

**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 # S215F130376**

**Grants.gov Tracking#: GRANT11379833**

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 precaded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/12/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text" value="NA"/>
--	--

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**B. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="ASPIRA Inc. of Illinois"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="362666800"/>	* c. Organizational DUNS: <input type="text" value="0685042400000"/>

**d. Address:**

* Street1:	<input type="text" value="2415 N. Milwaukee Ave."/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Chicago"/>
County/Parish:	<input type="text" value="Cook"/>
* State:	<input type="text" value="IL: Illinois"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="60647-2627"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="ASPIRA Charter School Network"/>	Division Name: <input type="text" value="Schools Division"/>
--	---

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Anthony"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Roan"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Comtroller"/>	
Organizational Affiliation: <input type="text" value="Full Time Employee"/>	
* Telephone Number: <input type="text" value="773-252-0970 ext. 139"/>	Fax Number: <input type="text" value="773-342-8615"/>
* Email: <input type="text" value="aroan@aspirail.org"/>	

**Application for Federal Assistance SF-424**

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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:**

ASPIRA Carol M. White PEP Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:

\* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Batya Hernandez</p>	<p>* TITLE</p> <p>President/CEO</p>
<p>* APPLICANT ORGANIZATION</p> <p>ASPIRA Inc. of Illinois</p>	<p>* DATE SUBMITTED</p> <p>04/12/2013</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: NOT APPLICABLE

\* Street 1: NOT APPLICABLE Street 2: \_\_\_\_\_

\* City: NOT APPLICABLE State: \_\_\_\_\_ Zip: \_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

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

\_\_\_\_\_

<b>6. * Federal Department/Agency:</b> NOT APPLICABLE	<b>7. * Federal Program Name/Description:</b> Fund for the Improvement of Education CFDA Number, if applicable: 84.215
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<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: NOT APPLICABLE Middle Name: \_\_\_\_\_

\* Last Name: NOT APPLICABLE Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name: NOT APPLICABLE Middle Name: \_\_\_\_\_

\* Last Name: NOT APPLICABLE Suffix: \_\_\_\_\_

\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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

\* Signature: Batya Hernandez

\* Name: Prefix DE. \* First Name ANIBAL Middle Name L.  
\* Last Name TABOAS Suffix \_\_\_\_\_

Title: CHIEF EXECUTIVE OFFICER Telephone No.: 773-252-0970 Date: 04/12/2013

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

PR/Award # S215F130376

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

ASPIRA PEP GEPA 427E 04.12.13.pdf

Add Attachment

Delete Attachment

View Attachment

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## **EQUITABLE ACCESS AND PARTICIPATION: Compliance with Section 427 of the General Education Provisions Act (GEPA): Ensuring Equitable Access to the Program**

Aspira, Inc. of Illinois (ASPIRA), in accordance with Section 427 of the GEPA, will ensure equitable access to, and participation in, the Carol M. White PEP Grant Federally-Assisted Program by teachers, students, parents, community adults and other program beneficiaries with special needs in the following ways:

### **1) Non-Discrimination Policy for Project Employees and Participants**

ASPIRA is an Equal Opportunity Employer. It is the official policy of ASPIRA that no person will encounter discrimination in employment or education on the basis of race, color, age, gender, religion, creed, national origin, ancestry, marital status, physical or mental disability, sexual orientation, veteran status, or any other legally protected status. It is also the official policy of ASPIRA that program participants will be recruited and selected without regard to race, color, national origin, gender, age, or handicapping condition.

### **2) Quality of Plan for Employing Qualified Persons with Diverse Backgrounds**

As part of the search and screen effort, advertisements are placed on-line and in a variety of local newspapers, including those frequently read by minority persons such as: *Hoy*, *La Raza*, *Extra*, the *Polish language daily*, and the *Lerner papers*. All ads will include the following statement: "ASPIRA is an Equal Opportunity/Affirmative Action Employer and Invites Applications from Women and Minorities as well as Other Qualified Individuals." In addition, in order to attract candidates from those groups traditionally under-represented, announcements will be emailed to organizations representing those groups such as the Latino Institute, Chicago Urban League, Women in Higher Education, LULAC (the League of United Latin American Citizens Educational Centers), and other community based organizations. The criteria for rating qualified candidates for the position will include knowledge of the community, experience in multi-cultural setting and bilingual capability (English/Spanish).

### **Quality Plan for Ensuring Equal Access of Students & Families to Program**

Program participants in the Carol M. White PEP grant will include teachers, non-instructional staff, students, their parents, and other community adults. The classrooms of students that will be selected for participation in the school fitness program are gender and ethnically mixed, inclusive of students with special learning and language needs. As outlined in the proposal, project schools serve widely diverse and minority populations. A special effort will be made to encourage girls to participate in the program, by providing activities that are diverse and meet a wide range of interests of both boys and girls. Accommodations will be made in all activities to ensure the full participation and success of adults and students with disabilities, including providing equal access to facilities and materials, and instructional modifications.

Parents, students and community members who speak languages other than English will be provided with materials and programming in their home language whenever necessary. Recruitment materials for project activities will also be provided in the languages represented at each participating school.

### **Access to Facilities**

All schools and other facilities of ASPIRA and its partners that will be used by this project are equipped so that they are accessible to the handicapped.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

<b>* APPLICANT'S ORGANIZATION</b> ASPIRA Inc. of Illinois	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Anibal Middle Name: I.
* Last Name: Tabcas	Suffix:
* Title: President/CEO	
<b>* SIGNATURE:</b> Botya Hernandez	<b>* DATE:</b> 04/12/2013

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

**ABSTRACT**

ASPIRA Inc. of Illinois (ASPIRA) is a not-for-profit community-based organization, located in Chicago, Illinois that operates a network of 3 charter school campuses serving primarily Latino students in the Chicago community areas of Logan Square, Humboldt Park, Avondale, Hermosa, and Albany Park, all of which are located within the 4<sup>th</sup> Congressional District. As such, ASPIRA meets the applicant eligibility requirements for the Carol M. White PEP grant, as a community-based organization (CBO), that does not currently have an active grant under PEP.

ASPIRA is embarking on a network-wide effort to significantly reduce obesity and increase fitness and improve nutrition of our students – for the long-term -- by applying for a Carol M. White Physical Education Program grant to fund the transformation of the ASPIRA Charter School network physical education curriculum and its full alignment to the Illinois Learning Standards (ILS), largely through Professional Development workshops and in-class coaching to improve the pedagogical efficacy of the ASPIRA Charter School physical education program at its 2 High School and 1 Middle School campuses.

The ASPIRA PEP project goal is three-fold: **first**, to significantly increase student participation in physical activity oriented toward life-long fitness, and inspire our students to make behavioral changes leading to the adoption of healthy eating habits; **second**, to significantly enhance the ASPIRA Middle School and High School P.E. and Nutrition/Health Curricula and its pedagogical efficacy, with the goal of achieving 100% alignment with Illinois Learning Standards; and **third**, to increase the overall student fitness and nutrition levels of all the students attending our schools, through the development, implementation, review, and monitoring of the ASPIRA Charter School Local School Wellness policy for students, currently being developed in alignment with the Chicago Public Schools Local School Wellness Policy for

Students.

The proposed ASPIRA PEP project meets the following RFP absolute, priorities:

- 1) The PEP grant absolute priority requirement: *Programs Designed to Create Quality Physical Education Programs.*
- 2) Competitive Preference Priority 2 (CPP2): *Partnerships between Applicants and Supporting Community Entities.*
- 3) *PEP Grant Invitational Priority 1: Design Filters for Physical Activity programs*

The proposed project, over 3 years, will directly impact 270 students, 17+ teachers and 270+ parents over the life of the grant. Indirectly, all 1700 ASPIRA Students and their families, and all 175 faculty and ASPIRA non-instructional staff will be impacted positively by the PEP grant, through the improvement of the scope and efficacy of the P.E. curriculum and pedagogy, and the development, implementation, and monitoring of the ASPIRA Charter School network-wide Local School Wellness Policy.

Expected outcomes are that 70% of the middle school and high school students who are participants in the third year of the PEP project will engage in 60 minutes of daily physical activity, as measured by using pedometers; 70% will have achieved the standard of “healthy fitness zone” on the Presidential Youth Fitness Program in five of the six areas of that assessment; and 90% will self-report that they have consumed fruit two or more times per day and vegetables three or more times per day.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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**SECTION 1: NEED FOR THE PROJECT Introduction****A. Introduction**

- 1. Eligibility for PEP Grant:** ASPIRA Inc. of Illinois (ASPIRA) is a non-for-profit community-based organization, located in Chicago, Illinois that operates a network of 3 charter school campuses serving primarily Latino students: ASPIRA Early College High School (AEC), Mirta Ramirez Computer Science High School (AMRCS), and ASPIRA Haugan Middle School (Haugan). As such, ASPIRA meets the applicant eligibility requirements for the Carol M. White PEP grant, as a community-based organization (CBO), that does not currently have an active grant under PEP.

