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 # S215F130368

Gramts.gov Tracking#: GRANT11379811

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
04/12/2013	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Winona R-III School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
43-6013699	0449176720000

d. Address:

* Street1:	Hwy North 19
Street2:	PO Box 248
* City:	Winona
County/Parish:	Shannon
* State:	MO: Missouri
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	65588-248

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:		* First Name:	Dawn
Middle Name:			
* Last Name:	Voyles		
Suffix:			

Title:

Organizational Affiliation:

* Telephone Number:	573.325.8101.324	Fax Number:	573.325.8447

* Email: i_b_stephi@hotmail.com

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:**

Wildcat Live Long Live Strong Program will provide participants with the knowledge to reduce obesity and obesity related diseases.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: 8 b. Program/Project: 8

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013 * b. End Date: 06/30/2016

18. Estimated Funding ($):

* a. Federal	445,890.01
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 04/12/2013.

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: * First Name: Scott

Middle Name: D.

* Last Name: Lindsey

Suffix:

* Title: Superintendent

* Telephone Number: 573.325.8101.324 Fax Number:

* Email: i_b_stephi@hotmail.com

* Signature of Authorized Representative: Dawn Voyles * Date Signed: 04/12/2013

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

OMB Number: 4040-0007
Expiration Date: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Dawn Voyles	Superintendent
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Winona R-III School District	04/12/2013

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

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Dawn Voyles-not applicable

** Street 1* Hwy North 19 *Street 2* PO Box 248

** City* Winona *State* MO: Missouri *Zip* 35588

Congressional District, if known:

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

6. * Federal Department/Agency:
Winona R-III School District

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* Dawn *Middle Name*

** Last Name* Voyles *Suffix*

** Street 1* not applicable *Street 2*

** City* Winona *State* MO: Missouri *Zip* 65588

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

Prefix ** First Name* Dawn *Middle Name*

** Last Name* Voyles *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:** Dawn Voyles

***Name:** *Prefix* ** First Name* Dawn *Middle Name*

** Last Name* Voyles *Suffix*

Title: not applicable-no lobbying **Telephone No.:** **Date:** 04/12/2013

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

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.

Winona GEPA.pdf | Add Attachment | Delete Attachment | View Attachment

Winona R-III School District
Wildcat Live Long Live Strong WL^3S
GEPA Statement

In compliance with section 427 of the U.S. Department of Education's General Education Provisions Act (GEPA), the plan for identifying, selecting, retaining, and providing services to participants will ensure equitable access to and participation in the WL^3S Program

The policy of the Winona R-III School District is to not discriminate on the basis of race, color, national origin, age, or disability, or deny or otherwise impair participation in any of its educational programs and activities. As such, the programs and activities under its Wildcat Live Long Live Strong WL^3S are available to all students K-12, regardless of any of the above indicators.

Within the student body of Winona R-III School District 16.78% are special needs (behaviorally, learning disabled, developmentally delayed, and/or physically impaired). However, programs already exist and are in place to accommodate the special needs population. Racial diversity is very low in the Winona community: (**White alone -** 1,278 (95.7%) **Two or more races -** 23 (1.7%) **Hispanic -** 20 (1.5%) **Asian alone -** 1 (0.07%) *http://www.city-data.com*);

The six barriers to inclusion identified in section 427 of the GEPA are gender, race, color, national origin, disability, and age. Since racial diversity is low in this district and policies are already in place and have been successful, WL^3S will continue to uphold existing policies when it encounters any and all type of student body diversity.

The WL^3S Program Advisory Committee has selected personnel to fill positions based on experience, credentials, and the capacity to carry out non-discriminatory policies. The personnel who have selected to work with the WL^3S Program have appropriate academic credentials and demonstrated experience in working with special needs students as well.

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 Congrass, 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 $10,00 0 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 subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Winona R-III School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: | * First Name: Scott | Middle Name: D.

* Last Name: Lindsey | Suffix:

* Title: Superintendent

* SIGNATURE: Dawn Voyles | * DATE: 04/12/2013

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

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: FINAL WINONA ABSTRACT.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

Project Abstract

Overview: The city of Winona is a small, rural community (population 1,390), located in Shannon County, in southeastern Missouri, and situated over 100 miles away from the nearest large city (Springfield, population 160,660). With a population density of only 16 people per square mile in Shannon County, few businesses are inclined to locate into or expand services in the community of Winona. As such, residents must travel at least two hours round-trip for many basic amenities including healthcare physicians and services, hospitals, dentists, full service grocery stores, or shopping malls. In Winona, out of- and after-school opportunities for physical exercise are severely limited, consisting only of seasonal basketball, volleyball, baseball and softball teams, which require more advanced and specific skills. Further, Winona does not have a public gym, community center, swimming pool, skating rink, or recreational sports teams that are publicly available to students and families outside of school time.

Of the 100 poorest counties reported in the U.S., Shannon County ranks 78th per capita income and 37th poorest per median income. A similar study ranked Shannon County 95th highest of 115 counties in Missouri relative to obesity. Data further indicates that obesity prevalence in Shannon County is significantly higher than the state average. In 2012-2013, the District calculated BMI scores for 90% of students in grades 1-8. Forty-one percent (41%) of those children measured as overweight or obese (greater than or equal to the 85th %) and 21% were considered obese (greater than or equal to the 95th %). More than 60% of Winona student families receive public assistance in the form of food stamps or WIC, and the impact of poverty is evident in every aspect of the students' lives, including a significant and profound lack of access to nutritionally balanced meals and out-of-school activities.

Number of participants to be served and location of proposed sites The combined campus of Winona R-III School District (The District), located on one site, serves as a significant educational, social, and cultural hub of the community, and is also one of the Shannon County's largest employers. The District's enrollment and population of focus for this proposed project is comprised of 468 students in grades K-12, supported by a staff of 80. One of only two school systems in the County, the District serves the

comprehensive, daily, educational needs (e.g., academic, nutrition, physical, and cultural) of 61% of the County's K-12 age population. Most District employees originate from Winona or the general area of Shannon County, and all are committed to improving educational and quality of life opportunities for students and their families as well as maintaining the significant, positive influence that the school setting has on the community-at-large. ***Project objectives, activities and outcomes:*** Due to the preponderance of challenges and identified gaps in the District schools and the Winona community-at-large, and in order to make measurable and sustainable behavioral changes in the amount of physical activity and dietary intake, students need essential resources that are not currently provided through its existing, school-based health and physical education programs. The overarching goal of the proposed WL^3S program is significantly aligned with federal and state standards, including the First Lady of the United States' Let's Move! and Get Up and Move! initiatives: **Goal:** Promote physical fitness and good nutrition in participants and thereby reducing obesity and obesity related diseases in the Winona R-III School District's student enrollment; **Objective 1:** The District Physical Education instructors will improve their quality of classroom instruction by attending SPARK/GameDay Trainings as evidenced by attendance records and sign-in sheets. **Objective 2:** Instructors will maintain up-to-date practices in their classroom instruction by reading/viewing professional materials as evidenced by reading/viewing logs. **Objective 3:** 50% of the participants will increase their physical activity by 60 minutes each week during the first year, an additional 15 minutes the second year, and an additional 15 minutes the third years as evidenced by parent/student surveys, pedometer readings, and activity journals. **Objective 4:** 50% of the participants will increase their intake of fruits and vegetables by 3 servings each week the first year, an additional serving the second year, and an additional serving the third year as evidenced by parent/student surveys, oral responses, and eating journals. ***Applicable priorities:*** The WL^3S program is designed to focus on the following (1) instruction in healthy eating habits and good nutrition and (2) physical fitness activities that include fitness education and assessment to help students understand, improve, or maintain their physical well-being, with relevant, applicable activities.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** WINONA Final Narrative.pdf

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.

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NEED FOR THE PROJECT

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

Overview: The city of Winona is a small, rural community (population 1,390), located in Shannon County, in southeastern Missouri, and situated over 100 miles away from the nearest large city (Springfield, population 160,660). With a population density of only 16 people per square mile in Shannon County, few businesses are inclined to locate into or expand services in the community of Winona. As such, residents must travel at least two hours round-trip for many basic amenities including healthcare physicians and services, hospitals, dentists, full service grocery stores, or shopping malls. Further, Winona households reside over 50 miles from the nearest movie theatre, cultural or sporting event, YMCA, swimming pool, fitness center, the closest of which are located in neighboring Howell County.

The combined campus of Winona R-III (Wildcats!)School District (the District), located on one site, serves as a significant educational, social, and cultural hub of the community, and is also one of the Shannon County's largest employers. The District's enrollment is comprised of 468 students in grades K-12, supported by a staff of 80. One of only two school systems in the County, the District serves the comprehensive, daily, educational needs (e.g., academic, nutrition, physical, and cultural) of 61% of the County's K-12 age population. Most District employees originate from Winona or the general area of Shannon County, and all are committed to improving educational and quality of life opportunities for students and their families as well as maintaining the significant, positive influence that the school setting has on the community-at-large.

National Rural Conditions:

Recently, a comprehensive review of several studies that examine nutrition, physical activity and obesity in rural areas was conducted. Overall, this study shows that there is a growing body of research documenting problems in nutrition and activity in rural areas. Further, rural residents generally fare worse than their urban counterparts in regards to obesity, which is opposite to the situation that existed prior to 1980[1]. Further, almost 41 percent of rural children reported not participating in any after school sports/activities[2] Poverty and a surprising lack of access to fresh food has also been noted as a growing concern [3].

State and Local Conditions and Statistics that Demonstrate Gaps and Weaknesses

Of the 100 poorest counties reported in the U.S., Shannon County ranks 78th per capita income and 37th poorest per median income.[4] There are no local benefactors or philanthropists in the area, and few ways in which to fundraise for supplemental educational programs locally. Also, due to this prevailing low income in the area, and the corresponding lower taxes that are able to be assessed collected toward local educational funding, the District has been forced to make many decisions to reduce expenses. Although physical education is available at each grade level, it us unfortunately by necessity less of a spending priority when compared to the other required academic areas.

The rate of obese adults in Missouri in 2011 was 30.3 percent according to the Centers for Disease Control and Prevention.[5] This same study ranked Shannon County 95th (in descending order) of 115 counties in Missouri relative to obesity. Data indicates that obesity prevalence in Shannon County is significantly higher than the state average, shown in the graphic below[6]:

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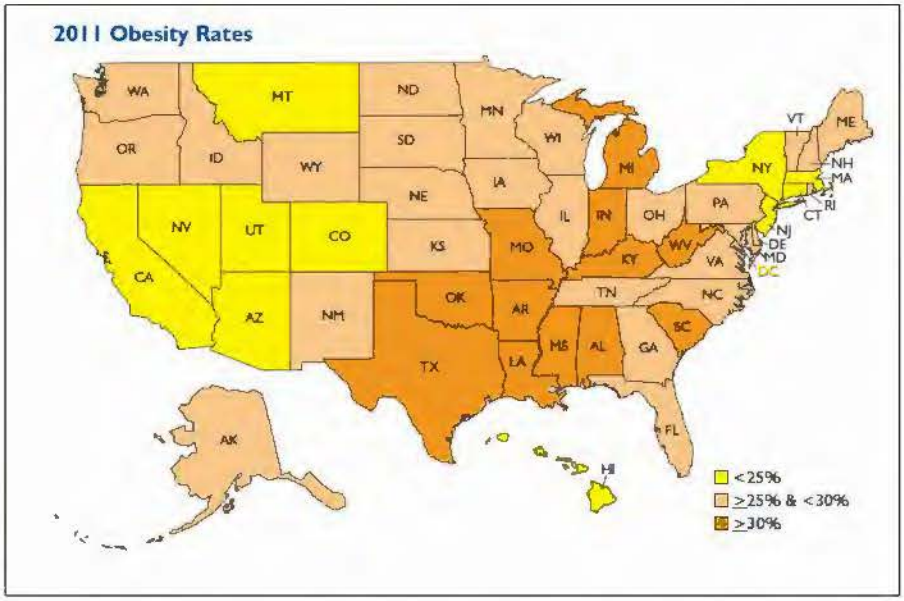
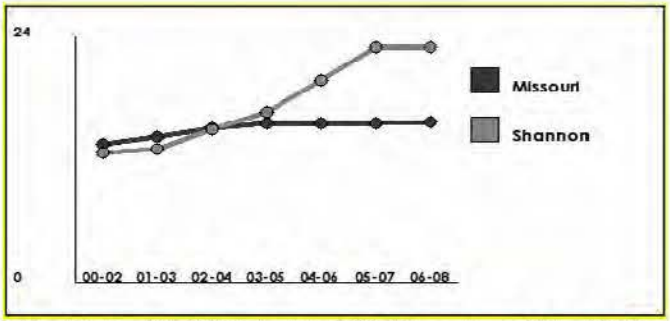
[1] 2009, Center for Rural Affairs
[2] Jihong Liu et al. 2007. Overweight and Physical Inactivity among Rural Children Aged 10-17
[3] Angela D. Liese, et al. 2007. "Food Store Types, Availability, and Cost of Food in a Rural Environment" Journal of the American Dietetic Association 107:11. Retrieved at: www.adajournal.org/article/PIIS0002822307016227/
[4] http://en.wikipedia.org/wiki/List_of_lowest-income_counties_in_the_United_States
[5] Trust for America's Health. (2010). *F as in fat: How obesity threatens America's future*, p.10. Retrieved from http://healthyamericans.org/reports/obesity2010/Obesity2010Report.pdf.
[6] http://www.cdc.gov/obesity/data/adult.html



According to the Missouri Department of Health and Senior Services[7], obesity rates for pre-Kindergarten WIC (Women, Infant, and Children) participants have increased steadily over the last ten years with 21.9% of pre-Kindergarten children classified as overweight in 2009[8], compared to the state rate of 15.9%[9]. In 2011, 43.5% of Shannon County adults measured as overweight (BMI 25 – 29.9) and 27.7% measured as obese (BMI > 30)[10]. According to the Childhood Obesity Index, 17.60% of children in Shannon County were obese in 2008, compared to 16.59% in the State of Missouri.[11] In 2012-2013, the District calculated BMI scores for 90% of students in grades 1-8. Forty-one percent (41%) of those children measured as overweight or obese (greater than or equal to the 85th %) and 21% were considered obese (greater than or equal to the 95th %). Further, low-income preschool obesity rate for Shannon County is 22.3% compared to the state average of 13.5%[12], according to the most recent Shannon County

[7] County Level Study, Child Health Profile, retrieved from http://health.mo.gov/data/mica/ASPsChildHealth/header.php?cnty=203.
[8] Id.
[9] Id.
[10] Missouri Department of Health and Senior Services, County-Level Study (CLS). (2007). *Health and preventive practices for Shannon county adults* [Data file]. Retrieved from http://health.mo.gov/data/mica/County_level_study/header.php?cnty=203&profile_type=1&chkBox=C
[11] Childhood Obesity Index, http://maps.z-atlas.com/ChildhoodObesityIndex/main.cfm. The Childhood Obesity Index is based on 2008 data.
[12] http://www.city-data.com/county/Shannon_County-MO.html

Health Department reports, which concluded that its communities' most pressing and long-term health need is to reduce obesity by increasing regular physical activities and healthy nutritional intake.



