</u>		2			
20.	<u>All beverages offered or sold during the school day meet strong nutrition standards (N.4)</u>	3				
21.	<u>Foods offered outside school hours in high schools meet strong nutrition standards (N.5)</u>					n/a
22.	<u>Beverages offered outside school hours in high schools meet strong nutrition standards (N.6)</u>					n/a
23.	<u>Fundraising efforts during and outside school hours meet strong nutrition standards (N.7)</u>			1		
24.	<u>Advertising and promotion of foods and beverages (N.8)</u>					n/a
Column Totals		24	10	5	0	-

Total 39/57
Points/Maximum Points

Module 1 score 68%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

No strengths have been entered.

Add Strength

Weaknesses



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SHI Edition: SHI 2012 Created: 03/04/2013 Last Activity: 04/03/2013

- Modules/Questions
- Overall Scorecard
- Plan for Improvement

Module 2: Health Education

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 2

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Required health education course (CC.1)</u>	3				
2.	<u>Health education grading (CC.2)</u>	3				
3.	<u>Sequential health education curriculum consistent with standards (CC.3)</u>		2			
4.	<u>Active learning strategies (CC.4)</u>			1		
5.	<u>Opportunities to practice skills (CC.5)</u>			1		
6.	<u>Culturally-appropriate activities and examples (CC.6)</u>			1		
7.	<u>Assignments encourage student interaction with family and community (CC.7)</u>			1		
8.	<u>Credentialed health education teachers (CC.8)</u>		2			
9.	<u>Professional development in health education (CC.9)</u>		2			
10.	<u>Professional development in delivering curriculum (CC.10)</u>		2			
11.	<u>Professional development in classroom management techniques (CC.11)</u>			1		
12.	<u>Essential topics on physical activity (PA.1)</u>		2			
13.	<u>Essential topics on healthy eating (N.1)</u>		2			
	Column Totals	6	12	5	0	-

Total 23/39
Points/Maximum
Points
Module 2 score 59%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

No strengths have been entered.

Add Strength

Weaknesses

No weaknesses have been entered.

Add Weakness

Step 2: Recommended Actions

Actions

No Actions have been added.

Add Action



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[Modules/Questions](#)

[Overall Scorecard](#)

[Plan for Improvement](#)

Module 3: Physical Education and Other Physical Activity Programs

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 3

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>225 minutes of physical education per week (PA.1)</u>				0	
2.	<u>Adequate teacher/student ratio (PA.2)</u>	3				
3.	<u>Sequential physical education curriculum consistent with standards (PA.3)</u>		2			
4.	<u>Information and materials for physical education teachers (PA.4)</u>	3				
5.	<u>Physical education grading (PA.5)</u>	3				
6.	<u>Prohibit exemptions or waivers for physical education (PA.6)</u>	3				
7.	<u>Students active at least 50% of class time (PA.7)</u>		2			
8.	<u>Individualized physical activity and fitness plans (PA.8)</u>		2			
9.	<u>Health-related physical fitness (PA.9)</u>		2			
10.	<u>Teachers avoid practices that result in student inactivity (PA.10)</u>			1		
11.	<u>Promote community physical activities (PA.11)</u>			1		
12.	<u>Certified or licensed physical education teachers (PA.12)</u>		2			
13.	<u>Address special health care needs (PA.13/A.1)</u>		2			

14.	<u>Physical education safety practices (S.1/PA.14/A.2)</u>					n/a
15.	<u>Professional development for teachers (PA.15)</u>	3				
16.	<u>Participation in intramural programs or physical activity clubs (PA.16)</u>					n/a
17.	<u>Availability of interscholastic sports (PA.17)</u>					n/a
18.	<u>Promotion or support of walking and bicycling to school (PA.18)</u>			1		
19.	<u>Training requirements for coaches (PA.19)</u>				0	
20.	<u>Physical activity facilities meet safety standards (S.2/PA.20)</u>					n/a
21.	<u>Athletics safety requirements (S.3/PA.21)</u>					n/a
Column Totals		15	12	3	0	-

Total 30/48
Points/Maximum
Points

Module 3 score 62%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

No strengths have been entered.

Add Strength

Weaknesses

No weaknesses have been entered.