**Absolute Priority:** The ASPIRA PEP project also meets the *PEP grant absolute priority requirement: Programs Designed to Create Quality Physical Education Programs*. In accordance with the absolute priority requirements, the ASPIRA PEP Project is designed to “develop, expand and improve” the ASPIRA School Network’s physical education program and address Illinois State’s “physical education standards by undertaking the following activities: (1) Instruction in healthy eating habits and good nutrition and (2) physical fitness activities, which will include at least one of the [Federal Register listed] five activities (a-e.) ASPIRA will incorporate all five of the absolute priority listed physical fitness areas.<sup>1</sup>

- 2. Competitive Preference Priority 2: Partnerships:** ASPIRA also meets the **Competitive Preference Priority 2 (CPP2): Partnerships between Applicants and Supporting Community Entities**. ASPIRA has gathered together the following local partnerships, *meeting all the requirements for CPP2:* (1) The CBO –ASPIRA Inc. of Illinois/ASPIRA Charter Schools network (2) local public health entity - The Chicago Department of Public Health; (3) local organization supporting nutrition or healthy

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<sup>1</sup> Full discussion of the five activity areas and their inclusion in the development and deployment of the ASPIRA P.E. curriculum in Section 3: Quality of the Project Design.

eating- Hispanocare, a community health outreach program of Advocate Illinois Masonic Medical Center (4) the head of local government - Chicago Mayor's Office and (5) second CBO - Chicago's McCormick YMCA (a 2<sup>nd</sup> CBO replaces the LEA partner, since the ASPIRA CBO operates a school and will be serving its own population of students.)<sup>2</sup> An additional key partnership, key to the improvement of ASPIRA Schools P.E. and Nutrition curriculum and pedagogy, is the College of Education at Northeastern Illinois University, a Hispanic Serving Institution (HSI). Northeastern Illinois University P.E. faculty have assisted ASPIRA by reviewing the current P.E. curriculum, utilizing the PECAT instrument, measuring the extent to which the curriculum meets or approaches meeting Illinois Learning standards, and assisting ASPIRA in developing a plan for what would be a practicable dosage of curriculum and professional development, over the three years of the PEP grant, given areas needing enhancement or improvement in the current curriculum and its delivery.

- 3. Latino Communities of Need:** ASPIRA and its Charter Schools predominantly serve Latino Students, most of whom are drawn from the four predominantly Latino community areas of Humboldt Park, Belmont-Cragin, Hermosa/Avondale, and Albany Park, all located in the northwestern sector of Chicago. The schools that ASPIRA manages, and the communities that ASPIRA serves, have more than two times the percentage of students of the average Chicago Public School that 1) qualify for free and reduced lunch, 2) are Hispanic, and 3) are English as a Second Language Students. ASPIRA schools also serve a disproportionate percentage of students with special education needs.

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<sup>2</sup> Letters of partnership, outlining partner's roles and responsibilities in the project and what each partner will contribute to the partnership, including local match, assurances, and commitment to work together are attached in the "Other Attachments" section.

We know from recent public health reports<sup>3</sup> that nationally there is no ethnicity more in need of losing weight than the Latino Community, and the Chicago north-west communities that ASPIRA serves unfortunately do not differ from that startling national statistic. Bottom line, the Latino community, its families and its children, is facing an obesity crisis. Just last month, the City of Chicago’s Mayor’s Office, in partnership with the Chicago Department of Public Health and the Chicago Public Schools, released “Overweight and Obesity among Chicago Public Schools Students, 2010-2011,”<sup>4</sup> a report that breaks out the incidence of obesity by student’s grade level, ethnic group and school community area. What they found is that among the ethnic groups, across grade levels, Latino children are by far the highest percentage that are obese and overweight. Moreover, according to the above cited Mayor’s study of the prevalence of obesity in Chicago’s Public Schools, ASPIRA Schools serve children who go to school in four out of the five northwest Chicago community areas that have between 47-53% of its children evaluated as obese or overweight.<sup>5</sup> The table below shows the disproportionate dimensions of poverty and obesity as it impacts the Latino community of the northwest community areas of Chicago.

<b>ASPIRA School Campus</b>	<b>Community Area where located</b>	<b>Community areas served that have 47-53% Children Obese or Overweight</b>	<b>Community areas served that have 40-46% Children Obese or Overweight</b>	<b>% Free &amp; Reduced Lunch Population</b>	<b>% Hispanic</b>	<b>% ELL</b>	<b>% Special Education</b>
<b>ASPIRA Early College H.S.</b>	Avondale/Hermosa	Hermosa, Avondale, Belmont Cragin	Irving Park, Logan Square	95%	95%	23%	17%
<b>Mirta Ramirez Computer Science H.S.</b>	Humboldt Park	Humboldt Park	West Town, Logan Square	98%	83%	17%	21%
<b>ASPIRA Haugan Middle</b>	Albany Park	Belmont Cragin	Albany Park	97%	87%	26%	15.3%

<sup>3</sup> “Hispanic Obesity: An American Crisis” policy brief released by the National Hispanic Caucus of State Legislators in 2010 is an example of these recent reports.

<sup>4</sup> “Overweight and Obesity among Chicago Public Schools Students” is part of the Healthy Chicago: Transforming the Health of Our City Initiative, launched by the Mayor with the Chicago Department of Public Health with a call to action, in 2011.

School							
Chicago Public Schools	N/A	N/A	N/A	49%	44%	9%	13.2

While obesity itself is a concerning health issue, studies now indicate that obese and overweight children are at a higher risk to incurring other chronic diseases increasingly linked to obesity, such as diabetes II and asthma as well as learning disabilities. Diabetes and asthma are rampant in Latino communities, and the link to obesity is very clear. However, the link to increasing learning disabilities is comparatively new. According to a recent UCLA study<sup>6</sup>, compared to children and youth who are not overweight, obese children/youth are at nearly twice the risk of having three or more reported co-medical, mental or developmental conditions. Overweight children had a 1.3 times higher risk to develop other childhood-onset health conditions, such as attention deficit–hyperactivity disorder, asthma and learning disabilities. In addition, a study looking at public school data from 2004-2005, published in the 2009 Journal of Education, found that there is a positive correlation between physical activities and academic performance.<sup>7</sup> From all aspects, it is unquestionable that increasing the physical activity of the students in our schools, particularly schools serving predominantly Latino populations, is of critical importance.

<sup>6</sup> Study published in the January–February 2013 print issue of the journal *Academic Pediatrics*. For the study, the researchers used the 2007 National Survey of Children's Health, analyzing data on nearly 43,300 children between the ages 10 and 17. They assessed associations between weight status and 21 indicators of general health, psychosocial functioning and specific health disorders, adjusting for sociodemographic factors. With the dramatic rise in childhood obesity over the past two decades, there has been a parallel rise in the prevalence of other childhood-onset health conditions, such as attention deficit–hyperactivity disorder, asthma and learning disabilities. But previous studies on the topic have been limited due to a narrow focus on a specific region of the county, a small sample size or a single condition. The new UCLA research, a large population-based study of children in the United States, provides the first comprehensive national profile of associations between weight status and a broad set of associated health conditions, or co-morbidities, that kids suffer from during childhood.

<sup>7</sup> Chomitz VR, Slining MM, McGowan RJ, Mitchell SE, Dawson GF, Hacker KA. Is there a relationship between physical fitness and academic achievement? Positive results from public school children in the Northeastern United States. *J Sch Health*. 2009; 79: 30-37. Study results show statistically significant relationships between fitness and academic achievement, though the direction of causation is not known. Authors state that while more research is required, promoting fitness by increasing opportunities for physical activity during PE, recess, and out of school time may support academic achievement.

**B. ASPIRA School Community Needs identified by the SHI and PECAT**

**1) ASPIRA School Health Index (SHI):** The results from the ASPIRA Network’s School Health Index (SHI) self-assessment,<sup>8</sup> specifically the physical activity and nutrition questions in Modules 1-4, indicate the following gaps and weaknesses that need to be addressed in our School Health Improvement Plan and planned for in the ASPIRA PEP Initiative:

**SHI Module 1: School Health and Safety Policies and Environment Scores**  
 (Referencing only those Items scored as “Partially in Place (2)” “Under Development (1)” or “Not in Place (0)”

Criteria	Score	How Weakness/Gap to be addressed in ASPIRA PEP Initiative
14. Access to physical activity facilities outside school hours (PA.1)	1	Create fitness clubs and plan fitness activities of interest to both boys and girls in afterschool hours; Have open bid process for a vendor to provide afterschool fitness & nutrition activities 2 days per week per school. Will have open bid process for a vendor to provide memberships in family friendly fitness club or similar facility
15. Adequate physical activity facilities	1	Middle School has full gymnasium, but afterschool the gym shared with park district which runs team sports programs; ASPIRA High schools which have little or no access to gym or fitness space will have fitness space upgraded and will use space available afterschool for fitness club and afterschool fitness/nutrition activities.