Shannon County Child Health Profile-WIC Assisted Children Ages 24 to 59 Months Overweight (BMI)

According to the United States Department of Labor, Bureau of Labor Statistics, on April 4, 2012, of the 114 counties in Missouri, Shannon County reported weekly wages below $400, the lowest among all of the counties in the entire State. As such, 45% of children in Shannon County were living in poverty in 2011, compared to only 22% in the State of Missouri.[13] With more than half of The District's student families receiving public assistance in the form of food stamps or WIC[14], the impact of poverty is evident in every aspect of the students' lives, including access to nutritionally balanced meals. Programs such as the National School Lunch Program (NSLP) have been put in place to address nutritional disparities faced by low-income youth. In 2010, 48.5% of Shannon County children received food stamps compared to 32.7% statewide[15].

According to KIDS COUNT, Shannon County had a rate of 79.2% of school students enrolled in the free/reduced lunch program during the 2010-2011 school year.[16] In comparison, only 47.7% of school students statewide were enrolled in such programs.[17] The District student data collection system reports that 87% of its elementary students and 80% of its high school students are served breakfast and lunch by

[13] County Health Rankings. Shannon County, MO. http://www.countyhealthrankings.org/app/home#/missouri/2013/shannon/county/outcomes/overall/snapshot/by-rank.
[14]
[15] Missouri County-Level Study. (2010).
[16] KIDS COUNT Missouri Data Book. Shannon County, Retrieved from http://oseda.missouri.edu/kidscount/county_pdfs/shannon.pdf.
[17] KIDS COUNT Missouri Data Book, Missouri, Retrieved from http://www.oseda.missouri.edu/kidscount/databook/mo_profile_2012.pdf.

the NSLP through the district's cafeteria, and would likely face significant nutritional deficits if the program was not in place. The nutritional content of the students' evening meal is unknown, but is likely lacking, based on student reports, staff observation and knowledge of family conditions, and lack of grocery store options in Winona. Due to limited financial resources, and like many low-income families, many students do not have access to healthy, well-balanced meals. Fresh fruits and vegetables, as well as, juices are more costly than the chips and soda that many families are forced to choose over less nutritious options due to the cost of basic needs like electricity and fuel[18].

A recent study ranks Missouri as the 42st worst state for fruit and vegetable consumption, with only 11.2% of adults eating the recommended amount of fruits and vegetables., and children ranking even lower (e.g., <11%) [19] While no data is available for Shannon County specifically as to food and vegetable consumption comparisons, the USDA has identified Shannon County as a "food desert," a low-income census tract where at least 33% of the population has low access to a full-service grocery store that routinely stocks fresh foods.. In fact, the USDA indicates that 48.5% of residents in Shannon County have low access to a healthy food retail outlet[20]. This factor greatly contributes to the overall poor eating habits of Shannon county residents.

It is also a fact that a lack of recreational activities also contributes to a sedentary, unhealthy lifestyle. According to the County Health Rankings, Shannon County has a rate of 0 recreational facilities per 100,000 people, which is considerably lower than the state average of 10 facilities per 100,000 people.[21] In 2011, in Missouri, only 26.7% of high school students were physically active one hour each day, seven

[18] Fruit and Vegetable consumption by Low Income Americans ERS USDA 2009
[19] http://www.statemaster.com/graph/hea_fru_and_veg_con-health-fruits-and-vegetables-consumption
A Cross-sectional Study of US Rural Adults' Consumption of Fruits and Vegetables Do They Consume at Least Five Servings Daily? M N Lutfiyya, Linda F Chang, Martin S Lipsky BMC Public Health. 2012;12(280)
[20] United States Department of Agriculture. *Food desert locator*. Retrieved from http://www.ers.usda.gov/Data/FoodDesert/fooddesert.html.
[21] County Health Rankings, http://www.countyhealthrankings.org/app#/missouri/2013/shannon/county/outcomes/overall/snapshot/by-rank.

days a week, likely at required school activities. Additionally, in 2011, 41.3% of Missouri youth reported watching television or playing video games between 1 and 4 hours per day.[22]

In Winona, out of- and after-school opportunities for physical exercise are severely limited, consisting only of seasonal basketball, volleyball, baseball and softball teams, which require more advanced and specific skills. Further, Winona does not have a public gym, community center, swimming pool, skating rink, or recreational sports teams that are publicly available to students and families outside of school time. The lack of year-round opportunity for positive and organized recreation and physical exercise results in a preponderance of unsupervised, idle time that can be linked to sedentary behaviors. Drug abuse, alcohol abuse and sexual behavior[23] are also reported among minor youth in Winona, based on Health Center and Law Enforcement reports.

Overall, Shannon County ranks among the worst counties in Missouri for health outcomes. Specifically, according to the Robert Wood Johnson Foundation's County Health Rankings, Shannon County is ranked 112 out of 115 counties for health factors[24]. Additionally, Shannon County ranks among the lowest for health behaviors, social and economic factors, and physical environment, ranking at 104, 111, and 96, respectively, out of 115 counties.[25] In comparison to other Missouri counties, Shannon County ranks only 95 out of 115 for health outcomes.[26]

Results, Outcomes & Identification of Gaps and/or Weaknesses from Self-Assessments

The District identified gaps and weaknesses by using various assessment tools, and testing the school policy areas as follows:

School Health Index (SHI)

Table-1 below shows how priority gaps and/or weaknesses were identified by conducting the School Health Index (SHI).

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[22] National Survey of Children's Health. *Missouri Profile.* Retrieved from http://nschdata.org/DataQuery/SurveyTopics.aspx
[23] Shannon County Health Center, Police Reports (informal interviews) 2012
[24] County Health Rankings, http://www.countyhealthrankings.org/app#/missouri/2013/shannon/county/outcomes/overall/snapshot/by-rank.
[25] County Health Rankings, http://www.countyhealthrankings.org/app#/missouri/2013/shannon/county/outcomes/overall/snapshot/by-rank.
[26] County Health Rankings, http://www.countyhealthrankings.org/app#/missouri/2013/shannon/county/outcomes/overall/snapshot/by-rank.

Table-1** –Conclusions in Appendices**

Module1:	Module 2:	Module 3:	Module 4:
School Health /Safety Policies and Environment	**Health Education**	**Physical Education/Other Physical Activity Programs**	**Nutrition Services**
Representative school health committee. (Elementary & Middle /High School)	Sequential health education curriculum consistent with standards. (Elementary & Middle /High School)	150 minutes of physical education per week. (Elementary) 225 minutes of physical education per week. (Middle /High School)	Variety of foods in school meals. (Elementary & Middle/High School)
Written school health and safety policies. (Elementary & Middle/High School)	Essential topics on physical activity. (Elementary & Middle/High School)	Individualized physical activity/fitness plans. (Middle /High School)	outside cafeteria offer appealing, low-fat items. (Elementary & Middle/High School)
Access to physical activity facilities outside school hours. (Elementary & Middle /High School)	Essential topics on healthy eating. (Elementary & Middle School/High School)	Health-related physical fitness. (Elementary & Middle/High School)	Promote healthy food and beverage choices.(Elementary & Middle / High School)
Prohibit using physical activity as a punishment. (Elementary & Middle /High School)	Professional development in health education. (Elementary & Middle /High School)	Teachers avoid practices that result in student inactivity. (Elementary & Middle /High School)	Adequate time to eat school meals. (Elementary & Middle/ High School)
Prohibit using food as Reward/ punishment. (Elementary & Middle/High School)	Professional development in delivering curriculum. (Elementary & Middle/High School)	Promote community physical activities. (Elementary & Middle School/High School)	Collaboration between food service staff and teachers.(Elementary & Middle / High School)
Fundraising efforts supportive of healthy eating. (Elementary & Middle /High School)		Professional development for teachers. (Elementary & Middle School/High School)	Professional development for food service manager.(Elementary & Middle / High School)
		Address special health care needs.(Elementary & Middle /High School)	

Teams comprised of key staff from each school completed a separate scorecard for each Module 1-4 plus an overall scorecard at both the elementary and the middle/high school level. The results of the scorecards (Appendix 7) were reviewed on both an individual school level, and the District level as a whole. *Responses to questions that scored lower on the scorecards and affected more than one school were chosen to serve as priority gaps and/or weaknesses for the project.*

***BMI Data Collection*:**

According to the District BMI data (2012-2013 school year), the percentage of children and adolescents that are overweight or obese has turned into an epidemic of great proportions for Winona and quite alarming. For example, out of the 243 students assessed, 44% are shown as overweight, and 31% out of the 44% are considered obese$\geq 95th\%\ percentile$. This is higher than the state and national average of 31.3% and 31.6% respectively[27]

Student Nutrition Surveys: (GPRA Measure 3)

Results from a nutrition survey conducted during early 2012 and again in 2013 by key staff and administered to 3rd, 6th, and 11th grade students show a definite need to increase nutritional education, guidance, and awareness in the District. When responding to nutritional questions, the majority of students indicated that consumed fruit and vegetable consumption only one to two times per week as shown in *Table 2* below. This information shows a significant deficiency from the recommended amount of two fruits and three vegetables per day[28]. In addition, many students reported that they did not consume any fresh fruits or vegetable products within the past seven days of taking the survey (e.g., fresh or green salad).

Local Student Nutrition Surveys in District School Levels
Table-2:

	Did not eat or drink	1 to 2 X During the Past	4 to 6 X During the	1 X Per Day	2 X Per Day	3 X Per Day	4 + X Per Day

[27] National Survey of Children's Health
[28] USDA

	in the Past 7 Days	7 Days	Past 7 Days				
During the past 7 days, how many times did you drink 100% fruit juices such as orange juice, apple juice, or grape juice?	15	53	11	11	8	2	1
During the past 7 days, how many times did you eat fruit?	19	63	8	7	1	2	0
During the past 7 days, how many times did you eat green/fresh/raw salad?	85	11	2	3	0	0	0
During the past 7 days, how many times did you eat potatoes (Do not count French fries, fried potatoes, or potato chips)?	6	19	32	29	15	0	0

SIGNIFICANCE OF THE PROJECT

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

Due to the preponderance of challenges and identified gaps in the District schools and the Winona community-at-large, and in order to make measurable and sustainable behavioral changes in the amount of physical activity and dietary intake, students need essential resources that are not currently provided through its existing, school-based health and physical education programs. Only through an opportunity such as the Carol M. White grant provides will the District be able to make the significant and life changing improvements needed in its physical educational and health related programming, and implement a program such as is proposed.

The proposed WL^3S program will enable the district to capitalize on the strengths of existing personnel who can and do set an example for students and the community-at-large and provide the additional capacity needed through tools and training that can be passed on to District children with such strong needs and service gaps. The proposed WL^3S program has the potential to significantly influence

and positively change the current physical activity and nutritional habits of its student population by introducing and supporting significant, behavioral and environmental interventions such as are proposed.

WL^3S Program design also responds to the needs of District students who are affected by or at-risk for Obesity, Type 2 Diabetes, Asthma, Sleep Apnea, high blood pressure, high cholesterol, heart and circulatory diseases as well as the other negative social, mental, and the emotional effects associated with lack of physical activity and unhealthy, nutritionally imbalanced eating habits.

The District is in a unique position to in address these chronic needs, due to its strong influence in the community, and WL^3S is specifically designed to bring about change. The WL^3S interventions will address the substantial need for increased access to physical and nutritional opportunities through the implementation of measurable methods, educational fitness, awareness activities, and tools that cannot be obtained otherwise.

WL^3S Program will also offer much needed self-esteem and confidence- building components that help students cope with the social discrimination and emotional distress that are often associated with childhood obesity as they move through the measurable system of achievement objectives and can experience results. Implementing the WL^3S program in grades K-12 will enable the District to achieve the added benefit of positively influencing the fitness and nutritional habits of these students as they grow into future Winona adult residents with families of their own.