Add Weakness



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SHI Edition: SHI 2012 Created: 03/04/2013 Last Activity: 04/03/2013

- Modules/Questions
- Overall Scorecard
- Plan for Improvement

Module 4: Nutrition Services

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 4

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Breakfast and lunch programs (N.1)</u>	3				
2.	<u>Variety of foods in school meals (N.2)</u>	3				
3.	<u>Healthy food purchasing and preparation practices (N.3)</u>		2			
4.	<u>A la carte offerings include healthy food and beverage items (N.4)</u>	3				
5.	<u>Sites outside cafeteria offer healthy food and beverage items (N.5)</u>	3				
6.	<u>Promote healthy food and beverage choices (N.6)</u>	3				
7.	<u>Adequate time to eat school meals (N.7)</u>	3				
8.	<u>Collaboration between nutrition services staff members and teachers (N.8)</u>		2			
9.	<u>Degree and certification of nutrition services manager (N.9)</u>		2			
10.	<u>Professional development for nutrition services manager (N.10)</u>	3				
11.	<u>Clean, safe, pleasant cafeteria (S.1/N.11)</u>		2			
12.	<u>Preparedness for food emergencies (S.2/N.12)</u>		2			
Column Totals		21	10	0	0	-

Total 31/36
Points/Maximum
Points
Module 4 score 86%

Step 1: Identify Strengths and Weaknesses

According to these scores, what are the strengths and the weaknesses of your school's policies and environment related to students' health and safety?

Strengths

#	Description	Options
1	Our support and commitment to the local wellness policy, Healthy Schools Act legislation and our Districts specific nutrition standards far exceed that of the Federal requirements.	Edit Delete

Add Strength

Weaknesses

#	Description	Options
1	Unfortunately, as fiscal times are not prosperous, many of our Districts physical plants are aged and in need of modernization but lack the funding to complete this.	Edit Delete

Add Weakness

Step 2: Recommended Actions

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

MONICA R. PARRAN

(b)(6)

EDUCATION

American University, Washington College of Law Washington, DC
Juris Doctor May 2009
Honors: *Administrative Law Review*, Note & Comment Editor, 2008 - 2009; Staff, 2007 - 2008
Comment, unpublished, *The 2007 Freedom of Information Act Amendments: A Step Closer to an Open Government But Still In Need of Additional Clarification*
Activities: Equal Justice Foundation, Grant Selection Committee Chair, 2008-2009 School Year
National Black Law Student Association, Member

Hampton University Hampton, VA
Bachelor of Arts in Mass Media Arts with an emphasis in Public Relations May 2000
Honors: Presidential Scholarship Recipient (full tuition scholarship for one year)
Activities: Hampton University Marching Band
Photography
Radio Host, WHOV-FM, Hampton University

CERTIFICATIONS

Certified Public Manager (CPM), 2012

Lean Six Sigma Greenbelt Certification, 2012

RELEVANT WORK EXPERIENCE

DC Public Schools Washington, DC
Carol M. White Physical Education Program Grant Manager April 2011 - Present
Manage the annual \$500,000 grant budget, by creating a budget and working with other departments to ensure that all spending is in compliance with the federal regulations. Manage equipment purchases and distribution to all DC Public Schools. Plan and lead trainings for approximately 126 health and physical education teachers. Work directly with the teachers to determine their needs and support them in their efforts at their individual schools. Analyze data entered by teachers to identify trends in student physical fitness levels and compare data to other indicators of school success. Develop relationships with community partners to assist them with initiatives relevant to the physical education programs in the schools.

DC Department of Human Services Washington, DC
Special Assistant December 2009 - April 2011
Analyzed and evaluated agency-wide human services programs and assisted with their development and implementation. Researched and responded to requests for information from private individuals and agencies, courts, etc., pursuant to the Freedom of Information Act, and the Right to Privacy Act. Drafted proposals and requests for funding to support agency-wide initiatives. Researched, analyzed, and interpreted laws and statutes as they affect legislation and regulations involving Department matters. Developed and compiled data for the Deputy Director in response to the Director's requests for information. Attended committee meetings on behalf of the Deputy Director. Assisted the Deputy Director in the organization and preparation of special projects.

MONICA R. PARRAN

(b)(6)

Sirius XM Radio, Inc.