**SHI Module 2: Health Education**

Criteria	Score	How Weakness/Gap to be addressed in ASPIRA PEP Initiative
12. Essential topics on Physical activity (P.A. 1)	2	All P.E./Health curriculum will be aligned by grade and across grade, including differentiation based on ability while engaging all students in moderate to vigorous physical activity (also see PECAT assessment)
13. Essential topics on healthy eating (N.1)	2	Units will be developed to extend theory into practice with activities designed to promote healthy family lifestyles; Will continue to run annual Family Olympic Day and with YMCA collaborative will have quarterly family night activities focused on building healthy lifestyles.

**SHI Module 3: Physical Education and Other Physical Activity Programs**

Criteria	Score	How Weakness/Gap to be addressed in ASPIRA PEP Initiative
4. Information and curriculum materials for physical education teachers (PA.4)	1	P.E./Health Curriculum will be enriched with the purchase of evidence-based curricula supporting age-appropriate physical fitness activities and change of eating behaviors
6. Prohibit exemptions or waivers for physical education	1	Local School Wellness Policy in development, in alignment with Chicago Public Schools Wellness Policy and in consultation with ASPIRA’s IHE School of Education partners; PEP Initiative design principles will inform the initiative in such aspects as prohibiting P.E. exemptions or waivers, while also developing activities that are appropriate to every student’s abilities, in the interest of promoting life-long healthy behaviors and activities.
17. Availability of interscholastic sports (P.A. 17)	1	Focus will be on Middle School runs a number of interscholastic sports for its students; High Schools have inadequate facilities for interscholastic sports

<sup>8</sup> SHI Scorecard printed out from the CDC website attached in “Other Attachments.”

18. Promotion of walking and bicycling to school (P.A. 18)	1	ASPIRA PEP Program will promote walking and other physical activity outside of school hours through memberships at fitness facility and increased afterschool fitness activities; Many ASPIRA students currently walk to school but safety concerns in neighborhood may limit biking.
20. Physical activity facilities meet safety standards (S.2/PA.20)	1	Current physical activity facilities at our high schools do not meet safety standards; Through the PEP grant ASPIRA will be purchasing athletic mats with inner spring resiliency to support active fitness activities on non-standard flooring.

SHI Module 4: Nutrition Services

Criteria	Score	How Weakness/Gap to be addressed in ASPIRA PEP Initiative
5. Sites outside cafeteria offer healthy food and beverage items (N.5)	1	Through the PEP initiative will work toward making healthy food and beverages the choice for all occasions, including parties and celebrations; Will be using the Healthy-Eating Activity Living Syllabus from our YMCA partner to promote healthy cooking and urban gardening/ school gardening.
8. Collaboration between nutrition services staff members and teachers (N.8)	1	The design principles of the ASPIRA PEP initiative will be a contributing factor toward the development of the ASPIRA Local School Wellness policy. The School Wellness team to include the nutrition services staff members and teachers, encouraging collaboration and working together on school-wide health and fitness initiatives.

2) PECAT Assessment – Middle School & High School: The ASPIRA PEP Planning team, under the guidance of Northeastern Illinois University Professor in the Department of Health, Physical Education, Recreation and Athletics, Dr. Jennifer R. Banas, undertook the CDC PECAT self-assessment of the ASPIRA Middle School and High School P.E. and Nutrition curricula,<sup>9</sup> to provide a baseline for the development of the ASPIRA PEP Initiative’s program design. The ASPIRA PECAT/PEP Planning team found significant gaps in both the High School and the Middle School P.E. and Nutrition curricula, however all the curriculum gaps, except those largely constrained by the limited P.E. facilities, can be addressed with a moderate level of training and professional development. Due to this finding, a significant portion of the ASPIRA PEP Grant proposal is focused on the training and professional development of P.E. Department Chairs and Faculty to facilitate the design of a comprehensive curriculum that includes ISBE and or NASPE goals, relevant lesson plans with activities and assessments aligned to objectives, and accommodations for diverse student audiences. It is thought that this curriculum transformation

<sup>9</sup> CDC PECAT (Physical Education Curriculum Assessment Tool) Score Sheet for Middle School and High School are attached in “Other Attachments.”

can be accomplished with a relatively modest infusion of funding over a term of three years. Costs would primarily be related professional development costs and training to develop and deliver a more robust, accurate, and acceptable curriculum that is in keeping with the latest fitness and behavior research. Dr. Banas also recommends supplementing the current in-house curriculum, with some published research-based age/grade appropriate curricula, with aligned assessments, to fill in curriculum gaps, which can be enhanced, customized and vertically aligned for the use at the appropriate grade level.

**PEP/PECAT Team Recommendations for Improvement of  
ASPIRA Middle School P.E. Programs and their Alignment to State Standards  
In accordance with PEP Absolute Priority #1 & #2**

<b>A Identified weaknesses within PECAT results</b>	<b>B PECAT Committee recommendations</b>	<b>C Necessary actions</b>	<b>PEP Grant Absolute Priority Activity #2</b>
Although content is covered in units, it is unclear how student understanding or performance is adequately assessed.	Align Content (Units) with ISBE and NASPE standards with appropriate assessments for unit goals.	Create 6-8 curriculum framework and identify assessments throughout each grade level to evaluate student progress.	(2)(a) Fitness & Education Assessment to help students understand, improve or maintain their physical well-being
Vertical & Horizontal Curriculum alignment	Clearly identify horizontal alignment for each grade level and vertical alignment between grade levels to scaffold knowledge and performance.	Create horizontal and vertical alignment for 6-8 grade levels.	(2)(b) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student;
Assessment of Affective domain (NASPE Standards #5 and #6)	Introduce an assessment protocol for NASPE standards #5 and #6 relating to personal and social responsibility and value orientations of physical activity.	Set up affective domain assessments.	(2)(c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle;
Balance of Curriculum Curriculum does not pay adequate attention to artistic expressive activities and or specific collaborative teamwork activities.	Evaluate current curriculum to include a balanced variety of activities for all student interests abilities ensuring adequate time is spent on each area.	Evaluate current curriculum and ensure balanced for all activity categories.	(2)(d) opportunities to develop positive social and cooperative skills through physical activity participation;
	ALL THE ABOVE	Provide professional development and training to P.E. Department heads and faculty to develop curriculum that draws on the latest research for how to best (1) instruct in healthy eating habits and good nutrition and (2) physical fitness activities (a-e)	(2)(e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues and trends in the field of physical education.

**PEP/PECAT Team Recommendations for Improvement of  
ASPIRA High School P.E. Programs and their Alignment to State Standards  
In accordance with PEP Absolute Priority #1 & #2**

<b>A Identified weaknesses within PECAT results</b>	<b>B PECAT Committee recommendations</b>	<b>C Necessary actions</b>	<b>PEP Grant Absolute Priority Activity #2</b>
<b>Curriculum Framework:</b> An Overall Curricula framework does not seem to exist which makes it difficult to identify vertical and	Develop a curriculum framework that shows vertical and horizontal alignment and addresses	Professional Development workshops on curriculum development and design.	(2)(e) opportunities for professional development for teachers of physical

horizontal alignment within the program. It is also unclear as to what is driving the program in terms of content decisions.	ISBE and NASPE standards.		education to stay abreast of the latest research, issues and trends in the field of physical education.
<b>Assessment of Student Performance:</b> It is unclear how student performance is assessed throughout the program. It is also unclear if assessments are aligned to ISBE standards, NASPE standards and Learning Domains.	Develop a series of assessments of student performance aligned with ISBE standards NASPE Standards and Learning Domains.	Professional Development workshops on curriculum development and design.	(2)(e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues and trends in the field of physical education.
<b>Standards Alignment:</b> The units provided do not show clear alignment with both ISBE and NASPE standards. Although some units have ISBE standards listed it is unclear how the program is assessing whether they met those standards or not.	In conjunction with the curriculum framework create alignments tables that include the units being taught, the standards being met and the assessments used to demonstrate meeting of the standards.	Professional Development workshops on curriculum development and design.	(2)(e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues and trends in the field of physical education.