QUALITY OF THE PROJECT DESIGN

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

The proposed WL^3S program is designed to build specific, sustainable capacity through the purchase of tangible equipment and curriculum tools that will make long-term improvements to the District's Physical Educational program. Implementation of the SPARK and Game Day curriculum, measurement tools, and assessment processes, along with the usage of specially designed equipment obtained through this funding opportunity will build overall district capacity and provide measurable results that align with

the established goals and objectives. The implementation of the WL^3S program through Carol M. White funding will provide the much needed and otherwise unobtainable resources, training, and opportunity that will promote fitness activities long after the grant period.

The overarching goal of the WL^3S program is significantly aligned with federal and state standards, including the First Lady of the United States' Let's Move! and Get Up and Move! initiatives:

Goal: Promote physical fitness and good nutrition in participants and thereby reducing obesity and obesity related diseases in the Winona R-III School District's student enrollment.
***WL^3S* Objective 1:** PE instructors will improve their quality of classroom instruction by attending SPARK/GameDay Trainings as evidenced by attendance records and sign-in sheets.
***WL^3S* Objective 2:** PE instructors will maintain up-to-date practices in their classroom instruction by reading/viewing professional materials as evidenced by reading/viewing logs.
***WL^3S* Objective 3:** 50% of the participants will increase their physical activity by 60 minutes each week during the first year, an additional 15 minutes the second year, and an additional 15 minutes the third years as evidenced by parent/student surveys, pedometer readings, and activity journals.
***WL^3S* Objective 4:** 50% of the participants will increase their intake of fruits and vegetables by 3 servings each week the first year, an additional serving the second year, and an additional serving the third year as evidenced by parent/student surveys, oral responses, and eating journals.

The WL^3S program will partner with the University of Missouri Extension to incorporate curriculum from the "Eating from the Garden" Program. This focuses on nutrition, food safety, plant science, hands-on-gardening, and environmental awareness. With this partner, more emphasis will be placed on good nutrition choices and ways to provide fresh produce for themselves and how to preserve it. The presenter will visit classrooms on a weekly basis to instruct students in good nutritional habits and food safety. The WL^3S program will also benefit from the recent addition of the District's Farm to School planning process and Farmer's Market Promotion Program, both supported by the USDA beginning in 2012.

Qualitative outcomes are expected from the *WL^3S* Program to yield long-term results by providing students with the knowledge and opportunities to experience nutritional foods and motivating students and families to seek out healthier choices that will lead to a sustained change in overall quality of life (e.g., reduce obesity, obesity related diseases, and increase energy levels). Nutritional instruction, increase consumption of fruits and vegetables along with increased moderate to vigorous activity will

work collaboratively to fight the obesity and obesity related disease epidemic. *Quantitative outcomes* will be measured through ongoing evaluation and reporting, enabling opportunities for adapting the program as needed to gain more beneficial results.

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

WL^3S will implement the SPARK Curriculum and GameDay Curriculum, as proposed, to be purchased with grant funding. Evidenced-Based and Informed and best practices Training for the curriculum will be obtained in order to educate the instructors and Coordinators in the appropriate implementation of the programming and systems. Equipment and supplies will be purchased to enhance the lessons as well as professional development materials in order to maintain efficacy and to keep up-to-date with the latest trends and information related to the programming and Physical Education in general.

The SPARK curriculum is a research-based, evidence-based and informed system, committed to promote healthy life-long wellness through creating, implementing, and evaluating programs. As cited in a recent Surgeon General's Report, SPARK is a "school-based solution to our nation's healthcare crisis." SPARK and GameDay activities will help engage students and cultivate success for those involved with the program. The WL^3S program will provide developmentally and age appropriate and appealing equipment and resources for all K-12 students (GameDay/SPARK) that students have otherwise not encountered or experienced, and which are based on Evidence-Based Practices. GameDay/SPARK will provide up to date training for the program instructors/educators, as described throughout the narrative.

Evidence informed Surveys and other best practice-based testing tools as described and identified throughout the implementation process will be used to measure the relevance, qualitative and quantitative results of the programming. WL^3S related staff will continue to seek out professional development opportunities in order to maximize the benefits and opportunities that the SPARK and GameDay systems provide.

Supplemental and Beneficial Program Components: Based on its location in a Food Desert and high incidence of poverty and NSLP, The District has successfully gained support from the USDA through Farm to School Planning Grant and Farmers' Market Promotion Grant in 2012. The students will gain access to nutritional resources to provide adequate and interactive opportunities, and will also benefit from the Farm to School planning process that is currently underway, and the greenhouse that has been acquired for this USDA related and community supported program. These programs will be implemented into the nutritional components and strategies of the WL^3S Program. For example, WL^3S will integrate "hands on" activities (e.g., Gardening curriculum and Farmers Market) with health and fitness programs that will extend to afterschool activities, and made available to the community to encourage healthier lifestyles. For example, there is mounting evidence that active learning in less structured, participatory spaces like gardens is more likely to transform children's food attitudes and habits[29]. School gardening, especially when combined with a healthy lunch program and/or nutritional education, encourages more healthful food choices. When students grow vegetables and fruits themselves, they are more likely to try eating new vegetables and request those types of food at home[30], potentially changing a generational propensity toward obesity. Kim Dixon will oversee and implement nutritional education in the program by going into the each classroom (K-5) once a week with activities that will enhance nutrition education and will manage a "Food Tasting Table" for students to sample seasonally, fresh fruits and vegetables alone or in a recipe, and show the link between food consumption, energy, and the ability to participate fully in physical activities.

Conclusion: Affecting a sustainable change in the physical and nutritional conditions throughout the District's student and staff populations and the community-at-large is challenging and ambitious but incrementally attainable and measurable. The Carol M White resources, accompanied by the careful planning and management by a staff with a *track record of commitment, accountability, community*

[29] Morris, J. & Zidenberg-Cherr, S. 2002. Garden-enhanced nutrition curriculum improves fourth-grade school children's knowledge of nutrition and preferences for some vegetables. *Journal of the American Dietetic Association* 102(1): 91-93.
[30] Ibid

linkages, strong rural culture and relationships, and capability, such as is present at Winona R-III, provide the necessary avenues to successfully bring about this life-changing WL^3S program.

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

Missouri State Standards Addressed:

Although the WL^3S program will align with all areas of the Missouri State Standards, it will focus primarily on the following: **#2** principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management), **#3** diseases and methods for prevention, treatment and control, and **#4** principles of movement and physical fitness

Engaging for Students: As documented in the numerous reports, assessments, and studies referenced throughout this narrative and in general knowledge, the obesity epidemic is best addressed through increased physical activity and healthy nutritional habits. The WL^3S program is designed to promote physical fitness and nutritional education in a way that students can and will understand and enjoy, based on evidence informed and based practices and the cumulative experience of many District staff members.

Provide consistent motivation and incentive: The WL^3S program will be implemented in sequential steps and will start the students on a life-long learning experience designed to measurably enhance quality of life and longevity. Through participation in the WL^3S Program, students will gain knowledge, opportunities, and resources to assist in modifying current life style habits that are leading to obesity. With these modifications, new life style habits can emerge and will in turn will be passed on to others, such as family members and younger siblings

WL^3S will guide student participants in how to observe, monitor, and adapt to the changes in their physical and emotional well-being on a level that is specific to the participant's age/grade level. In order to promote physical activity and good nutritional habits, not only within the school but in the home environment as well, the WL^3S Program will distribute newsletter to families and in high traffic areas throughout the community. The WL^3S Program will host special events pertaining to physical activities

and nutrition for the students (such as field days, publically viewed workouts, parent involved demonstrations, father-son and mother-daughter fitness fundamental activities).

Aim to reach the recommended guidelines on dosage and duration: Currently, The District's Physical Education program consists of 50 minutes of organized instruction each week, and 15 minutes each day for free play, which meets minimum requirements. Due to budgetary limitations, The District's existing program does not include adequate sections on nutrition and health eating habits. Only through the opportunity such as Carol M. White funding provides will the District be able to implement the needed changes required to close the gaps and strengthen the weakness in our current program.

Track progress, both individually and for the group: As they increase their physical activity and nutritional intake, it is anticipated that participants/students will acknowledge positive changes and choose to continue with healthy life styles. The program is designed to overcome the gaps that have been identified by the School Health Index (SHI). The new direction of our physical and nutritional educational programming through WL^3S provides teachers and students with the tools that they need to meet the project goals and objectives that we have outlined and track progress and the results of performance and overall participation.

Be led by well-trained coaches and mentors: The District's current approach to Physical Education is segmented and although qualified and motivated, the staff do not current have access to the tools or training that are needed and requested in order to transition to a sequential curriculum. The changes proposed through WL^3S will occur through the adoption of a new curriculum and include staff development sessions designed to support the timely implementation and delivery of the new program. Two (2) WL^3S Activity Coordinators will be hired in order to give a fresh, energetic approach to physical activities both inside school time and to encourage out of school sustainability. These Coordinators will maintain moderate to vigorous physical activity with the students for 15 to 20 minute periods per day for each grade level. Steve Voyles, Physical Education Instructor and athletic coach, who has ten years of experience with the District, will oversee the Coordinators' activities and programming

and disseminate responsibilities and equipment/supplies. Coach Voyles will see that all activities align with Physical Education Grade-Level Expectations as established by the WL^3S Program and are working in unison with the purchased curriculum, SPARK/GameDay, to maximize the progress made by the WL^3S Program as follows:

Activity Coordinator #1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:15-10:45	Set Up/Prep	Set Up/Prep	Set Up/Prep	Set Up/Prep	Set Up/Prep
10:45-11:10	Kindergarten	Kindergarten	Kindergarten	Kindergarten	Kindergarten
11:15-11:45	First Grade	First Grade	First Grade	First Grade	First Grade
11:50-12:10	Fourth Grade	Fourth Grade	Fourth Grade	Fourth Grade	Fourth Grade
12:15-12:45	Sixth-Eighth Grades	Sixth-Eighth Grades	Sixth-Eighth Grades	Sixth-Eighth Grades	Sixth-Eighth Grades
12:05-12:45	Clean Up	Clean Up	Clean Up	Clean Up	Clean Up

Activity Coordinator #2

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:00-11:35	Set Up/Prep	Set Up/Prep	Set Up/Prep	Set Up/Prep	Set Up/Prep
11:35-11:55	Second Grade	Second Grade	Second Grade	Second Grade	Second Grade
12:15-12:40	Fifth Grade	Fifth Grade	Fifth Grade	Fifth Grade	Fifth Grade
12:45-1:10	Third Grade	Third Grade	Third Grade	Third Grade	Third Grade
1:10-1:30	Clean Up	Clean Up	Clean Up	Clean Up	Clean Up

Francie McBride is the High School Physical Education Director. She will oversee the daily activities of the high school portion of the program. She is certified in physical education, and teaches 9-12 physical education courses. *Jason Lutterell* is the Middle and Elementary School Physical Education Director. He will give a minimum of 40 hours a month to the project. He will oversee the daily activities of the middle school portion of the program. He is certified in physical education, and teaches 6-8 physical education courses. He will ensure that his curriculum aligns with GameDay/SPARK curriculum. *Steve Voyles*, Elementary Physical Education Instructor and Coach, has over ten years with the District and is also a graduate of the Winona R-III schools and life-long resident.

Strive for universal Access: Physical Education plays an important role in healthy life styles as well as in educating the student. Research supports the importance of movement in educating both mind and body. The benefit of this program will influence academic learning, nutritional intake, and the physical routine of students Thus, quality programs in District schools are absolutely necessary in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles. Throughout the

school years, the $WL^3S's$ program will promote life skills to build capacity and promote activity levels that students will be able to implement throughout life.

Adaptive Access: The WL^3S program will also provide adaptive opportunities and access for students with special needs in both physical and development areas. Staff will identify students with special needs and develop and implement customized and individual performance and achievement opportunities to ensure full and universal access. The proposed program will adhere to the premise that all students will be provided with equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities.

Include a range of age appropriate activities

The District Physical Education Instructors and activity coordinators will use GameDay and SPARK Curriculum to refurbish existing physical education classes. Also new programs will be created that will utilize new curriculum as a means to expose students to more health and fitness and nutritional knowledge. Pedometers will be purchased and supplied to students as a means monitor progress with physical activity levels. Activity and food journals will be used with students as way to monitor and track time spent in physical activity and monitor progress of healthy food choices. When the pedometers (3DPAR), activity journals, food journals, new curriculum, and improvements made in physical and nutritional instruction, obesity levels will begin to decline. Random samples will be monitored more closely and kept as a way to monitor the program's progress. The data collected will be shared with WL^3S's Advisory Committee and revisions can be made to the overall program to maximize the progress and align with state standards and PEP requirements.

The new protocols and policies implemented by the new SPARK and GAME DAY curriculum include: *Progressive Program for Every Grade*; *Evidence Based Programs*; *Teacher Centric Systems*; *Standards Aligned Curricula*; and *Age and Ability Appropriate Instruction.* Additionally, District instructors and administrators are able choose from a variety of instructional themes, activities, assessment tools, and

teaching strategies to integrate with and/or enhance current programming that can be adapted for the rural culture of Winona R-III and used with supplemental programs such as Farm to School.