Major League Baseball Programming Coordinator

Washington, DC

April 2005 – April 2009

Planned and coordinated broadcasts from high profile events such the World Series and All-Star Game. Monitored expenses to ensure the channel operated within its budget. Built and maintained relationships with various members of the MLB Staff to ensure contractual obligations were met. Communicated with various departments within the company to ensure departmental needs were met.

Public Advocates

Law Clerk

San Francisco, CA

May 2008 – August 2008

Researched legal issues and wrote legal memoranda on various topics including the authority of legislative bodies and federal and state regulations on the award of private scholarships to undocumented students. Interviewed potential clients and witnesses and drafted declarations. Assisted with trial and hearing preparation by reviewing documents and critiquing presentations. Reviewed School Accountability Report Cards to determine compliance with the California Education Code.

Department of Justice, Civil Division, National Courts Office

Volunteer Legal Intern

Washington, DC

January 2008 – April 2008

Reviewed legal documents for clarity and accuracy. Researched legal issues and wrote memoranda on various topics including breach of contract law based on essential use and the definition of "cure" in United States contract law. Drafted motions to submit to the court.

XM Satellite Radio, Inc.

Marketing Services Specialist

Washington, DC

May 2003 – July 2004

Established and managed procedures for scheduling commercials on approximately 100 channels. Entered commercial orders into the scheduling system accurately and ensured that deadlines were met.

HOBBIES/ACTIVITIES

Subsoniq Radio

Co-Host and Social Media Strategist

Washington, DC

April 2005 - Present

Contribute content to weekly podcast, use social media tools to promote and maintain online presence. Use social media to increase downloads and encourage listeners to interact with hosts.

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](#)

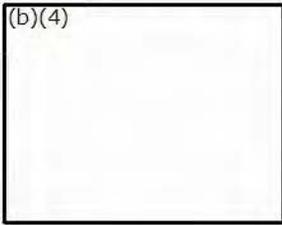
[Delete Optional Budget Narrative](#)

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Budget Narrative

Yearly In-Kind Match

(b)(4)



Salaries

Personnel salaries are funded in our grant project for years 1 - 3.

- A full-time (1.0 FTE) Program Manager will be hired.
- PEEL Fellows will receive a \$5000 stipend for the year in which they participate in the Fellowship.
- Stipends will be distributed upon successful completion of all program requirements.
- Wellness Champions will receive a \$3,000 stipend for the year that their school has a PEEL Fellow.
- Costs for substitutes for teachers are fixed at the established rate of \$120 per day which cover expenses when non-certified staff function in substitute roles.
- In-kind contributions are calculated for Principals at 1 percent of the average principal salary, 15 percent for the Director of Health and Physical Education, 5 percent for Master Educators, and 1 percent for the Deputy Chief of Teaching and Learning in accordance with expectations for the amount of time during the workday that will be devoted to the project.

Fringe Benefits

Fringe benefits are calculated for the Program Manager at the established rate of 27.4 percent.

Travel

Travel to national conferences and required meetings is calculated based on established per diem rates and average travel costs based on fares in April 2013. Local travel is calculated at the state or school-approved rate as permitted. The current approved rate is \$0.55.5/mile.

Equipment

All estimated equipment costs are based on published prices on vendor websites, or cost estimates provided by vendors.

(A) **Polar GX System** - This assessment tool, which costs \$7000 per set, will be purchased for all 21 high schools. DCPS will purchase seven each year of the grant. The system tracks and provides feedback for individual fitness performance via an electronic sensor. Each student wears a sensor, built into an adjustable belt that is worn just below the chest. The feedback from the sensor is delivered by Bluetooth connection to the computer and can then be projected onto a screen for students to see.

(B) **Railyard Fitness** - DCPS will purchase four Railyard Fitness Sets (two in year 1 and one in both years 2 and 3). These sets will be made available (on loan) to schools and will further support our fitness education efforts. The sets cost \$8700 each.

Material/Supplies

Materials and supplies are estimated at vendor-supplied costs. Otherwise, all purchases are made in accordance with established school district Financial Services and

state contract policies and procedures. The proposed purchases include a computer and cell phone for the Program Manager. Additionally there is a need for computer equipment and office supplies for professional development sessions and general office supplies.

Grant funds will also be used to purchase the following items:

(A) **Project Adventure - Creating Healthy Habits Curriculum.** Creating Healthy Habits (CHH) is a model and activity guide that supplements an existing health curriculum.