**C. How the Gaps or Weaknesses Will be Addressed by the Proposed Project:** The ASPIRA

Pep Initiative curriculum development design addresses all six ILS. The emphasis on students’ self-assessment makes this strategy applicable to: **State Goal 19:** Acquire Movement skills, **State Goal 20:** Achieve Physical fitness and self-assessment, **State Goal 21:** Develop Team-building skills, **State Goal 22:** Health promotion and prevention and treatment of illness and injury, **State Goal 23:** Understand Human Body Systems, and **State Goal 24:** Increase Health Literacy.

To meet achievement goals, ASPIRA needs Professional Development in PE and Health integration that is culturally relevant and makes use of local resources and institutions. The grant will provide training in and exposure to innovative methodologies, assessment tools, materials and resources in the fields of PE and health. This project will develop and train a cadre of teachers who will have the expertise to provide technical assistance to the other educators. This guarantees that teachers will incorporate aspects of health and PE into the curricula of their classes. It is expected that ASPIRA campuses will both revise and expand the existing curriculum towards meeting state standards, and incorporate the regimen of moderate to vigorous exercise into the students’ daily routines that will improve their overall health and well-being.

**SECTION 2: SIGNIFICANCE**

ASPIRA is embarking on a network-wide effort to significantly reduce obesity and increase fitness and improve nutrition of our students – for the long-term -- by applying for a Carol M. White Physical Education Program grant to fund the transformation of the ASPIRA Charter School network physical education curriculum and its full alignment to the Illinois Learning Standards (ILS), largely through Professional Development workshops and in-class coaching to improve the pedagogical efficacy of the ASPIRA Charter School physical education program.

The proposed ASPIRA PEP project will meet the requirements of the *PEP Grant Invitational Priority 1: Design Filters for Physical Activity programs* by using the White House’s “Let’s Move!” seven “design filters” to serve as guidelines for creating physical activity and wellness programs that will make a significant impact on the entire school community, extending through the students to their families and friends. These filters will be part of the evidence-based program practices that will be incorporated into the ASPIRA School Network’s curriculum development and professional development design. Following the seven design filters, the ASPIRA PEP Fitness and Nutrition initiative will: (1) strive for universal access; (2) include a range of age appropriate activities; (3) aim to reach the recommended guidelines on dosage and duration; (4) be engaging and fun for kids; (5) be led by well-trained coaches and mentors; (6) Track progress, both individually and for the group; and (7) provide consistent motivation and incentives.

The proposed project, over 3 years, will directly impact 270 students, 17+ teachers and 270+ parents over the life of the grant. Indirectly, all 1700 ASPIRA Students and their families, and all 175 faculty and ASPIRA non-instructional staff will be impacted positively by the PEP grant, through the improvement of the scope and efficacy of the P.E. curriculum and pedagogy, and the development, implementation, and monitoring of the ASPIRA Charter School network-wide

### Local School Wellness Policy.

The ASPIRA PEP project goal is three-fold: **first**, to significantly increase student participation in physical activity oriented toward life-long fitness, and inspire our students to make behavioral changes leading to the adoption of healthy eating habits; **second**, to significantly enhance the ASPIRA Middle School and High School P.E. and Nutrition/Health Curricula and its pedagogical efficacy, with the goal of achieving 100% alignment with Illinois Learning Standards; and **third**, to increase the overall student fitness and nutrition levels of all the students attending our schools, through the development, implementation, review, and monitoring of the ASPIRA Charter School Local School Wellness policy for students, currently being developed in alignment with the Chicago Public Schools Local School Wellness Policy for Students. To that end, over the course of the 3 year project, the P.E. teachers and one Science teacher at each of the 3 project sites will work with P.E./Nutrition/Adventure Learning K-12 curriculum and pedagogy experts from a local institution of higher education (institution to be selected through an open RFQ process) to develop a total of 24 P.E. and Nutrition curriculum units, aligned with Illinois Learning Standards, that are designed to positively change behavior leading to high life-long student and family nutrition and fitness levels.

To support the long-term capacity building of the project and sustainability with local partnering education, community fitness and health organizations, ASPIRA will establish the PEP GOVERNING COUNCIL (Council) and the PEP LEADERSHIP TEAM (Leadership Team). The Council, which will include the principals from the three campuses, the project director, and representatives from the partnering school of education (TBD), from the partnering CBO (YMCA) and from Hispanocare, the local organization partner supporting nutrition and healthy eating, will assess and monitor the planning and implementation of the project as well as

the development of a long-term strategic sustainability plan.

### **SECTION 3: QUALITY OF THE PROGRAM DESIGN**

While the short-term goal of the ASPIRA PEP Initiative is to significantly increase participants' daily physical activity, and inspire healthy eating habits, we have designed the ASPIRA PEP initiative around building the capacity of our P.E. and Nutrition departments, through teacher professional development, curriculum enhancements and alignment to state standards, and the development, review and monitoring of school-wide wellness policy, so that we will be able to see results that extend far beyond the period of the three-year Carol M. White grant. Moreover, we believe that part and parcel of this capacity building, is the building of a school-wide culture of health, fitness and wellness, that will extend far beyond the life of any specific funding source.

- 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**. (10 pts.)

The capacity building aspect of the ASPIRA PEP Initiative is 2-fold: 1) to build the pedagogical efficacy of our P.E. and Science-nutrition teachers through professional development and 2) to have P.E. curriculum experts work with our staff to create units and assessments that will be a permanent part of the P.E. Curriculum map, resulting in a curriculum that is complete and 100% in alignment with Illinois Learning Standards. To that end, over the course of the 3 year project, the P.E. teachers and one Science teacher at each of the 3 project sites will work with P.E./Nutrition/Adventure Learning K-12 curriculum and pedagogy experts from a local institution of higher education (institution to be selected through an open RFQ process) to develop a total of 24 P.E. and Nutrition curriculum units, aligned with Illinois Learning Standards, that are designed to positively change behavior leading to high life-long student and family nutrition and fitness levels.

- B. The extent to which the design of the proposed project **reflects up-to-date knowledge from research and effective practice**.(10 pts.)

The proposed project is drawing on the latest in nutrition and fitness research, especially as it is relevant to Hispanics and African Americans, and the contexts of their lives. Whether we are talking about fitness or eating habits, there are many factors that impact both. A 2010 article “Physical Activity in Latino Children: Research and Its Implications,”<sup>10</sup> identified many of the issues facing not only researchers but practitioners, when approaching making changes in the physical activity behaviors of an ethnic group for which obesity is a growing crisis, yet very little is actually known about exactly why obesity for Latinos is a crisis in the United States, but not in their home countries. The article concludes with recommendations for practitioners, stating “As outlined in the physical activity recommendations of first Lady Michelle Obama’s “Let’s Move” program, the solutions to positively impacting socio-cultural, environmental, and behavioral components rest with comprehensive systems approaches.”<sup>11</sup>

ASPIRA’s PEP Proposal builds on the work completed in the previous PEP grant funded 2009-2012. The Adventure Learning initiatives and similar challenge and engagement strategies will continue as a key component of our P.E. program. That said, in the short time since the beginning of that grant, much has evolved in the area of children’s fitness, in part due to Michelle Obama’s initiative to get all of us, especially the youngest of us, moving. With greater understanding of the motivating factors in lifelong fitness habits, and the greater awareness of the Obesity Crisis, especially within our own Latino Community, it’s not an option any more to have even one child sit on the sidelines during P.E. class – or to stay on the Sofa eating Pizza instead of getting involved in a physical activity or preparing a salad.

With that in mind it is more critical than even that our P.E. curriculum reflect the latest in research that will result in the optimal results in which our youth can grow up healthy and strong – and, with the necessary safeguards, not injured as well. This means creating a vertically and horizontally aligned curriculum that will engage youth and at the same time will be teaching them habits, values as well as

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<sup>10</sup> Olvera, Norma, Ph.D. et al. “Physical Activity in Latino Children: Research and its Implications,” Journal of Applied Research on Children: Informing Policy for Children at Risk: Vol. 1: Iss.1, Article 3.

<sup>11</sup> Let’s Move: America’s Move to Raise a Healthier Generation of Kids. [Http://www.letsmove.gov/](http://www.letsmove.gov/) .

affective behaviors and cognitive reasoning that will support them in all other areas of their lives, including academics. To that end, we will engage experts who have that cutting edge knowledge to work with our faculty to produce curriculum and school-wide policy that will lead to a whole school engagement in making healthy fit choices. The HECAT and PECAT self-assessments, both developed, in addition to the SHI, by the CDC, are an excellent mechanism for evaluating where there are gaps in the curriculum. The Leadership Team has already used the PECAT for reviewing the current P.E. curriculum, leading us to identify the specific gaps in our current middle school and high school curriculum. Curriculum and Professional Development experts, who are bringing to us the latest research about age appropriate and culturally relevant pedagogical strategies to implement while aligning the curriculum fully to the Illinois Learning Standards. The Leadership Team will also apply the seven design filters of the White House “Let’s Move” initiative as well as implementing the CDC’s coordinated school health program.