ADEQUACY OF RESOURCES

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

WL^{3}SNumber of Unduplicated Students/3 Years=479	
Criteria for Successful Program	**How/Resource/Who**
Allowable, allocable, and reasonable	Unit Cost per Student= $2.38
Address matching requirements	The Wildcat Live Long Live Strong Program will have a total cost of $190357.60. The matching requirements are 10% of total cost which equals. None federal support is $51820 which is well beyond that amount.
Non-federal support from applicant and partners/community "buy in"	$43000 in salaries will be spent by the Winona R-III School District for extracurricular activities for coaches above and beyond regular school hours duties. University of Missouri Extension Office is providing nutrition classes once a week for ten weeks in grades K-6. (approximately 10 hours in each class X 12 classrooms =120 hrs figured at $10 p/hr compared to substitute teacher pay = $1200) Haynes Gardens is a small family owned garden. Mr. Haynes is volunteering to allow students to plant/grow on his land as well as instruct by experience planting/harvesting for students. Mr. Haynes will work with approximately 60 students allowing them to use a plot of his land = $500. Instructing students in planting, tending to, and harvesting = $1000. Mr. Lindsev will oversee and provide use of the Winona R-III School District's staff to implement THE Project, the use of facilities and equipment topromote physical fitness for the students at Winona. ($2000) The Twin Pines Conservation and Education will contribute their center, programs, and staff, which includes: guided educational hikes, archery activities and project construction, along with several other activities that persuade adults and young people alike to get outside and active. ($2500)

	The Health Department will have a representative to provide health education and in-services on a needed basis for faculty/staff/students. ($90 per session x 18 =$1620)
Focus on sustainability	The above listed partners will continue to fulfill those roles after the funding extinguishes. Equipment purchased will be utilized and a benefit for many years once the grant cycle has ended. Upon the 3 year completion of this grant cycle, participants will have changed nutritional habits as well as increase their physical activity levels.
Staff	Includes caring, experienced educators, who are top notch in their fields. They are educated from distinct universities, and come from a wide array of fitness and athletic backgrounds
Facilities	The Don O. Norton Multipurpose Building: Activity floor for diverse gym activities, and a balcony for weight training and/or cardio development. Produce Awareness for Wildcats (PAW) Program Greenhouse: fully functional greenhouse-developed, kept up, and utilized by the staff, students, and families. School field activity area Walking/running track: located around the school campus it includes: 0.1, 0.25, 0.5, and 0.6 mile tracks. Large track and field area complete with outdoor volleyball and basketball courts, baseball/softball fields, grassy field for soccer, football, disc golf, or any track and field activity
Equipment	Each of the machines listed, focus on unique exercise sets and muscle groups. They are all flexible machines that allow for a variety of performance and challenges. They may be used as cardio, fat-burn, toning, or muscle building depending on the desired outcome of the group. This group of machines, along with our current resources, would allow for a complete work out facility. Students and teachers will be more inclined to use a variety of equipment that will meet individual need, and that is convenient to use.
Training materials/Resources	SPARK Curriculum for middles school and high school SPARK Training GameDay Curriculum for elementary GameDay Training
Cash	District Contribution to out of school pay for staff

Other	USDA Farm to School program USDA Farmers Market Promotion Program

QUALITY OF THE MANAGEMENT PLAN

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

Because the District has chosen to implement the SPARK MS/HS PE and GameDay systems, it will receive the four components necessary for implementation and management: Curriculum, Training, Equipment, and Follow-up Support. Additionally, the WL^3S program's management plan is designed to ensure that all staff have clearly defined and documented roles, in keeping and compliant with the Carol M. White guidelines and Federal, State, County, and Local standards and requirements as follows:

Table-4

Dawn Voyles, WL^3S Program Director, will coordinate all project activities, and services, supervise program staff, program budgeting, purchasing, data and record keeping, public relations, selection and scheduling, all reports, subsequent proposals, administer committee meetings and reports and attend required meetings
Tina Haynes, District Curriculum Manager, will see that goals and objectives are being taught according to the adopted EBPs as described, making sure that needed supplies are available, collaborate with the director, teacher, staff, and partners, actively recruit new partners, monitor the progress of participants, make adjustments to the curriculum, and attend required meetings. Tina will conduct in-service sessions for staff and ensure that other programs, such as USDA related, are integrated.
Sean Murphy, District Computer Technician, will train staff in the use of technology evaluation tools, maintain and keep software updated, attend program meetings, create and maintain a WL^3S's link on the District website, (vital to parent/student/community/ partner/stakeholder communications).
Jennifer Mayberry, School Nurse, will oversee all nutrition related curriculum, coordinate with the District wellness program, obtain and record BMI rates, PECAT and HECAT evaluations, maintain current data, and provide personal hygiene instruction. Mrs. Mayberry will also be a liaison between students, parents, teachers, partners as well as the community.
Steve Voyles, PE Instructor (k-8), will attend GameDay training, instruct physical education classes and objectives taught in sequential steps and align with Missouri State Standards, will attend program meetings, attend workshops, coordinate with the district wellness program, assign pedometers to individual students and keep track of them, allow students access to school facilities before and after school hours to ensure they are physically active. Mr. Voyles will collaborate with the activity coordinators and disseminate needed supplies.

Francie McBride, PE Instructor (9-12), will attend SPARK training, instruct physical education classes and objectives taught will line up with Missouri State Standards, will attend program meetings, attend workshops, coordinate with the district wellness program, assign pedometers to individual students and keep track of them, allow students access to school facilities before and after school hours to ensure they are physically active.
Jason Luttrel, PE Instructor (7-12) will attend SPARK training, instruct physical education classes and objectives taught will line up with Missouri State Standards, attend program meetings, attend workshops, coordinate with the district wellness program, assign pedometers to individual students and keep track of them, allow students access to school facilities before and after school hours to ensure they are physically active.
Activity Coordinators (two to be hired) to implement guided physical activities for grades K-8th throughout each day and follow the Goals, Objectives, data collection and evaluation process as described for WL^3S'. The Coordinators will maintain a rotating schedule and will be actively involved in planned, physical activities that will generate moderate to vigorous movement that aligns with state standards. The Coordinators will be adequately trained to implement GameDay/SPARK curriculum to collaborate and enhance the programs overall success.
Gilbert Miley, Evaluator, will be responsible for the analysis and reporting of data to the WL^3S Advisory Committee on a quarterly basis. In order to determine if the program goals and objectives have been achieved and priorities are being targeted, the evaluator will make on site visits as well as supervise and review evaluation instruments to determine if specific measurable goals and outcomes are what are expected by the project.
The key partners of WL^3S Program, as described in the attached partner letters and agreements, and through Advisory Committee, stakeholders', and parents' input, will all play a vital role in the ongoing monitoring of the program and its results and dissemination to the community

Table-5

WL^3S Management Plan—Year 1	
10/13	Announcement of grant
	WL^3S Program Strategy District Conference
	Schedule and plan for workshops, OSDFS National Conference, and new grantee meeting**
	Purchase supplies/equipment
	Interview and hire activity coordinators
	Schedule and plan staff development and training- GameDay **
	Distribute objective implementation and staff work plans
	School nurse-measure BMI
	Begin PECAT –Select coordinator, form a committee, and identify roles of each member
	Identify the HECAT coordinator
	Form the HECAT Committee and define roles
	Obtain HECAT curriculum & determine the HECAT items that are essential to curriculum
	Establishment of WL^3S Advisory Committee and create a Schedule

11/13	WL^3S Program Strategy and Implementation In Service District Conference PE Instructors/Activity Coordinators assign pedometers, activity journals, and food journals PE Instructors will begin GameDay and SPARK Curriculum Food Director will begin instruction in nutrition Review curriculum materials, the PECAT, and additional state standards Finalize the HECAT curriculum analysis tool
12/13	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. School nurse will measure BMI WL^3S Advisory Committee Complete the accuracy, acceptability, feasibility, and affordability analyses for the PECAT Provide an HECAT orientation for team members Curriculum review assignments and develop a timeline for the review process
01/14	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. Evaluations Complete the contend and students assessment PECAT analyses Define HECAT curriculum review assignments for team members.
02/14	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. Science Classes-Garden Project-start seedlings Create a plan for improvement for the PECAT weaknesses that have been identified.
03/14	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. School nurse will measure BMI Evaluations WIN Advisory Committee Science Classes-Garden Project (details needed) Develop timeline for the HECAT review process
04/14	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition.

	Garden (details needed) Convene meeting with the health education team for discussion on the completed HECAT analyses. Review the scores and comments. Rank the curricula.
05/14	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will review why nutrition and an active lifestyle are important to longevity School nurse will measure BMI Evaluations WL^3S Advisory Committee Garden (details needed) Farmer's Market Plan Summer Volunteer Recruitment End of School Health Resource Fair Make assignments for HECAT curriculum revisions, supplementation and improvement
6/14	Program meeting Farmer's Market Event/Volunteers Family Hiking K-12 Fitness Camp Biking and Skateboarding Camp Summer Fitness Event
7/14	Program meeting PE Instructors attend SPARK Trainings in San Diego Farmer's Market Event/Volunteers Family Hiking K-12 Fitness Camp Biking and Skateboarding Camp Summer Fitness Event *** Program Director and Curriculum Manager will attend Grantee Meeting in Washington DC when it is scheduled.
WL^3S Management Plan Year 2	
8/14	WL^3S Advisory Committee meeting Back to School Health Resource Fair
9/14	WL^3S Project Strategy District Conference Schedule and plan for workshops, OSDFS National Conference PE Instructors assign pedometers, activity journals, and food journals PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum

	Food Director will begin instruction in nutrition Quarterly meeting for the HECAT/PECAT to discuss progress on the improvement plans made in year one.
10/14	Program meeting Distribute objective implementation and staff work plans School nurse-measure BMI Establishment of WIN Advisory Committee Schedule Food Director will continue with nutrition instruction
11/14	Program meeting PE Instructors monitor pedometers, activity journals, and food journals PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum
12/14	WL^3S Advisory Committee Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. Quarterly meeting with HECAT/PECAT team
1/15	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. Evaluations
2/15	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Science Classes-Garden Project-start seedlings Quarterly meeting with HECAT/PECAT team
3/15	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. School nurse will measure BMI Evaluations WL^3S Advisory Committee Science Classes-Garden Project (tilling and fertilizer)
4/15	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will continue instruction in nutrition. Garden (beginning planting)
5/15	Program meeting

	PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will review why nutrition and an active lifestyle are important to longevity School nurse will measure BMI Evaluations WL^3S Advisory Committee Garden (details needed) Farmer's Market Plan Summer Volunteer Recruitment End of School Health Resource Fair Quarterly meeting with HECAT/PECAT team
6/15	Program meeting Farmer's Market Event/Volunteers Family Hiking K-12 Fitness Camp Biking and Skateboarding Camp Summer Fitness Event
7/15	Program meeting Farmer's Market Event/Volunteers Family Hiking K-12 Fitness Camp Biking and Skateboarding Camp Summer Fitness Event
WL^3S Management Plan Year 3	
8/15	WL^3S Advisory Committee meeting Back to School Health Resource Fair
9/15	WL^3S Program Strategy District Conference Schedule and plan for workshops, OSDFS National Conference PE Instructors assign pedometers, activity journals, and food journals PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will begin instruction in nutrition Quarterly meeting with HECAT/PECAT team
10/15	Program meeting Distribute objective implementation and staff work plans School nurse-measure BMI Establishment of WL^3S Advisory Committee Schedule
11/15	Program meeting

	PE Instructors monitor pedometers PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum
12/15	WL^3S Advisory Committee PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director continues nutritional instruction Quarterly meeting with HECAT/PECAT team
1/16	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director continues nutritional iustruction Nutrition Evaluations
2/1 6	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director continues nutritional instruction Science Classes-Garden Project-start seedlings Quarterly meeting with HECAT/PECAT team
3/16	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director continues nutritional instruction School nurse will measure BMI Evaluations WL^3S Advisory Committee Science Classes-Garden Project (tilling and fertilizing)
4/16	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director continues nutritional instruction Garden (beginning planting)
5/16	Program meeting PE Instructors/Activity Coordinators will continue GameDay and SPARK Curriculum Food Director will review why nutrition and an active lifestyle are important to longevity School nurse will measure BMI Evaluations WL^3S Advisory Committee Garden (details needed) Farmer's Market Plan Summer Volunteer Recruitment End of School Health Resource Fair

	Quarterly meeting with HECAT/PECAT team
6/16	Program meeting Farmer's Market Event/Volunteers Family Hiking K-12 Fitness Camp Biking and Skateboarding Camp Summer Fitness Event
7/16	Program meeting Farmer's Market Event/Volunteers Family Hiking K-12 Fitness Camp Biking and Skateboarding Camp /Summer Fitness Event

QUALITY OF THE PROJECT EVALUATION

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

Thoroughness/Feasibility/Appropriateness: Gilbert Miley will serve as the principal evaluator for the program. He is currently the administrator for the Winona R-III high/secondary level school program. Mr. Miley is a life-long resident of Winona and a graduate of Winona High School. As such, he will have the up- most concern for the local school system and accountability for performance measurements in all aspects of the WL^3S program and student improvement rates. Mr. Miley excelled as the High School Principal for the Winona R-III school District, demonstrates an exceptional understanding of rural culture and lifestyles, which is needed specifically for this project implementation success, and shows a deep concern with regard to all students' academic endeavors and physical, nutritional, and overall health quality.

As the project evaluator, Mr. Miley will be responsible for the analysis and reporting of data to the WL^3S Advisory Committee on a quarterly basis. In order to determine if the program goals and objectives have been achieved and priorities are being targeted, the evaluator will make on site visits as

well as supervise and review evaluation instruments to determine if specific measurable goals and outcomes are what are expected by the project.