Over the course of the grant, 34 sets of nutrition curriculum and related materials will be purchased (one set for each education campus and middle school). DCPS will purchase 34 sets at a cost of \$2470 each. Purchases will take place in year one to ensure the curriculum is implemented immediately. Each set purchased includes both the curriculum and a comprehensive materials kit called Healthy Habits PACKS which contains all of the props needed to implement the activities in the CHH activity book.

(B) **Fitness Skillastics/Nutritional Card Package - Skillastics** is a system of education activities that will be incorporated into the physical education curriculum in order to both enhance our current physical education program and increase physical activity. DCPS will purchase 78 kits (one for each Education Campus and Elementary School) at \$285 each. 26 kits will be purchased each year of the grant.

(C) **The First Tee Golf** - DCPS will purchase 30 sets to ensure that all Elementary Schools and Education Campuses have a set (50 schools have already received First Tee Golf equipment). DCPS will purchase 10 sets each year of the grant at a cost of \$3,000 per set.

(D) **NASP Archery Set** - DCPS will purchase 69 sets to ensure that all Elementary Schools and Education Campuses have a set (11 schools already have sets). DCPS will purchase 23 sets at a cost of \$3,200 per set each year of the grant.

(E) **Fly Fishing Equipment** - DCPS will purchase 15 sets to ensure that all middle schools and high schools have a set (Five schools have already received a set and the DC Department of Education has promised to purchase five more). DCPS will purchase five sets at a cost of \$3,000 per set each year of the grant.

(F) **Project Adventure** - Achieving Fitness Curriculum. Achieving Fitness is a model and activity guide that supplements an existing health curriculum. Over the course of the grant 34 sets of the Achieving Fitness Curriculum and related materials will be purchased (one set for each Education Campus and Middle School). DCPS will purchase 34 sets at a cost of \$2,100 per set (12 in year 1 and 11 in both years 2 and 3). Students will be engaged in moderate to vigorous physical activity, and will also learn about important concepts central to health-related fitness. The model includes assessments for cognitive understanding of content, and fits well with existing fitness testing schemes such as FitnessGram.

(G) **Pedometers** - DCPS will need to purchase approximately 16,000 pedometers to meet the reporting requirements. We would purchase these in year one at a cost of about \$3 each. We have also set aside some funds in years 2 and 3 to replace any that are lost.

Contracts

Costs for contractual services are based on vendor quotes and local market rates and are consistent with the school district's standards.

(A) Expenses for the evaluation are estimated to approximately 5 percent of the total budget, consistent with expectations for a thorough evaluation of the project. (B) Contracted services for trainers to provide professional development on the equipment that will be purchased using grant funds (Project Adventure, Skillastics, Polar GX, The First Tee, National Archery in Schools Program, National Fishing in Schools Program) and for trainers for the PEEL Fellows.

Indirect Costs

The indirect cost rate is 8.24 percent.

Yearly In-Kind Match

The yearly in-kind match will exceed the required amounts. We have therefore reduced the amount of funding requested to reflect only those costs for which we are requesting funds.

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

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

Name of Institution/Organization

District of Columbia Public 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	71,655.00	194,496.00	196,656.00			462,807.00
2. Fringe Benefits	19,633.00	20,226.00	20,817.00			60,676.00
3. Travel	26,600.00	40,000.00	40,000.00			106,600.00
4. Equipment	66,400.00	57,700.00	57,700.00			181,800.00
5. Supplies	291,190.00	155,610.00	155,610.00			602,410.00
6. Contractual	52,000.00	47,000.00	47,000.00			146,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	527,478.00	515,032.00	517,783.00			1,560,293.00
10. Indirect Costs*	43,464.00	42,439.00	42,665.00			128,568.00
11. Training Stipends						
12. Total Costs (lines 9-11)	570,942.00	557,471.00	560,448.00			1,688,861.00

***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: 10/01/2009 To: 09/30/2012 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 8.24 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Ms.	First Name: Heather	Middle Name:	Last Name: Holaday	Suffix:
----------------	------------------------	--------------	-----------------------	---------

Address:

Street1:	1200 First Street NE
Street2:	
City:	Washington
County:	
State:	DC: District of Columbia
Zip Code:	20002
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
202-442-9439	

Email Address:
heather.holaday@dc.gov

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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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