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

The ASPIRA PEP Initiative is one that, following Michelle Obama’s lead, takes the comprehensive approach to bring about the transformative changes that we need to see in our children’s lives. The dire need is all too clear. We need to be coordinated and collaborative in the work that we are doing. In that spirit, the ASPIRA PEP initiative is designed around the following statutory purposes and requirements:

- 1) Purpose of the Carol M. White Program: ASPIRA PEP Initiative targets its focus on expanding and improving physical education for students in the middle and high school years, the years where we see the lowest participation in physical activity and the worst eating habits of any other age group;
- 2) Absolute Priority: Addresses state standards, using the PECAT and HECAT to identify and address all gaps in content and assessment;
- 3) Absolute Priority 1: Focusses on providing instruction in healthy eating habits and good nutrition;
- 4) Absolute Priority 2: Addresses all five activities (a-e)

- 5) In accordance with Competitive Preference Priority #2 has developed a partnership with community entities;
- 6) In accordance with Invitational Priority #1: Has adopted the White House seven design filters;
- 7) In accordance with statutory requirements: Follows all of 7 requirements:
  - a. Req #1: Identified needs using the School Health Index (SHI)
  - b. Req #2: Is in process of developing the ASPIRA Charter School Network's Wellness Policy, which follows the Chicago Public Schools framework, itself adopted from the CDC Coordinated School Health Program;
  - c. Req #3: Has developed linkages with CPS (LEA) local wellness policies (see #2)
  - d. Req #4: Has linkages with Federal, State and Local initiatives, most especially the recently published Healthy Chicago initiative, jointly published by our community entity partners, the Chicago Department of Public Health and the Mayor's Office
  - e. Req #5: Used the PECAT to identify the gaps in our current P.E. program; Will use the HECAT to identify the gaps in the nutrition program;
  - f. Req #6: Any equipment purchased will be directly in alignment with the PEP elements
  - g. Req #7: Have committed to gather the relevant data and report all GPRA outcomes and post on our website

### **Project Leadership Team to Implement, Manage and Sustain the Program**

In October of 2013, an ASPIRA Leadership Team, composed of the Project Director, one P.E. Teacher from each campus, and the three campus site coordinators will be established to meet bi-weekly for the first 4 months and monthly thereafter to provide overall leadership. The ASPIRA Leadership Team, will: (1) conduct an on-going assessment of PE and Health curricula and instruction at ASPIRA campuses to meet the six ILS and design Professional Development and student-centered programs that support the attainment of those standards, (2) develop and implement plans to coordinate the PE program with the after-school programs to increase

physical activity; (3) implement physical activities that provide life-long value to students (e.g. dance, yoga, jogging and weight or exercise equipment) to develop flexibility, endurance, and strength, and (4) determine how the project can be sustained after federal funding ends through the reallocation of school resources and partner collaboration.

#### **SECTION 4: ADEQUACY OF RESOURCES**

The proposed ASPIRA PEP project, over the 3 years of its implementation, will directly impact 270 students (90 non-duplicated students per year), 17+ teachers (all P.E. teachers, all science-nutrition teachers, and on the conservative side, an estimated 270 parents (non-duplicated) over the life of the grant. That said, all 1700 ASPIRA students and their families, and all 175 faculty and ASPIRA non-instructional staff will, indirectly, be impacted positively by the PEP grant, through the improvement of the scope and efficacy of the P.E. curriculum and pedagogy, and the development, implementation, and monitoring of the ASPIRA Charter School network-wide Local School Wellness Policy.

The ASPIRA PEP project will significantly increase the physical activity level and healthy eating habits of the 270 students directly impacted by this program, which is also likely to impact the families of those 270 children as well. Based on the experience of the first ASPIRA PEP grant which was awarded to ASPIRA in 2008 for which we provided a close out report in the fall of 2012, students who participated in the program, over 90% of which were Latino, all significantly increased their physical activity levels and reported at a significantly higher percentage that they were eating 2 or more fruits and 3 or more vegetables every day. We know that just by shedding 5% of our weight, we may lower our risk for several diseases, including heart disease and type 2 diabetes. Given the medical and social costs of disease and death, there could not be a better return on investment than to turn around what is described as an Obesity

Crisis in the Latino Community.

Secondly, the ASPIRA PEP project will significantly enhance, in both the immediate and long-term, the ASPIRA Middle School and High School P.E. and Nutrition/Health Curricula and its pedagogical efficacy, with the goal of achieving 100% alignment with Illinois Learning Standards. This means a long-term impact on our 1700 students' learning, both academic and social, leading to building healthy habits and achieving a level of wellness that far exceeds what is experienced by the average low income person and/or Latino. Finally, the ASPIRA PEP Project, and all its alignments with policies and programs, is expected to inform the ASPIRA Charter School Network's Local School Wellness Policy, which will impact all the grade levels of students attending our schools.

To that end, over the course of the 3 year project, the P.E. teachers and one Science teacher at each of the 3 project sites will work with P.E./Nutrition/Adventure Learning K-12 curriculum and pedagogy experts from a local institution of higher education (institution to be selected through an open RFQ process) to develop, over the 3 years, a total of 24 P.E. and Nutrition curriculum units, aligned with Illinois Learning Standards, that are designed to positively change behavior leading to high life-long student and family nutrition and fitness levels. The Professional Development model aim is to address the content and assessment of lessons building the cognitive development of individual, non-competitive and inclusive fitness activities; healthy zones of motor skills, muscular fitness, flexibility, aerobic fitness and body composition; physical, mental, social, emotional and team development, sportsmanship and cooperative skills; health literacy, nutrition, health promotion and prevention of disease and illness. For the cost of \$5,000 per semester (\$2,500 per curriculum and instruction coach per semester), each of the 5 P.E. and 3 Science teachers (8 teachers) will participate in monthly

short workshops of 1.5 hours (10 short workshops per year for a total of 15 hours) plus 4 long workshops of 8 hours each, for a total of 32 hours per year, plus each teacher will be visited and coached in their classroom 3 times per semester, for a total of six 3 hour classroom visits which include a pre-conference and a post conference, equal to a total of 18 hours of coaching per year or 65 hours of professional development per teacher x 8 teachers = total of 520 professional development direct contact hours. Therefore, at a cost of \$19.23 per contact hour ASPIRA students will derive long-term health and wellness benefits from the improvements made in curriculum and instruction, a small investment with a high return (ROI). Other features of the ASPIRA PEP grant include increased opportunities for out of school fitness activities and nutrition exposures, through discounted fitness club memberships and afterschool fitness activities. Every cost has been carefully scrutinized for the highest benefit and ROI.

#### **SECTION 5: QUALITY OF MANAGEMENT PLAN**

The ASPIRA PEP Initiative management plan follows a team-based management model that maximizes the use of PEP funding for teaching and learning, keeping administration costs to the bare minimum needed to manage and carry out the necessary logistics that will support the PEP fitness and nutrition activities and events, and enable our teaching and administrative staff to collect, manage and track data and support the work of the teams. The plan's procedures include clear delineation of responsibilities, timelines, and milestones for accomplishing project tasks.

*(a) Management Responsibilities.* The 15 -member Leadership Team (3 Principals, Project Director, Administrative Assistant, 3 P.E. Department Heads, 3 Science Teachers and 3 Site Coordinators) will design, plan and manage the implementation of project Curriculum Development, Professional Development, Policy Development and Participant activities. The

Leadership Team will meet bi-weekly during the first four months of the grant and monthly thereafter and will oversee implementation of the project's objectives, in accordance with timelines and within budget. It will: (1) monitor timelines and milestones, (2) monitor the budget, (3) define staff responsibilities, (4) carry out on-going review of project plans, (5) monitor and modify the activities of the project based on data and feedback received from participants and evaluator.

The Project Governing Council (comprised of the three ASPIRA principals, the Chief Academic Officer, the Project Director, the IHE Partner(s) and the PEP Partner representatives) will: (1) set overall policies for the PEP program, (2) monitor the implementation of the ASPIRA PEP Project in accordance with the developed contract, and based on the submitted proposal, (3) review evaluation reports and recommend on program changes, (4) meet with the Leadership Team to discuss the effectiveness of the project's implementation, (5) disseminate information about the project locally and nationally, (6) develop and monitor plans to sustain the project after federal funding ends by coordinating resource sharing among partners and schools with long-term sustainability in mind. This group will meet monthly for the first four months of the funding period, then quarterly.