The key partners that the WL^3S Program, as described in the attached partner letters and agreements, and through the Advisory Committee, will play a vital role in the evaluation of the overall program. Because the District has chosen to implement the SPARK MS/HS PE and GameDay systems, it will receive the four components necessary for implementation of an evaluative process: Curriculum, Training, Equipment, and Follow-up Support. Evaluation instruments to be used are, but not limited to those listed below in Table-3. Data will be collected by Jennifer Mayberry, school nurse, Steve Voyles, Elementary instructor, Jason Luttrell, Middle School instructor, and Francie McBride, High School instructor. The Project Director will disseminate duties on data collection with the assistance of the Advisory Committee; comprised of community stakeholders, staff, and student representatives, as shown below: ***Table-6***

Related Objective	Method of Evaluation	Tools	Who	Timeline
Participation will be documented, encouraged, and analyzed .	Attendance Reports	Kids Care Attendance System (DESE)	Jennifer Mayberry/Dawn Voyles	Weekly Monthly Quarterly Bi-Annnally Annually
Visual observations will be constant. They will be discussed and analyzed by a committee.	Visual Observations	Surveillance and Tracking	Advisory Committee	Weekly Monthly Quarterly Bi-Annnally Annually
The community will be involved. They will be informed, and allowed to give feedback.	Partner/Participants/ Parent/Teacher/Administe r surveys Advisory Committee	Generated questionnaires' requesting feedback	Gilbert Miley/Staff	Quarterly
Progress will be monitored, and adjustments will be	Program Progress Reports	Quarterly Improvement Feedback	Tina Haynes	Quarterly Bi-Annually Annually

made accordingly.				
Starting points will allow achievement goals to be set. Testing will allow us to ensure we are achieving preset goals.	Pre and Post Test Comparisons	Initial and Final Assessments	Dawn Voyles/Tina Haynes	Monthly
Staff will be held accountable. Teaching will reflect curriculum, be positive, and of high quality.	Teacher Evaluation	Evaluative Tool for compliance	Gilbert Miley/Advisory Committee	Weekly Monthly Quarterly Bi-Annually Annually
Curriculum will be aligned appropriately. Lofty goals will be set, and achieved.	HECAT	Health Education Curriculum Analysis Tool	Jennifer Mayberry /Steve Voyles	Quarterly Bi-Annually Annually
Curriculum will be aligned appropriately. Ambitious goals will be set, and achieved.	PECAT	Physical Education Curriculum Analysis Tool	Jennifer Mayberry / Steve Voyles	Quarterly
Individual health measurements will be documented, and improved.	BMI and Weight Assessments	Height, Weight, body mass index	Jennifer Mayberry / Steve Voyles	Quarterly Bi-Annually Annually
Measurements will be compared within a variety of focused groups, and receive continuation or adjustments accordingly.	Comparative Performance and Outcome Measurements	Utilization of the centers/participant achievement	Steve Voyles/ Staff	Monthly Quarterly Bi-Annually Annually

**Gilbert Miley, Evaluator, will be the overseer of all of the above methods for accountability*

Participation in professional development will be facilitated and documented: A variety of professional development opportunities, based on the latest research, issues and trends in the physical education and nutrition field will be used throughout the grant period. SPARK Trainings, GameDay Trainings, professional magazine articles/DVD's/books, monthly meetings, will be some of the resources

used. Additionally, WL^3S staff will be presented with opportunities to attend prescribed training, meetings, clinics, and training sessions. Teachers and administrators will be enabled to attend physical education and health-related development activities (e.g., conferences, training) in order to participate in effective evaluative processes and in order to deliver program services. These activities will be ongoing, and measured on a quarterly basis through professional development charts, these will also be a part of summative evaluation. Documentation will be collected by using sign in sheets with date, name of professional development activity, and signatures of participants. Surveys will be used to measure the relevance of the professional development opportunities.

The WL^3S program components will be evaluated quarterly, mid-year, and yearly:

Participation and contributions by stakeholders involved in policy discussions will be documented by time sheets and meetings. Tina Haynes will keep a portfolio of all minutes and decisions of the monthly meetings. Dawn Voyles will keep an electronic, as well as a hard copy of all contributions, whether it is time or materials from correlated data. This will be available for reflection and identification needs, each quarter of the year.

Protocols and policies will be published and posted at common areas within the school (such as the school marquee, newsletters, school bulletin, school web site, parent notes). The usage of PECAT and HECAT will provide evidence based physical education and nutrition curriculum as needed inside and outside of the physical education classroom. Documentation of these tools will be PECAT and HECAT completion of overall scorecards and the school improvement plan.

Attendance data will be collected weekly by the staff and submitted to the director weekly. The quarterly reports will focus on attendance and student performance. The goals and objectives for the program are focused on GPRA, which include the use of pedometers for students in grades K-12 and a 3DPAR instrument to collect data on the students in grades 5-12, 20-meter shuttle run to assess cardiovascular fitness in middle and high school students, and the use of the nutrition-related questions that comprise the Youth Risk Behavior Survey for high school students.

Table of Contents-Narrative Order

NEED FOR THE PROJECT

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

Overview:

National Rural Conditions:

Results, Outcomes & Identification of Gaps and/or Weaknesses from Self-Assessments

School Health Index (SHI)

BMI Data Collection:

Student Nutrition Surveys:

Local Student Nutrition Surveys in District School Levels

SIGNIFICANCE OF THE PROJECT

QUALITY OF THE PROJECT DESIGN

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

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

Supplemental and Beneficial Program Components: The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.

Missouri State Standards Addressed:

Engaging for Students

Consistent motivation and incentive

Aim to reach the recommended guidelines on dosage and duration:

Track progress, both individually and for the group:

Be led by well-trained coaches and mentors:

Activity Coordinator #1 Activity Coordinator #2

Strive for universal Access-Adaptive Access: Range of age appropriate activities

Protocols and policies implemented by the new SPARK and GAME DAY curriculum include:

ADEQUACY OF RESOURCES

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

QUALITY OF THE MANAGEMENT PLAN

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

QUALITY OF THE PROJECT EVALUATION

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

Thoroughness/Feasibility/Appropriateness

Participation in professional development will be facilitated and documented

The WL^3S program components will be evaluated quarterly, mid-year, and yearly:

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Program specific assurance.pdf

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

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

PROGRAM SPECIFIC ASSURANCE

Agency Name: Winona R-III School District DUNS # 43-6013699

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

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.
2. Align our PEP project with the district's Local Wellness Policy, if applicable.

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

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

_X_ Coordinated School Health Program
___ Team Nutrition Training Grant
___ Recovery Act Communities Putting Prevention to Work – Community Initiative
___ Others not listed here
_X_ We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.
5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures
6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

Scott D. Lindsey **Superintendent** **Date 3/29/13**

Signature of Authorized Representative Title

NAME

Scott D. Lindsey

Year 1 Supply Budget: K-5, Elementary

Description	Qty	Item #	Unit Price	Total Price
Kickball	12	MIKASA	$12.99	$155.88
Healthy Eating with MyPlate Books	4	CPB9781432969868	$35.94	$143.76
Throw Down Softall/Baseball/Kickball Bases	8	03375	$29.99	$239.92
Plastic bat and ball set	8		$9.93	$79.44
Live Love Fitness Journal	200		$12.50	$2500.00
Rainbow Jump Bands	1	25-018	$119.00	$119.00
Mulit-Dome Activity Set	1	10-112	$749.00	$749.00
Pedusa PE-771 Tri-Axis				
Muli-Function Pocket Pedometer	200		$10.00	$2000.00
Wilson Volleyball	15		$15.99	$239.85
Spalding Basketball	25		$44.99	$1124.75
Spalding Rubber Basketball	10		$19.99	$199.90
Spalding Basketball	8		$17.50	$140.00
Spalding Basketball	5		$29.99	$149.95
Dodgeball	48	MIKASA	$7.99	$383.52
Mesh Ball Bags	15	W10166	$10.99	$164.85
Cramer Bowling Pins	3	005753	$65.99	$197.97
Spin Jammer Deluxe Flying Disc	20	006220	$5.79	$115.80
Game Cones (set of 12)	2	9SIA0BS0NC1665	$12.99	$25.98
Jr. Tennis Racquets (set of 6)	2	W4497	$24.99	$49.98
12 in. Hurdles (set of 6)	2	PH126SET	$72.00	$144.44
Braided Nylon Ropes (set of 6)	8	CSICR8SET	$14.39	$115.12
Fun-Air Scoop Ball (Set of 6)	5	AC-1270402	$45.99	$229.95

Lollipop Paddles Racquetball Pack (set of 6)	5	SPM8279400102	$47.98	$239.90
Game Padles (set of 6)	5	SPM279379702	$33.99	$169.95

Sub Total	$9678.91
Shipping (figured at 15%)	$1451.84
Total	$11130.75

Year 1 Supply Budget: 6-8, Middle School

Description	Qty	Item #	Unit Price	Total Price
SPARK Curriculum Instructional Materials	1		$917.70	$917.70
SPARK Equipment	1		$16209.28	$16209.28
Orange Throw Down Softall/Baseball/Kickball Bases	4	03375	$29.99	$119.96
Plastic bat and ball set	4		$9.93	$39.72
Live Love Fitness Journal	102		$12.50	$1275.00
Rainbow Jump Bands	1	25-018	$119.00	$119.00
Pedusa PE-771 Tri-Axis Pocket Pedometer	102		$10.00	$1020.00
Wilson Volleyball	5		$15.99	$79.95
Spalding Basketball	10		$44.99	$449.90
Dodgeball	20	MIKASA	$7.99	$159.80
	Sub Total			$20390.31
	Shipping (15%)			$3058.55
	Total			$23448.86

Year 1 Equipment Budget: 6-8, Middle School

Description	Qty	Item #	Unit Price	Total Price
Elliptical Machines	1	68-398	$3895.00	$3895.00
Abdominal Crunch	1	ACM-190	$269.99	$269.99
Biceps Curl	1	CBT-380A	$449.00	$449.00
Circuit Step System	6	008647	$31.99	$191.94
Lat Pull down	1	ELM-158	$319.99	$319.99
Leg Extension	1	GLCE365	$525.00	$525.00
Leg Press	1	yuk-cpr-142	$699.99	$699.99
Linear Incline Press	1	GDIB46L	$299.99	$299.99
Step Cart	1	1188332	$234.99	$234.99
Accusplit Eagle Pedometer, ES	20		$27.99	$559.80

Sub Total	$7445.69
Shipping (15%)	$1116.85
Total	$8562.54

Jennifier (Vermillion) Mayberry, R.N.

417-274-0605

P.O. Box 483, RT 1 Box 1525 Winona, MO 65588

jennifier1319@hotmail.com

Professional Profile

I have worked in the Winona R-III School District for 18 years as the School Nurse. I have been a member of the Delta Kappa Gamma XI Chapter for four years. I have been a Girl Scout Leader for 4 years. I attended Southwest Missouri State University in West Plains for Nursing. I passed the Missouri State Boards for Registered Nurse in May 1995.

Professional Experience

Winona R-III School, Winona, MO
August 1995 to present
RN- School Nurse

Responsibilities:

- Medication Administration
- Health Education
- Health Screenings
- First Aid
- Grant Writing

Ozark Medical Center West Plains, MO
March 1995-August 1995
RN

Responsibilities:

- Patient care
- Medication Administration
- Vital Signs
- Health Education

Education

Southwest Missouri State University, West Plains, MO
Associates of General Studies, Associates of Science-Nursing
May 1995

References

References are available upon request.

HC 89 Box 155, Winona MO 65588•573-325-4053•kdixon@opaafood.com

Kimberlee Dixon

Objective

Seeking a new challenge and new opportunity to grow. Give back to my local area.

Experience

April 03-Present | Opaa Food Management | Winona/Van Buren Districts

Director of Nutrition Services

- Supervise Staff and Communicate with Administers of two districts
- Enter weekly invoices for weekly reports
- Marketing & Menu committee, Opaa Ambassador

August 02-April 03 | Opaa Food Management | Winona

Dishwasher to Kitchen Manager

- Cooking Entrée and Serving
- Ordering and rotating stock
- Production Records, Helping DNS

October 94-April 97 | University of MO Extension | Van Buren Office

Nutrition Education Assistant

- Taught Nutrition programs to students is three different Counties
- Worked on grant writing
- General Office duties

October 92-October 94 | Carter County Assessor | Van Buren MO

Clerk

- Worked on Personal Property assessments
- Assisted customers with real estate and personal property assessment
- General Office duties

Education

June 90-June 91 | Patricia Stevens College | St. Louis MO

Customer Service/Business Certificate

References

References are available on request.

Yvonne "Lisa" Boyer

Rt. 1 Box 143a
Birch Tree, Missouri 65438
(417) 247-6579
Email: lboyer63@hotmail.com

Objective: To introduce children into a greenhouse environment to broaden their education beyond the classroom.

Education:

University of Missouri Rolla	Rolla, Missouri May 1995
Birch-view manor Certified medical technician	Birch tree, Missouri January 1994
Fredericktown High School High School Diploma	Fredericktown, Missouri May 1982
Mineral Area College Child development	Park Hills, Missouri January 1982

Experience:

Winona r-3 High School Custodian / IEP Custodial maintenance Helping special education Children reach their goals	Winona, Missouri June 2005 – Present
Creations Especially for you Greenhouse Up-keeper Caring for Greenhouse plants Customer Service Planting/Transplanting Arrangement Delivery Responsible for arts & Crafts Booth	Birch Tree, Missouri June 2007 – May 2010
Mountain View – Birch Tree R-3 High School Custodian / Maintenance Custodial Service for Entire School Maintenance for Entire School	Mountain View, Missouri June 1999 – May 2005
Tender Times Day Care Child Care Provider Teaching Disciplinary Skills Helping Build Responsibility Teaching Basic Pre-school materials	Mountain View, Missouri August 1996 – June 1999

Danny Stephan Voyles

HC 89 Box 635
Winona, MO, 65588
SteveVoyles@hotmail.com

Related Experience:

I graduated with honors from Winona High School, so I am familiar with the area and local curriculum. I have worked and volunteered for numerous jobs within the youth athletics community including: basketball, volleyball, baseball, and softball officiating. I have also volunteered to coach t-ball, coach-pitch baseball, and softball over the last seven years. I have worked in education for seven years, and sports education for ten years.