To oversee the initiative, there will be a 20% (.2FTE) Project Director who will report to the Chief Academic Officer. The Project Director will have authority to interview and recommend the hiring of staff consistent with ASPIRA procedures, recommend and monitor the work of the Professional Development independent contractor (TBD), and the External Evaluator (TBD.), and authorize and monitor project expenditures to keep the project on time and within budget. The External Evaluator will ensure that the data and documentation collected will inform the leadership team and Governing Council and meet the requirements for reporting.

## ASPIRA PEP Project “Staffing” Chart

Position	FTE's	Report	Primary Responsibilities to the PEP Project
PEP Project Director	.2 FTE	CAO	Manage project ensuring the project meets its goals and objectives on time and on budget
PEP Admin Asst	.5 FTE	PEP Project Director/CAO	Ensure data is collected and managed, provide data needed for reports, coordinate logistics for activities
PEP Site Coordinator	.25 FTE (Stipend)	PEP Project Director	Reserve rooms for project, Liaison and Contact parents and students for activities, participate on field trips
Professional Dev / curriculum Consultants	(2) @ \$2,500 per semester	PEP Project Director	Workshop with teachers on curriculum and pedagogy; 5 short and 2 long meetings per semester; 3 visits per PE teacher at each school; 2 meetings per semester per school with science teachers
Adventure Learning Consultant	(1) \$1000 per semester	PEP Project Director	20-25 hrs of PD with PEP teachers
P.E., Science & Homeroom Teachers	Full Time Faculty	Principal of School Assignment	Teachers on project are expected to participate at levels comparable to the deliverables expected; will be paid stipends for time outside school hours

The Project Timeline of major events, milestones, and activities that drive the program's

trajectory, below:

<b>PROJECT &amp; MILESTONE TIMELINE</b>		
<b>ACTIVITIES</b>	<b>Participants</b>	<b>Semester</b>
<b>MILESTONE:</b> PROJECT LAUNCH: Governing Council convenes & Leadership Team begins to meet	LT, GC, EE (if on staff)	October, '13
Issue RFQ or RFP for Bidders to provide vendor services (Afterschool fitness & nutrition activities, External Evaluator, Fitness Club Membership, Professional Development & Training)	LT	October, '13
Purchase Materials, Equipment, Supplies	Project Director	<b>October, '13</b>
Governing Council Convenes (regular meetings)	GC, EE	<b>October, '13</b>
Baseline GPRA testing (Pedometer, Activity Survey, Nutrition Survey, FitnessGram) <sup>12</sup>	S, PET, HRT	<b>October, '13</b>

<sup>12</sup> To establish fitness baselines, students will be assessed using an online exercise tracking system like Fitnessgram or similar, heart rate monitors, and pedometers. This system assesses students according to biometric measures (e.g. blood pressure, body weight, lung function) and flexibility protocols (e.g. shoulder and trunk rotation, strength protocols, body composition, and cardiovascular assessments).

Hispanocare School Fitness Clinic (BMI, Steps)	All	<b>November, '13</b>
ASPIRA PEP schools Kickoff Events	All	<b>November, '13</b>
New PEP Awardee Conference	Project Director	<b>November, '13</b>
IAHPERD State PE Conference	LT, PGC	<b>November, '13; '14</b>
Technical PD Sessions: Fitnessgram or Similar	PGC	<b>Fall, '13 &amp; ongoing</b>
PD: Meet ILS 19-24 PE/health, Exercise physiology	PGC, LT	<b>Fall, '13 &amp; ongoing</b>
PD: Adventure Education fundamentals	LT & Other Teachers	<b>Fall, '13 &amp; ongoing</b>
PD: Exercise Physiology Basics, Cardiovascular building, etc.	LT & other Teachers	<b>Fall, '13 &amp; ongoing</b>
PD: Motivational Interviewing #1	LT, PGC & PDT	<b>Fall '13</b>
<b>MILESTONE:</b> Mid-Year GPRA Fitness Check	S, PET	<b>Jan, '14</b>
Health and Fitness Fair	PDT	<b>Spring, '14 ongoing</b>
Hispanocare School Fitness Clinic (BMI, Steps)	All	<b>November, '13</b>
Illinois Nutrition Education and Training (NET)	LT and other teachers	<b>Spring, '14 ongoing</b>
PD: Low Ropes Course Facilitator Cert.	PET, LT, PDT	<b>Spring, '14, '15</b>
PD: Workout Basics	PET, LT	<b>Spring, '14 ongoing</b>
PD: Group Exercise	PET, LT	<b>Spring, '14</b>
Fitness Olympics & Coop Sports Tournament	All	<b>Late Spring '14</b>
<b>MILESTONE:</b> EOY GPRA Fitness Check	S, PET	<b>May, '14</b>
<b>MILESTONE:</b> 2 <sup>nd</sup> Year LAUNCH: Governing Council convenes & Leadership Team begins to meet; Review Data & 2 <sup>nd</sup> Year Plan; Recruit 2 <sup>nd</sup> Year Homerooms	LT, GC, EE	<b>October, '14</b>
2 <sup>nd</sup> Year – New Students - Baseline GPRA testing (Pedometer, Activity Survey, Nutrition Survey, FitnessGram)	S, PET, HRT	<b>October, '14</b>
Adventure Education Institute	PET, LT	<b>Fall, '14, '15</b>
NEIU PD: Rock Climbing Wall Facilitator Cert.	PET, LT	<b>Fall, '14, '15</b>
NEIU PD: Motivational Interviewing #2	LT, PET	<b>Fall, '14, '15</b>
Physical Best or similar: Gets FITT	PET, LT	<b>Fall, '14, '15</b>
NEIU PD: Nutrition Basics	All	<b>Fall, '14, '15</b>

<b>MILESTONE:</b> Mid-Year GPRA Fitness Check	S, PET	<b>Jan, '15, '16</b>
NEIU PD: Weight Management	LT	<b>Spring 15</b>
NEIU PD: Health Related Fitness Components	LT	<b>Spring 15</b>
Physical Best or similar: Fitness for Life Course	LT	<b>Spring 15</b>
NEIU PD: Low Ropes Facilitator Re-Cert.	LT	<b>Spring 15</b>
<b>MILESTONE:</b> EOY GPRA Fitness Check	S, PET	<b>May, '15, '16</b>
Sustainability Plan Developed	LT, GC, EE	<b>Fall, 15</b>
<b>MILESTONE:</b> EOY/ EOP GPRA Fitness Check	S, PET	<b>May, '16</b>
<b>Timeline Legend:</b> <b>GC:</b> Governing Council—the 3 Principals, the Chief Academic Officer, the Project Director, IHE Faculty Member, Reps from community partners. <b>LT:</b> Leadership Team —Project Director, Administrative Assistant, three PE/health teachers (one from each school), and the Site Coordinators. <b>S:</b> ASPIRA Students. <b>EE-</b> External Evaluator. <b>PET:</b> PE Teacher. <b>ST:</b> Science Teacher. <b>HRT:</b> Home Room Teacher <b>All:</b> all school community		

*Timelines and Reporting to the U.S. Department of Education on Performance Measures.* The

Leadership Team will be responsible for conducting the project's evaluation activities in a timely manner. The Leadership Team and the External Evaluator will be responsible for submitting interim and year-end reports to the U.S. Department Education. Those reports will outline how project's objectives have been met and in what ways the project has addressed the program's GPRA Performance indicators.

## **SECTION 6: QUALITY OF PROJECT EVALUATION**

The ASPIRA PEP program design creates a blueprint that utilizes research-based and evidence-based practices to support clearly specified measurable outcomes that are sought. The project evaluation plan is critical to the design and the ultimate successful implementation of the ASPIRA PEP project, as the evaluation, both formative and summative in its methodology, will shape the development of the project from the beginning to the end of the grant period. ASPIRA will utilize an external evaluator, with the qualifications that the evaluator has a Ph.D. in Education or related field and a strong background in formative evaluation methods, qualitative and quantitative, and also has a full understanding of state standards-aligned education and appropriate assessments, as well as evidence-based practices of fitness and nutrition education in the K-12 Classroom. The evaluator will be expected to observe Council and Leadership Team

meetings, classrooms, teacher coaching sessions, after-school fitness and nutrition activities and parent-family engagement activities. Data collected will include the SHI, PECAT and HECAT self-assessments, participant and parent surveys, focus groups, and the data collected from students based on the tracking of GRPA outcomes. *Data Collection.* A central data bank will be established to systematically track of all quantitative data on participants, including following students who choose to continue to use the *Fitnessgram* as part of their fitness routine up to one year after their exit from the PEP program due to having been promoted to the next grade.