Employment:

Student Assistant Basketball Coach, Missouri State University-West Plains, West Plains, MO
Summer 2003-Spring 2004

Teaching Assistant, Eminence R-I Schools, Eminence, MO
Fall 2006-Spring 2009

Third Grade Teacher, Eminence R-I Schools, Eminence, MO
Fall 2008-Spring 2011

Junior Varsity, Junior High and Elementary Basketball Coach, Eminence R-I Schools, Eminence, MO
Fall 2006-Spring 2011

Assistant Varsity Basketball Coach, Eminence R-I Schools, Eminence, MO
Fall 2006-Spring 2011

Junior High Baseball Coach, Eminence R-I Schools, Eminence, MO
Fall 2006-Spring 2010

Junior High Volleyball Coach, Eminence R-I Schools, Eminence, MO
Fall 2007

Camp Coordinator, Big Shots Basketball Camp, Eminence, MO
Summer 2010-Current

High School and Elementary Basketball Coach, Winona R-III Schools, Winona, MO
Fall 2011-Current

Elementary, Junior High, and High School Physical Education Teacher, Winona R-III Schools, Winona, MO
Fall 2011-Current

Education:

Southwest Baptist University, Boliver, MO
Bachelor of Science in Elementary Education

Southwest Baptist University, Boliver, MO
Bachelor of Science in Physical Education

Tina Haynes

RT 2, Box 2390
Phone: 573.996.8608
E-mail: tina8608@gmail.com
Website: tina5thgrade.weebly.com

Objectives

As an educator I believe that all students can learn. I want to assist students in becoming a happy productive member of society.

Education

BS Elementary Education

- Certification in Cross Categorical Education K-12
- eMINTS Instructor

Experience

Paraprofessional (Winona R-III School District October 1990-May 1998)
Educator (Winona R-III School District August 1998- Present)

Title I Aide
Special Education from August 1998-2008
Sixth Grade August 2008-May 2011
Fifth Grade August 2011- Present
Science Fair Coordinator 2005-Present
Tutoring after school in math
Homework assistance before and after school hours
21st CCLC POWER Director October 2012-Present

Skills

- Punctual
- Organized
- Work well with others (parents/students/coworkers)
- Working with technological devices (CPS, Mobi, Computers, Smartboards, etc.)

Stephanie Dawn Voyles
P.O. Box 121, Winona, MO. 65588
1-417-274-0124
i_b_stephi@hotmail.com

Objective

I am interested in helping children to achieve a well-rounded education. I love children. I am deeply committed to high quality education for children.

Education

- Southwest Baptist University
  BS Elementary Education
- Masters in Educational Administration
- Certification in Cross Categorical Education K-12

Experience

1997 – Present employed by Winona R-III School District
Current Position: Alternative School Teacher

Worked in multiple positions including:

- Preschool
- Computer Lab
- Homework Assistant
- Pre-School Aide
- Health and Fitness Center Coordinator
- Before School Care
- Afterschool Care
- Afterschool Care Programming/administration
- Parent contact
- Secretarial Procedures

References

Furnished on request.

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Winona R-III School District DUNS # 43-603699

This agreement is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities.

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Scott D. Lindsey, Superintendent, Winona R-III School

Roles and Responsibilities: Oversee use of Winona R-III District's staff, facilities and equipment and serve in an advisory capacity to the *WL^3S*

Contribution to the Project:

Mr. Lindsey will oversee and provide use of the Winona R-III School District's staff to implement the Wildcat Live Long Live Strong PEP Project, the use of facilities and equipment to promote physical fitness for the students at Winona.

This agreement is in support of Winona *Wildcat Live Long Live Strong (WL^3S)* PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: Scott D Lindsey

Dated: 4/10/13

Page 2 of 5 (CBO Partner)

CBO Name: Twin Pines Conservation and Education Center

Roles and Responsibilities: Twin Pines Center will provide a naturalistic side of physical education, which will build upon, and enrich the basis provided at the school campus. They will serve as a resource provider in the way of outdoor activity classrooms and activities.

Contribution to the Project

They will contribute **their** center, programs, and staff, which includes: guided educational hikes, archery activities and project construction, along with several other activities that persuade adults and young people alike to get outside and active.

This agreement is in support of Wildcat Live Long Live Strong PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: _____

Dated: 4/10/13

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Shannon County Health Department

Roles and Responsibilities:

Provide education to varies classrooms on health related issues, in-services for staff on a needed basis, and immunizations for staff/students.

Contribution to the Project:

The Health Department will have a representative to provide health education and in-services on a needed basis for faculty/staff/students.

This agreement is in support of Wildcat Live Long Live Strong PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative: Kandra Brants

Dated: 4-10-13

Page 3 of 5 (Local Organization Supporting Nutrition or Healthy Eating)

Organization Supporting Nutrition or Healthy Eating Name: Kelly Younger, University of Missouri Extension Office

Roles and Responsibilities:

Instruction in classrooms on nutritional values of fruits and vegetables, on food safety and preparation, and serve on the WL^{3}S Advisory Board

Contribution to the Project:

Mrs. Younger will come into the classrooms once a week for a ten week period and provide instruction on nutritional values of selected foods and work with students on healthy choices when eating at home. She will also instruct in how to preserve food, food safety in preparation, and share recipes that students will try using healthy foods.

This agreement is in support of Wildcat Live Long Live Strong PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Organization Supporting Nutrition or Healthy Eating Authorized Representative:

Kelly Younger

Dated: April 10, 2013

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: Kim Dixon, OPAA

Roles and Responsibilities:

Provide instruction on nutrition, oversee a tasting table with seasonal fruits and vegetables, and serve on the Wildcat Live Long Live Strong Advisory Committee

Contribution to the Project:

Mrs. Dixon will go into the classrooms to instruct in healthy eating habits, nutritional benefits from fruits and vegetables, and provide seasonal fruits and vegetables at a tasting table for students.

This agreement is in support of Wildcat Live Long Live Strong PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative: Kim Dixon

Dated: 4/10/13

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Lynn McClurg, Mayor

Roles and Responsibilities:

Liaison between school and city, serve on Wildcat Live Long Live Strong Advisory Committee,

Contribution to the Project:

Will designate areas inside the city limits for students to walk for exercise, provide message boards for advertising events for the WL^3S and communicate progress made in the program

This agreement is in support of Wildcat Live Long Live Strong PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: Lynn McClurg

Dated: 4-10-13

Job Descriptions

Dawn Voyles will be the project director for the PEP project. She will give a minimum of 25 hours per month to the project. As the Project Director Ms. Voyles will administer the grant, including, but not limited to, supervise program staff, program budgeting, purchasing, public relations, data and record keeping. Ms. Voyles will work with the teachers to assure proper implementation of the program. Ms. Voyles will also donate* 5 hours, per month, of her time as project director to the program.

Ms. Tina Haynes will oversee the Curriculum. She will give a minimum of 25 hours a month to the project. Her duties will include collaborating with the director, teacher, staff, and partners, monitor the progress of participants and make adjustments to the curriculum where needed. She will also aide in recording data. Ms. Haynes will also donate* 5 hours, per month, of her time to the program.

Ms. Jennifier Mayberry-District Nurse, will oversee all nutrition related curriculum as well as implementing BMI rates, collecting data on individual students, record keeping, aiding in nutritional instruction, and work closely with the physical education department to monitor all progress towards PEP goals. Ms. Mayberry will give a minimum of 37 hours each month to the project. Ms. Mayberry will also donate* 5 hours, per month, of her time to the program.

Steve Voyles is the Elementary Physical Education Director. He will give a minimum of 40 hours a month to the project. He will oversee the daily activities of the elementary portion of the

program. He is certified in physical education, and teaches K-5 physical education courses. Along with directing activities he will serve as an advisor to other staff members, and oversee that activities used by activity coordinators align with GameDay/SPARK curriculum. Mr. Voyles will also donate* 20 hours per month of his time to the program.

Francie McBride is the High School Physical Education Director. She will give a minimum of 40 hours a month to the project. She will oversee the daily activities of the high school portion of the program. She is certified in physical education, and teaches 9-12 physical education courses. She will ensure that her curriculum aligns with GameDay/SPARK curriculum. Mrs. McBride will also donate* 20 hours per month of his time to the program.

Jason Lutterell is the Middle School Physical Education Director. He will give a minimum of 40 hours a month to the project. He will oversee the daily activities of the middle school portion of the program. He is certified in physical education, and teaches 6-8 physical education courses. He will ensure that his curriculum aligns with GameDay/SPARK curriculum. Mr. Lutterell will also donate* 20 hours per month of his time to the program.

Gilbert Miley will be the Director of Evaluation for the program. Mr. Miley will give a minimum of 10 hours per month to the program. Mr. Miley is currently the high school principal, and a curriculum director at Winona High School. He will use his experience and knowledge of evaluation and curriculum to ensure that all staff is held accountable, and at a very high standard. He will perform formative and summative evaluations personally, as well as advise staff during meeting, and on an individual basis. Mr. Miley will donate* 5 hours per month of his time to the program.

Kim Dixon will oversee and implement nutritional education in the program by going into the each classroom (K-5) once a week with activities that will enhance nutrition education and will manage a "Food Tasting Table" for students to sample seasonally, fresh fruits and vegetables alone or in a recipe. She will give a minimum of 18 hours per month to the program. Mrs. Dixon will donate* 5 hours per month of her time to the program.

Lori Chambers and Carleen Norris will perform bookkeeping duties for the program. They will keep track of financial records, receipts, and overall budgeting and will serve as the "checks and balances" of the financial component of the grant funds.

***Donation of time includes after school, out of school and ont of normal work schedule honrs.**

Two activity coordinators will be hired to maximize the time that students are physically active. The coordinators will spend 20 to 25 minutes with each grade level to ensure students spend 15 minutes each day in moderate to vigorous activities. The coordinators will work 2.5 hours each day and will attend all advisory meetings.

CPR Classes will be provided for staff members. ($80 per person X 8) Physical Education Instructors, will be the backbone of this program, with up front training costs including how to manage student assessment sessions.. They will be trained in the delivery of PECAT and HECAT tracking protocols to distribute to students. .

Your School's SHI: Winona R-III

SHI Edition: SHI 2012 Created: 04/02/2013 Last Activity: 04/02/2013
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- 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.	Health education taught in all grades (CC.1)			1		
2.	Sequential health education curriculum consistent with standards (CC.2)		2			
3.	Active learning strategies (CC.3)		2			
4.	Opportunities to practice skills (CC.4)		2			
5.	Culturally-appropriate examples and activities (CC.5)		2			
6.	Assignments encourage student interaction with family and community (CC.6)		2			
7.	Professional development in health education (CC.7)	3				

8.	Professional development in delivering curriculum (CC.8)		2			
9.	Professional development in classroom management techniques (CC.9)		2			
10.	Essential topics on physical activity (PA.1)		2			
	Column Totals	**3**	**16**	**1**	**0**	**-**

Total Points/Maximum Points	20/30
Module 2 score	67%

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	The Winona R-III School District is effective in Health Education.	Edit | Delete

---

Weaknesses

#	Description	Options
1	Weaknesses in health education are generally due to the lack of funding to provide proper training and education for staff/students.	Edit | Delete

---

Step 2: Recommended Actions

Action 1 Edit | Delete
Is Action *1* a top priority? Yes
Weakness(es)

Recommended action	Rankings which best describe the action	
More training and workshops need to made available to staff so they can provide up to date health education to the students. Explore funding opportunities to provide the needed funds for training/workshops/equipment.	Importance	5 = Very Important
	Cost	2 = Somewhat Inexpensive
	Time	2 = Somewhat Minimal Time
	Commitment	5 = Very Enthusiastic
	Feasibility	2 = Somewhat Difficult
		Total Points: 16

The Winona R-III School District used the School Health Index assessment from the CDC. The staff completed Modules 1-4. Out of the staff who completed these modules the lowest percentage fell in Module 2-Health Education. The CDC resources recommend the use of the HECAT so schools can select or develop appropriate and effective health education curricula and improve the delivery of health education. The CDC also recommends using the American Association for Health Education the 2008 NCATE health education teacher preparation standards for module 2. The National Health Education Standards (NHES) are also a recommendation from the CDC. These standards were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

One of the major and most important obstacles in providing update health education to the students is the lack of funding. Improved trainings/workshops/equipment is needed to help guide our students to a healthier way of life.