**Formative Process Providing Feedback and Assessment.** Information will be used in a variety of ways to manage progress towards the project's stated goals and objectives. **First**, the Leadership Team will assess on a semester by semester basis the degree to which milestones have been met, or are progressing toward being met, for all of the project's objectives. The quantitative and qualitative measures and results will be shared, as available, on a quarterly basis by the Leadership Team with project participants and the Governing Council. **Second**, the Leadership Team will also meet with PE teachers, students, and parents to share the formative and summative evaluation findings and to determine what changes and modifications in program design and implementation should be undertaken. **Third**, after these modifications have been implemented, the Leadership Team will determine in collaboration with the external evaluator how effective these changes have been and what impact the changes have brought.

**OVERALL GOAL:** The overall goal of the ASPIRA PEP project is to improve the health in ASPIRA's school communities by increasing access to and participation in fitness opportunities and health instruction, and by supporting teachers in curriculum development and planning for strategies and student engagement in standards-based PE and Health programs, so that all three campuses will incorporate and align the curriculum with 100% of the six ILS. The

project will be evaluated based on the following three **(3) GRPA Participant Outcomes** and **four (4) unique-to-ASPIRA** program and process outcomes:

GPRA REQUIRED OBJECTIVE 1: <i>The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by using pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12. Baseline data will be collected at the beginning of each school year; Data to measure growth will be collected at mid-year (Jan) and at the end of the school year (May-June).</i>			
<i>60 minutes daily activity</i>	Pedometer Data	3DPAR Data	Why Reasonable, but ambitious goal
2013-2014 SY Goal	50%	60%	<b>Ambitious:</b> Based on research conducted on Latino school-aged youth over the age of 12 we might expect to see a baseline that is as low as 12% of youth participating in 60 min. of daily physical activity. <b>Reasonable:</b> Based on 2011 PEP grant when students self-reported activities, 52% of students at baseline engaged in 45 min. daily activity (15 min. less than 60 minutes). Actual activity as recorded by pedometer may be less and students may neglect to wear or bring their pedometer
2014-2015 SY Goal	60%	70%	<b>Ambitious:</b> Given national statistics as low as 12% meeting this outcome, the goal is ambitious. <b>Reasonable:</b> Given that the PEP program will have been in the school for one year and the PE program will have benefited from the infusion of evidence-based standards aligned curriculum with high quality coaching on delivery the goal is reasonable.
2015-2016 SY Goal	70%	80%	<b>Ambitious:</b> Given national statistics as low as 12% meeting this outcome, the goal is ambitious. <b>Reasonable:</b> Given that the PEP program will have been in the school for one year and the PE program will have benefited from the infusion of evidence-based standards aligned curriculum with high quality coaching on delivery the goal is reasonable.

GPRA REQUIRED OBJECTIVE 2: <i>The percentage of students served by the grant who meet the standard of a healthy fitness zone (HFZ) as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. Baseline data will be collected at the beginning of each school year; Data to measure growth will be collected at mid-year (Jan) and at the end of the school year (May-June).</i>		
<i>PYFP HFZ (5/6)</i>	FitnessGram	Why Reasonable, but ambitious goal
2013-2014 SY Goal	50%	<b>Ambitious:</b> Based on research conducted on Latino school-aged youth over the age of 12 we might expect to see a baseline that is as low as 12% of youth meeting the HFZ standards <b>Reasonable:</b> Based on 2011 PEP grant when students completed the “President’s Fitness Challenge,” by the end of the first year, students ranged in various events from 34% on pushups to 82% on V-sit reach
2014-2015 SY Goal	60%	<b>Ambitious:</b> Given national statistics as low as 12% meeting this outcome, the goal is ambitious. <b>Reasonable:</b> Given that the PEP program will have been in the

		school for one year and the PE program will have benefited from the infusion of evidence-based standards aligned curriculum with high quality coaching on delivery the goal is reasonable.
2015-2016 SY Goal	70%	<b>Ambitious:</b> Given national statistics as low as 12% meeting this outcome, the goal is ambitious. <b>Reasonable:</b> Given that the PEP program will have been in the school for one year and the PE program will have benefited from the infusion of evidence-based standards aligned curriculum with high quality coaching on delivery the goal is reasonable.

**GPRA REQUIRED OBJECTIVE 3:** The percentage of students served by the grant who consume *fruit* two or more times per day and *vegetables* three or more times per day as measured in programs serving high school students using the nutrition-related questions from the Youth Risk Behavior Survey and in programs serving elementary and middle school students using an appropriate assessment tool for their populations. Baseline data will be collected at the beginning of each school year; Data to measure growth will be collected at mid-year (Jan) and at the end of the school year (May-June).

<i>PYFP HFZ (5/6)</i>	Nutrition Survey	Why Reasonable, but ambitious goal
2013-2014 SY Goal	70%	<b>Ambitious:</b> Based on research conducted on Hispanic teens, getting them to eat their veggies is a challenge – even more of a challenge than for white teens. <b>Reasonable:</b> Given that we have over 90% of our students qualifying for free or reduced lunch we can have some influence on the quality of the food the lunch room serves, so that can provide 2 or 3 out of the 5 fruits/vegies per day. We also plan to have parents/families involved in our healthy food – “Eat 5” campaign.
2014-2015 SY Goal	80%	<b>See above</b>
2015-2016 SY Goal	90%	<b>See above</b>

**UNIQUE OBJECTIVE 1: Teachers/Educators Developing & Improving Their Professional Skills in Physical Education, Health, Nutrition & Fitness**

By September 30, 2016, 100% of the 8 teachers (5 physical education and 3 health science) from the 3 ASPIRA campuses will have increased their ability to develop curriculum and deliver high quality instruction in physical and fitness education, health and nutrition, as evidenced by their relative growth on the Charlotte Danielson teaching evaluation instrument.

	Measure	Goal	When measured
2013-2014	Danielson Teaching Evaluation – conducted by Principal	80% of PEP teachers show improvement in teaching in areas identified in PD plan	Set Plan in October; Mid-year and end of year Teaching Evaluations
2014-2015	same	85% show improvement	same
2015-2016	same	90% show improvement	same

**UNIQUE OBJECTIVE 2: P.E. and Nutrition Curriculum Development in Alignment with 6 ILS**

P.E./Nutrition Standards and Seven Design Filters (“Let’s Move”! Initiative)			
By September 30, 2016, 100% of the 6 ILS Health and Fitness Standards and the 7 White House Design Filters will have been fully incorporated and aligned with the ASPIRA Charter Network Middle School and High School P.E. and Nutrition Curricula.			
	Measure(s)	Goal	When reviewed
2013-2014	PECAT, HECAT	12 Units completed in alignment with ILS and 7 Filters	May 2014
2014-2015	PECAT, HECAT	18 Units completed in alignment with ILS and 7 Filters	May 2015
2015-2016	PECAT, HECAT	24 Units completed in alignment with ILS and 7 Filters	May 2016

UNIQUE OBJECTIVE 3: The ASPIRA Local School Wellness Policy is aligned with PEP Goals and shows continuous improvement as measured by the SHI.			
By September 30, 2016, The ASPIRA Local School Wellness Policy will be fully implemented, reviewed and monitored for compliance with the SHI framework.			
	Measure(s)	Goal	When reviewed
2013-2014	SHI	Show continuous Improvement over Baseline	May 2014
2014-2015	SHI	same	May 2015
2015-2016	SHI	same	May 2016

UNIQUE OBJECTIVE 4: Involving Parents & Community Members in Enhancing the Health & Physical fitness of Students			
By September 30, 2016, the 3 ASPIRA campuses will have served 270 parents and acquired at least one community partner (Hospitals, YMCA, Boys and Girls Club, Youth Centers, Chicago Park District, other local community agencies) willing to collaborate with the school to increase the availability of activities for students in order to meet the six State of Illinois Standards for Physical Development and Health and support the continuity of the PEP Fitness & Nutrition project.			
	Measure(s)	Goal	When reviewed
2013-2014	Sign in sheets at activities & Partnership MOU	90 Parents	May 2014
2014-2015	Same	90 “new” parents & Identified potential community partner	May 2015
2015-2016	Same	90 “new” parents & 1 Community Partner	May 2016

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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**PROGRAM SPECIFIC ASSURANCES**

**Agency Name:** ASPIRA Inc. of Illinois

**DUNS #** 068504240000

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

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.

2. Align our PEP project with the district's Local Wellness Policy, if applicable.

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others: CDPH HEALTHY CHICAGO

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.

(b)(4)

**Signature of Authorized Representative**  
**Anibal L. Taboas**

**C.E.O.**  
**Title**

**ASPIRA Inc. of Illinois**  
**Applicant Organization**

**APRIL 12, 2013**  
**Date Submitted**



# Physical Education Curriculum Analysis Tool (PECAT)

Reference Number: **NEIU004931**  
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## Physical Education Curriculum Analysis Tool (PECAT)

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### Curriculum Description

The curriculum description allows you to summarize the overall goals and focus of the curriculum and select grade levels that the curriculum addresses. Please enter the following information as it relates to this curriculum.