Year 1 Supply Budget: 9-12, High School

Description	Qty	Item #	Unit Price	Total Price
SPARK Curriculum Instructional Materials	1		$917.70	$917.70
SPARK Equipment	1		$20358.23	$20358.23
Orange Throw Down Softall/Baseball/Kickball Bases	8	03375	$29.99	$239.92
Plastic bat and ball set	8		$9.93	$79.44
Live Love Fitness Journal	200		$12.50	$2500.00
Rainbow Jump Bands	1	25-018	$119.00	$119.00
Pedusa PE-771 Tri-Axis Pocket Pedometer	200		$10.00	$2000.00
Wilson Volleyball	15		$15.99	$239.85
Spalding Basketball	25		$44.99	$1124.75
Dodgeball	30	MIKASA	$7.99	$239.70
	Sub Total			$27818.59
	Shipping (15%)			$4172.79
	Total			$31991.38

\

Year 1 Equipment Budget: 9-12, High School

Description	Qty	Item #	Unit Price	Total Price
Super Calf and Squat Machine	1		$549.00	$549.00
Elliptical Machines	1	68-398	$3895.00	$3895.00
Abdominal Crunch	1	ACM-190	$269.99	$269.99
Biceps Curl	1	CBT-380A	$449.00	$449.00
Circuit Step System	6	008647	$31.99	$191.94
Hip Abduction/Adduction	1		$699.99	$699.99
Lat Pull down	1	ELM-158	$319.99	$319.99
Leg Extension	1	GLCE365	$525.00	$525.00
Leg Press	1	yuk-cpr-142	$699.99	$699.99
Linear Incline Press	1	GDIB46L	$299.99	$299.99
Linear Tow/Rear Deltoid	1		$1999.99	$1999.99
Rear Deltoid/Fly	1		$1599.00	$1599.00
Seated Leg Curl	1	1122	$539.00	$539.00
Step Cart	1	1188332	$234.99	$234.99
Accusplit Eagle Pedometer, ES	20		$27.99	$559.80

Sub Total	$12832.67
Shipping (15%)	$1924.90
Total	$14757.57

PR/Award # S215F130368
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School Health Index (SHI)

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Your School's SHI: Winona R-III

SHI Edition: SHI 2012 Created: 04/02/2013 Last Activity: 04/02/2013

Modules/Questions | Overall Scorecard | Plan for Improvement

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

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

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Your work will be saved automatically when you continue.

- Content source: National Center for Chronic Disease Prevention and Health Promotion, Division of Adolescent and School Health

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SHI Edition: SHI 2012 Created: 04/02/2013 Last Activity: 04/02/2013

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

Module 2: Health Education

Summary

Summary Of Questions Completed in Module 2

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	Health education taught in all grades (CC.1)			1		
2.	Sequential health education curriculum consistent with standards (CC.2)		2			
3.	Active learning strategies (CC.3)		2			
4.	Opportunities to practice skills (CC.4)		2			
5.	Culturally-appropriate examples and activities (CC.5)		2			
6.	Assignments encourage student interaction with family and community (CC.6)		2			
7.	Professional development in health education (CC.7)	3				
8.	Professional development in delivering curriculum (CC.8)		2			
9.	Professional development in classroom management techniques (CC.9)		2			
10.	Essential topics on physical activity (PA.1)		2			
	Column Totals	**3**	**16**	**1**	**0**	**-**

Total Points/Maximum Points 20/30

PR/Award # S215F130368
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Module 2 score 67%

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

#	Strengths
1	The Winona R-III School District is effective in Health Education.

Weaknesses

#	Weaknesses
1	Weaknesses in health education are generally due to the lack of funding to provide proper training and education for staff/students.

Step 2: Recommended Actions

Action 1

Is Action 1 a top priority? Yes

Weakness(es)

Recommended action

More training and workshops need to made available to staff so they can provide up to date health education to the students. Explore funding opportunities to provide the needed funds for training/workshops/equipment.

Rankings which best describe the action

Importance	5 = Very Important
Cost	2 = Somewhat Inexpensive
Time	2 = Somewhat Minimal Time
Commitment	5 = Very Enthusiastic
Feasibility	2 = Somewhat Difficult
	Total Points: 16

<< Previous Continue >>

The Winona R-III School District used the School Health Index assessment from the CDC. The staff completed Modules 1-4. Out of the staff who completed these modules the lowest percentage fell in Module 2-Health Education. The CDC resources recommend the use of the HECAT so schools can select or develop appropriate and effective health education curricula and improve the delivery of health education. The CDC also recommends using the American Association for Health Education the 2008 NCATE health education teacher preparation standards for module 2. The National Health Education Standards (NHES) are also a recommendation from the CDC. These standards were developed to establish, promote and support health-enhancing behaviors for students in all grade levels—from pre-Kindergarten through grade 12.

Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3 Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

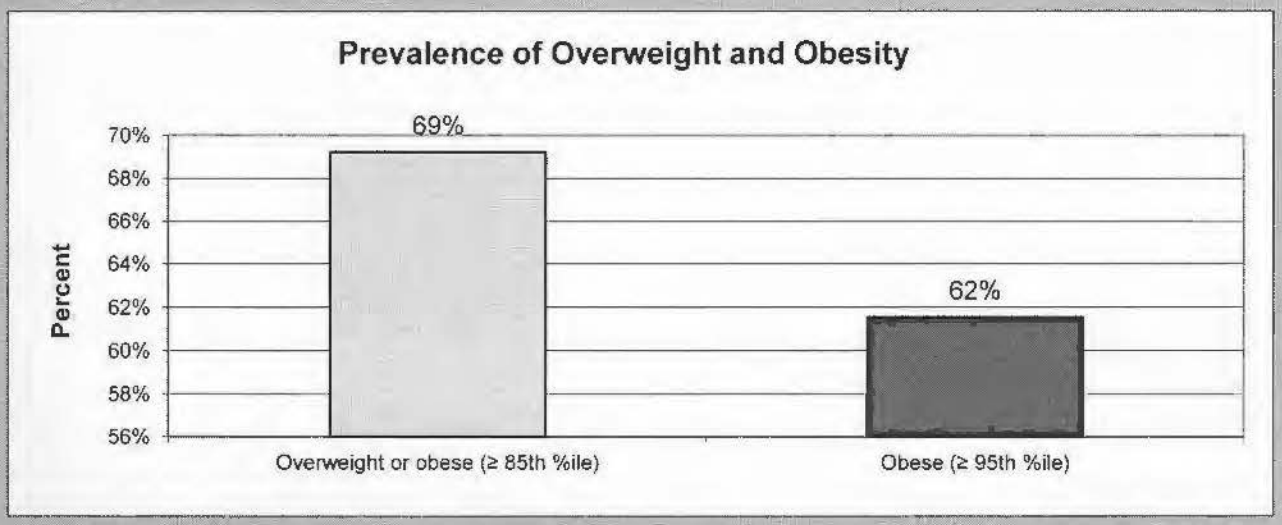
Standard 8 Students will demonstrate the ability to advocate for personal, family, and community health.

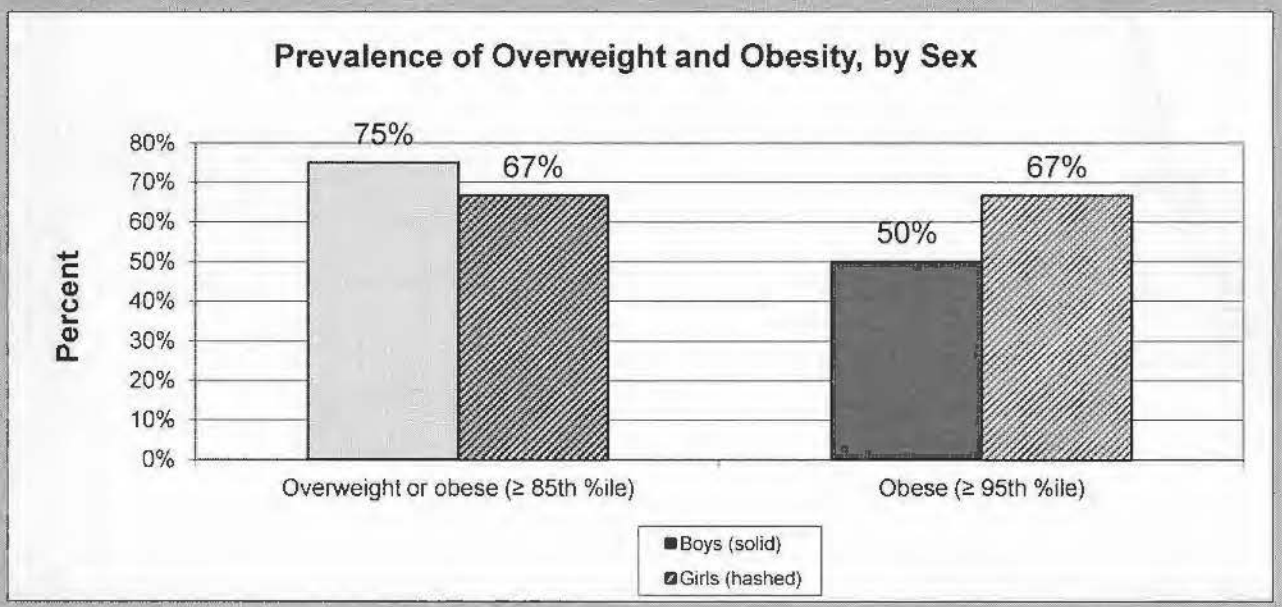
One of the major and most important obstacles in providing update health education to the students is the lack of funding. Improved trainings/workshops/equipment is needed to help guide our students to a healthier way of life.

Summary of Children's BMI-for-Age

	Boys	Girls	Total
Number of children assessed:	4	9	**13**
Underweight (< 5th %ile)	0%	0%	**0%**
Normal BMI (5th - 85th %ile)	25%	33%	**31%**
Overweight or obese (≥ 85th %ile)*	75%	67%	**69%**
Obese (≥ 95th %ile)	*50%*	*67%*	***62%***

*Terminology based on: Barlow SE and the Expert Committee. Expert committee recommendations regarding the prevention, assessment, and treatment of child and adolescent overweight and obesity: summary report. Pediatrics. 2007;120 (suppl 4):s164-92.





Year 2 Supply Budget: K-5, Elementary

Description	Qty	Item #	Unit Price	Total Price
Kickball	12	MIKASA	$12.99	$155.88
Throw Down Softall/Baseball/Kickball Bases	8	03375	$29.99	$239.92
Plastic bat and ball set	8		$9.93	$79.44
Live Love Fitness Journal	200		$12.50	$2500.00
Rainbow Jump Bands	1	25-018	$119.00	$119.00
Pedusa PE-771 Tri-Axis				
Muli-Function Pocket Pedometer	100		$10.00	$1000.00
Wilson Volleyball	15		$15.99	239.85
Spalding Basketball	25		$44.99	$1124.75
Spalding Rubber Basketball	10		$19.99	$199.90
Spalding Basketball	8		$17.50	$140.00
Spalding Basketball	5		$29.99	$149.95
Dodgeball	48	MIKASA	$7.99	$383.52
Mesh Ball Bags	10	W10166	$10.99	$109.90
Spin Jammer Deluxe Flying Disc	20	006220	$5.79	$115.80
Game Cones (set of 12)	2	9SIA0BS0NC1665	$12.99	$25.98
12 in. Hurdles (set of 6)	2	PH126SET	$72.00	$144.44
Braided Nylon Ropes (set of 6)	8	CSICR8SET	$14.39	$115.12
Lollipop Paddles Racquetball (set of 6)	5	SPM8279400102	$47.98	$239.90
Game Padles (set of 6)	5	SPM279379702	$33.99	169.95
		Sub Total		$7253.30
		Shipping (figured at 15%)		$1088.00
		Total		$8341.30

Year 2 Supply Budget: 6-8, Middle School

Description	Qty	Item #	Unit Price	Total Price
Live Love Fitness Journal	102		$12.50	$1275.00
Rainbow Jump Bands	1	25-018	$119.00	$119.00
Pedusa PE-771 Tri-Axis Pocket Pedometer	102		$10.00	$1020.00
Wilson Volleyball	5		$15.99	$79.95
Spalding Basketball	10		$44.99	$449.90
Dodgeball	20	MIKASA	$7.99	$159.80
	Sub Total			$3103.65
	Shipping (15%)			$465.55
	Total			$3569.20

Year 2 Equipment Budget: 6-8, Middle School

Description	Qty	Item #	Unit Price	Total Price
Elliptical Machines	1	68-398	$3895.00	$3895.00
Accusplit Eagle Pedometer, ES	20		$27.99	$559.80
	Sub Total			$4454.80
	Shipping (15%)			$668.22
	Total			$5123.02

Year Two Supply Budget: 9-12, High School

Description Price	Qty	Item #	Unit Price	Total
Orange Throw Down Softall/Baseball/Kickball Bases	2	03375	$29.99	$59.98
Plastic bat and ball set	8		$9.93	$79.44
Live Love Fitness Journal	200		$12.50	$2500.00
Rainbow Jump Bands	2	25-018	$119.00	$119.00
Pedusa PE-771 Tri-Axis				
Muli-Function Pocket Pedometer	100		$10.00	$1000.00
Wilson Volleyball	15		$15.99	$239.85
Spalding Basketball	25		$44.99	$1124.75
Dodgeball	30	MIKASA	$7.99	$239.70
Sub Total				$5362.72
Shipping (15%)				$804.41
Total				$6167.13

Equipment Budget: 9-12, High School

Description Price	Qty	Item #	Unit Price	Total
Tread Mill	1	ACM-190	$269.99	$269.99
Bike	1	CBT-380A	$449.00	$449.00
Dumbbells	2	68-154	$1499.00	$2998.00
Sub Total				$3716.99
Shipping (15%)				$557.55
Total				$4274.54

Year 3 Supply Budget: K-5, Elementary

Description	Qty	Item #	Unit Price	Total Price
Pedusa PE-771 Tri-Axis				
Muli-Function Pocket Pedometer	200		$10.00	$2000.00
Wilson Volleyball	15		$15.99	$239.85
Spalding Basketball	25		$44.99	$1124.75
Spalding Rubber Basketball	10		$19.99	$199.90
Spalding Basketball	8		$17.50	$140.00
Spalding Basketball	5		$29.99	$149.95
Dodgeball	48	MIKASA	$7.99	$383.52
Mesh Ball Bags	15	W10166	$10.99	$164.85
Braided Nylon Ropes (set of 6)	8	CSICR8SET	$14.39	$115.12
		Sub Total		$4517.94
		Shipping (figured at 15%)		$677.69
		Total		$5195.63

Year 3 Equipment Budget: K-5, Elementary

Description	Qty	Item #	Unit Price	Total Price
Outside Activity Center	1	62840	$16449.00	$16449.00
		Sub Total		$16449.00
		Shipping (figured at 15%)		$2467.35
		Total		$18916.34

Year 3 Supply Budget: 6-8, Middle School

Description	Qty	Item #	Unit Price	Total Price
Live Love Fitness Journal	102		$12.50	$1275.00
Rainbow Jump Bands	1	25-018	$119.00	$119.00
Pedusa PE-771 Tri-Axis Pocket Pedometer	102		$10.00	$1020.00
Wilson Volleyball	5		$15.99	$79.95
Spalding Basketball	10		$44.99	$449.90
Dodgeball	20	MIKASA	$7.99	$159.80
	Sub Total			$3103.65
	Shipping (15%)			$465.55
	Total			$3569.20

Year 3 Equipment Budget: 6-8, Middle School

Description	Qty	Item #	Unit Price	Total Price
Elliptical Machine	1	68-398	$3895.00	$3895.00
	Sub Total			$3895.00
	Shipping (15%)			$584.25
	Total			$4479.25

Year 3 Supply Budget: 9-12, High School

Description	Qty	Item #	Unit Price	Total Price
Live Love Fitness Journal	200		$12.50	$2500.00
Pedusa PE-771 Tri-Axis Muli-Function Pocket Pedometer	100		$10.00	$1000.00
Wilson Volleyball	15		$15.99	$239.85
Spalding Basketball	25		$44.99	$1124.75
Dodgeball	30	MIKASA	$7.99	$239.70
		Sub Total		$5104.30
		Shipping (15%)		$765.65
		Total		$5869.95

Year 3 Equipment Budget: 9-12, High School

Description	Qty	Item #	Unit Price	Total Price
Treadmill Climber	1	TC5000	$2499.00	$2499.00
		Sub Total		$2499.00
		Shipping (15%)		$374.85
		Total		$2873.85

Gilbert O. Miley
HC 89 Box 833 – Winona, MO 65588 – gmiley@hotmail.com
Work: (573)325-8101 ext. 293 – Cell: (417)247-6858

Objective

Highly skilled and overtly student-forced educational leader possessing strong commitment to the development of students, staff, and providing a stimulating, safe, and motivated learning environment. Dynamic visionary leader and solid team player with a proven track record in collaborating with school community, increasing student academics, and maintaining excellence in education. Trustworthy professional, with superior communication skills to develop strong and lasting relationships with all members of the school community.

Education and Credentials

Bachelor of Science (Criminal Justice) (1994)
Lincoln University-Jefferson City, MO

Certified Elementary Teacher (1-6) (1997)
Southwest Baptist University- Bolivar, MO

Masters of Educational Administration (K-12) (2005)
William Woods University- Fulton, MO

Specialist of Education (K-12) (2007)
William Woods University-Fulton, MO

Experience

*Full Time Substitute(K-12)
*Bus Driver
*6th Grade Teacher
*8th Grade Teacher

*9th Grade Teacher
*Summer School Principal (K-12)
*Jr. High Baseball Coach
*HS Varsity Baseball Coach
*Alternative School Teacher
*Coordinator of the STRONG program
*Asst. Principal
*HS Principal

Highlights and Contributions

- Established and maintained a good rapport with staff, students, and parents; mentor and lead new teachers.
- Contributed to the academic and social tone of school through the consistent demonstration of professionalism and enthusiasm of the school community; upheld a commitment to educational excellence, establishing and promoting an atmosphere of mutual respect and trust.
- Developed a solid cohesive educational team (WILDCAT STRONG) by setting high expectations and encouraging team approach; established committees to address school issues and goals promoting creativity and career development to all staff, allowing ideas and opinions to be shared.
- Conducted support-staff, long-term substitute, and first year teaching performance appraisals that included instructional performance observations and post-observation conferences.

References

Available upon request

Overall Scorecard

For each module, an "X" appears where the module score falls. Use these scores to create a Plan for Improvement.

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

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** PEP Budget Justification.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

PEP Budget Narrative

1. **Personnel**

Dawn Voyles will be the project director for the PEP project. She will give a minimum of 25 hours per month to the project. She will earn a salary of $6,750 per year (225 hours x $30). As the Project Director Ms. Voyles will administer the grant, including, but not limited to, supervise program staff, program budgeting, purchasing, public relations, data and record keeping. Ms. Voyles will work with the teachers to assure proper implementation of the program. Ms. Voyles will also donate* 5 hours, per month, of her time as project director to the program.

Ms. Tina Haynes will oversee the Curriculum. She will give a minimum of 25 hours a month to the project. She will earn a salary of $6,750 per year (225 hours x $30). Her duties will include collaborating with the director, teacher, staff, and partners, monitor the progress of participants and make adjustments to the curriculum where needed. She will also aide in recording data. Ms. Haynes will also donate* 5 hours, per month, of her time to the program.

Ms. Jennifier Mayberry-District Nurse, will oversee all nutrition related curriculum as well as implementing BMI rates, collecting data on individual students, record keeping, aiding in nutritional instruction, and work closely with the physical education department to monitor all progress towards PEP goals. Ms. Mayberry will give a minimum of 37 hours each month to the project. She will earn a salary of $9,990 per year (333 hours x $30). Ms. Mayberry will also donate* 5 hours, per month, of her time to the program.

Steve Voyles is the Elementary Physical Education Director. He will give a minimum of 40 hours a month to the project. He will earn a salary of $10,800 per year (360 hours x $30). He will oversee the daily activities of the elementary portion of the program. He is certified in physical education, and teaches K-5 physical education courses. Along with directing activities he will serve as an advisor to other staff members, and oversee that activities used by activity coordinators align with GameDay/SPARK curriculum. Mr. Voyles will also donate* 20 hours per month of his time to the program.

Francie McBride is the High School Physical Education Director. She will give a minimum of 40 hours a month to the project. She will earn a salary of $10,800 per year (360 hours x $30). She will oversee the daily activities of the high school portion of the program. She is certified in physical education, and teaches 9-12 physical education courses. She will ensure that her curriculum aligns with GameDay/SPARK curriculum. Mrs. McBride will also donate* 20 hours per month of his time to the program.

Jason Lutterell is the Middle School Physical Education Director. He will give a minimum of 40 hours a month to the project. He will earn a salary of $10,800 per year (360 hours x $30). He will oversee the daily activities of the middle school portion of the program. He is certified in physical education, and teaches 6-8 physical education courses. He will ensure that his curriculum aligns with GameDay/SPARK curriculum. Mr. Lutterell will also donate* 20 hours per month of his time to the program.

Gilbert Miley will be the Director of Evaluation for the program. Mr. Miley will give a minimum of 10 hours per month to the program. He will earn a salary of $2,700 per year (90 hours x $30). Mr. Miley is currently the high school principal, and a curriculum director at Winona High

School. He will use his experience and knowledge of evaluation and curriculum to ensure that all staff is held accountable, and at a very high standard. He will perform formative and summative evaluations personally, as well as advise staff during meeting, and on an individual basis. Mr. Miley will donate* 5 hours per month of his time to the program.

Kim Dixon will oversee and implement nutritional education in the program by going into the each classroom (K-5) once a week with activities that will enhance nutrition education and will manage a "Food Tasting Table" for students to sample seasonally, fresh fruits and vegetables alone or in a recipe. She will give a minimum of 18 hours per month to the program. She will earn a salary of $4,860 per year (162 hours x $30). Mrs. Dixon will donate* 5 hours per month of her time to the program.

Lori Chambers and Carleen Norris will perform bookkeeping duties for the program. They will earn a flat rate salary of $1,000 each. They will keep track of financial records, receipts, and overall budgeting and will serve as the "checks and balances" of the financial component of the grant funds.

*Donation of time includes after school, out of school and out of normal work schedule hours.

2. Fringe Benefits

The percentage at 17% is determined by Winona R-III School administration. The percentage is based on the personnel allocated percentage of time to be spent on program and to cover required withholdings. (11,126.50)

3. Travel

During the first year of the grant cycle, the Project Director and Curriculum Manager will attend the annual OSDFS meeting in Washington D.C. (flight =$400 per person, hotel = $300 per person, $100 per diem for 2 days (meals, cab fare, tips etc.) and gas to and from the airport = $200 (closest airport 160 mi). Two personnel will attend SPARK Training in San Diego California. ($375 per attendee, $200 for gas to and from the airport, $100 per diem for 2 days, $150 hotel per night for 2 nights, flight $500 per person).

4. Equipment

Each of the machines listed, focus on unique exercise sets and muscle groups. They are all flexible machines that allow for a variety of performance and challenges. They may be used as cardio, fat-burn, toning, or muscle building depending on the desired outcome of the group. This group of machines, along with our current resources, would allow for a complete work out facility. Students and teachers will be more inclined to use a variety of equipment that will meet individual need, and that is convenient to use.

All equipment is priced per unit in the budget. All cost estimates and computation were found from online resources, primarily the SPARK and Gopher companies. All of the equipment is items that are deemed as necessary to the overall success of the program. Upgrades, replacement, and addition to physical education equipment, will make activities more appealing and exciting to students, and more feasible for teachers to use. More and/or better equipment will allow teachers to allow students more repetitions during activities, as well as a broader range of activities, which should appeal to more students' interests. ($14113.80)

5. Supplies

The SPARK and GameDay Curriculum materials will serve as the basis of resource, for alignment and measurement, in the reconstruction of our school physical education program. The fitness journals will serve as a running record, for reference, and measured performance throughout the year. The bases, bats, and balls will be used for activities per need of units described in the curriculum. The jump bands will serve as an aide to a variety of cardio, reaction, and flexibility building exercises. The pedometers will be an interactive measuring tool for the students, as well as teachers, and a source of data for journals and other records.

All of the evaluation equipment will give us hard data to record, analyze, and react to. These measuring devices will allow us to better understand our strength and weaknesses on an ongoing basis. This will guide many more accurately differentiated programs on an as needed basis.

All supplies are priced per unit in the budget. All cost estimates and computation were found from online resources, primarily the SPARK and Gopher companies. ($61642.92)

6. Contractual

Two activity coordinators will be hired to maximize the time that students are physically active. The coordinators will spend 20 to 25 minutes with each grade level to ensure students spend 15 minutes each day in moderate to vigorous activities. The coordinators will work 2.5 hours each day and will attend all advisory meetings. Each coordinator will earn a salary of $8,500. (425 hours x $20)

CPR Classes will be provided for staff members. ($80 per person X 8) Physical Education Instructors, will be the backbone of this program, with up front training costs including how to manage student assessment sessions.. They will be trained in the delivery of PECAT and HECAT tracking protocols to distribute to students. .

Technology Resources Development will assist with the data processing of all relevant items to include student fitness data, PECAT and HECAT data processing. The basic PECAT, HECAT, and BMI results will be made available to the public, with respect to and in compliance with personal data identification / confidentiality and security.

7. **Construction**
   None

8. **Other**
   None

9. **Total Direct Costs**
   N/a

10. **Indirect Costs**
    None

11. **Training Stipends**

    Training will be provided for staff in C.P.R. and basic and advanced First Aid Certification. This will ensure that staff members have the knowledge to be a first responder. This program is committed to the safety and well being of the student body. ($100 per person x 8 staff members)

    SPARK Training will necessary for staff you maximize the use of the curriculum and to benefit the student body. ($300 per person) GameDay Training will necessary for staff you maximize the use of the curriculum and to benefit the student body. ($200)

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

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

Name of Institution/Organization

Winona R-III School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	65,450.00	65,450.00	65,450.00			196,350.00
2. Fringe Benefits	11,126.50	11,126.50	11,126.50			33,379.50
3. Travel	4,650.00	0.00	0.00			4,650.00
4. Equipment	23,320.11	9,397.56	26,269.44			58,987.11
5. Supplies	66,570.99	18,077.63	14,634.78			99,283.40
6. Contractual	17,640.00	17,000.00	17,000.00			51,640.00
7. Construction	0.00	0.00	0.00			0.00
8. Other						
9. Total Direct Costs (lines 1-8)	188,757.60	121,051.69	134,480.72			444,290.01
10. Indirect Costs*						
11. Training Stipends	1,600.00	0.00	0.00			1,600.00
12. Total Costs (lines 9-11)	190,357.60	121,051.69	134,480.72			445,890.01

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: _____ To: _____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): _____

The Indirect Cost Rate is _____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %.

Name of Institution/Organization		
Winona R-III School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	43,000.00	43,000.00	43,000.00			129,000.00
2. Fringe Benefits	7,310.00	7,310.00	7,310.00			21,930.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	0.00					0.00
7. Construction	0.00					0.00
8. Other						
9. Total Direct Costs (lines 1-8)	50,310.00	50,310.00	50,310.00			150,930.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	50,310.00	50,310.00	50,310.00			150,930.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Dawn		Voyles	

Address:

Street1: Hwy North 19
Street2: PO Box 248
City: Winona
County: Shannon
State: MO: Missouri
Zip Code: 65588
Country: USA: UNITED STATES

Phone Number (give area code): 573.325.8101.324

Fax Number (give area code):

Email Address: i_b_stephi@hotmail.com

2. Novice Applicant:

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

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

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

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11379811 Funding Opportunity Number:ED-GRANTS-022613-001 Received Date:2013-04-12T16:17:15-04:00