### Identifying Information

\* 1. Name of curriculum (max length 200 characters):  
CPS 6-8 Physical Education Curriculum  
We recommend that you identify your curriculum by publisher and grade level.  
For example, "Curriculum McGraw-Hill for Grades 6-8".

2. Year published or developed:   
If applicable, year revised:

3. Publisher/Developer/Distributor:

Name:   
Address line 1:   
Address line 2:   
City:   
State:   
Zip:   
Web address:

### Goals/Target Audiences

4. How many students will participate in the curriculum?

5. How many teachers will participate in the curriculum?

6. Summarize the overall goals or focus of the curriculum:  
Goals for the program are aligned with ISBE standards, but not clearly aligned with NASPE or other standards. It is the goal of the program to create a curriculum that is fully aligned with ISBE and NASPE standards, that includes a variety of physical education experiences and assesses student learning of the content taught through the curriculum.

7. Which grades does the curriculum include?  
6-8

Which grades will you analyze using this online PECAT? (Check all that apply.) Note that these selections will directly determine the grade levels included in your analysis and can be changed at any time for the active PECAT.

\*  K-2  3-5  6-8  9-12

### Lessons

8. How many lessons/sessions are in the curriculum?

9. Is use of this particular curriculum required by the school board or school superintendent's office?  
 Yes  No  N/A

10. Has the curriculum ever been reviewed by another committee?  
 Yes  No  N/A

(If yes, which committee?)  
(If yes, what type of results were found as a result of the review?)

world?

- 2. Protocols for assessing students ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)? 0 0 6
- 3. Protocols for assessing students ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics? 0 0 6
- 4. Protocols for assessing students ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport? 0 0 6
- 5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components? 0 0 6

<b>Student Assessment Analysis Score for Standard 6 (Grades 6-8):</b>	0	0	0	<b>0</b>
				<b>SCORE</b>

### Key for Scoring

- 2 = Fully:** The curriculum sufficiently addresses each and every element of the question.
- 1 = Partially:** The curriculum partially addresses the question.
- 0 = No:** The curriculum does not address the question.

### Overall Score

The overall PECAT scorecard shows the compiled scores for content and student assessment analysis for each standard, by grade range. The scores are based on a scale of 0 to 10, within which a score of "0" is the lowest and a score of "10" is the highest. If a standard receives a score of "0", this means that the curriculum does not address the standard for the grade range. If a standard receives a score of "10", this means that the curriculum fully addresses the standard for the grade range. If a standard has the words "Incomplete" instead of a score, this means that the score for the standard is incomplete (e.g., not all of the questions for the standard were answered). You can click on the "Incomplete" link to return to the page for the standard to finish answering the questions or click on the score to return to the page for the standard to edit or review the answers to the questions.

Review your overall scorecard by doing the following:

1. Look at each score individually and note any score that is below a "10". These scores indicate that that the standard is not fully addressed in the curriculum and there is a need for improvement.
2. Compare the content and student assessment analysis scores for each standard and grade range. For example, if the curriculum scored "10" in standard 1 for content analysis and "5" in standard 1 for student assessment analysis in grades 9-12, this indicates a gap in student assessment protocols for that standard and grade range. Make note of this gap.
3. Finally, if you are analyzing a curriculum that covers more than one grade range (e.g., a curriculum that covers both grades K-2 and grades 3-5), compare the content and student assessment analysis scores across the grade ranges. For example, if standard 3 for grades K-2 scored "7" for content analysis and standard 3 for grades 3-5 scored "2" for content analysis, this indicates a gap in sequence across grades K-5. Make note of this gap.

	Content Analysis Score for Each Grade Level	Student Assessment Analysis Score for Each Grade Level
<b>STANDARD</b>	<b>6-8</b>	<b>6-8</b>
Standard #1	3	2
Standard #2	2	2
Standard #3	7	6
Standard #4	4	4
Standard #5	3	0
Standard #6	1	0

### Preliminary Considerations

The following table represents scores from your Preliminary Curriculum Considerations analyses. For each analysis, a score of "4" means the curriculum does not need changes for accuracy, acceptability, feasibility, and affordability. Scores of "3" and "2" mean that changes to the curriculum are needed, but these can be done without much difficulty or expense. Scores of "1" and "0" mean that major changes to the curriculum are needed and these will either be quite difficult or costly to correct. If an analysis has the words "Incomplete" instead of a score, this means that a score for the analysis was not chosen. You can click on the "Incomplete" link to return to the analysis page to choose the score or click on the score to return to the page for the analysis to edit or review the chosen score.

	Score
Accuracy Analysis	2
Acceptability Analysis	3
Feasibility Analysis	2
Affordability Analysis	2

### Improvement Plan

The curriculum improvement plan is a basic guide to help you note weaknesses in the curriculum being considered, describe what the recommendations are for addressing those weaknesses, define any necessary actions to address the weaknesses, and identify persons responsible and reasonable completion dates for addressing the weaknesses.

Within the content and student assessment analysis, each question was given a score of 0, 1, or 2. The questions that received 2 points are considered strengths of the curriculum. The questions that received 1 point are considered potential weaknesses of the curriculum. Questions that received 0 points

are considered definite weaknesses of the curriculum.

Please use the process below to find the questions that received a score of 0 or 1. These questions should serve as the basis for identifying the individual weaknesses discovered through your analysis process. These will need to be addressed in the curriculum improvement planning process.

## Questions

Grades	Question Type	Standard	Question	Score
6-8	Content Analysis	1	Specific lessons on rhythm or dance, such as combining traveling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow?	0
6-8	Content Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	0
6-8	Student Assessment Analysis	1	Protocols for assessing advanced forms of movement skills including nonlocomotor and manipulative, such as asking students to demonstrate striking an object with another object (e.g., striking a ball with a bat)?	0
6-8	Student Assessment Analysis	1	Protocols for assessing students skill level in specialized movement skills, such as having students demonstrate a tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	0
6-8	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	1	Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	0
9-12	Student Assessment Analysis	1	Protocols for assessing students ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music?	0
9-12	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
6-8	Content Analysis	2	Specific lessons about the mechanics of movement, such as air and water resistance, relationships between spin and rebound, gravity, and friction?	0
6-8	Content Analysis	2	Specific lessons on motor learning and motor development concepts (e.g., discussing the role of long-term memory in physical movements, speed and accuracy tradeoff, the role of physical abilities in performing movement)?	0
6-8	Content Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	0
6-8	Student Assessment Analysis	2	Protocols for assessing a variety of concepts of the mechanics of movement, such as asking students to explain the concepts of air and water resistance or relationships between spin and rebound?	0
6-8	Student Assessment Analysis	2	Protocols for assessing students ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of long-term memory in physical movements, speed and accuracy tradeoff, and the role of physical abilities in performing movement?	0
6-8	Student Assessment Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
6-8	Content Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	0
6-8	Student Assessment Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
6-8	Content Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0
6-8	Student Assessment Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
6-8	Content Analysis	5	Specific lessons on teaching students inclusive behaviors and accommodations for individual differences in a variety of physical activity settings?	0
6-8	Content Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0
6-8	Student Assessment Analysis	5	Protocols for assessing students ability to work in groups, apply problem solving skills (e.g., during an orienteering activity), and utilize conflict resolution skills?	0
6-8	Student Assessment Analysis	5	Protocols for assessing student knowledge and skills in teaching (e.g., asking students to teach their peers) and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	0
6-8	Student Assessment Analysis	5	Protocols for assessing student knowledge of and ability to apply safety protocols to a variety of activities and sports they participate in during and outside of physical education (e.g., asking students to explain, through written format, how safety protocols were important during a family bike ride)?	0



6-8	Student Assessment Analysis	5	Protocols for analyzing students personal and social respect regarding individual differences within and outside of physical education, such as observing students social behavior during class?	0
6-8	Student Assessment Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
6-8	Content Analysis	6	Specific lessons that allow students to increase their opportunities for improved self-confidence and self-esteem through physical activity?	0
6-8	Content Analysis	6	Specific lessons that enable students to experience avenues of self-expression provided by activities such as dance, gymnastics, and other forms of artistic movement?	0
6-8	Content Analysis	6	Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least one personally challenging physical activity to attempt?	0
6-8	Content Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students knowledge about the role of physical activity in group and larger social interactions, such as asking students to identify and explain the social role of games played in cultures across the world?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students ability to self-select appropriate physical activities they enjoy and explain their reasons for enjoyment (either written or verbally)?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students ability to identify the importance of self expression through movement, such as asking students to explain and demonstrate certain types of dance and gymnastics?	0
6-8	Student Assessment Analysis	6	Protocols for assessing students ability and motivation to identify new challenges in physical activity, such as asking students to create a new game or sport?	0
6-8	Student Assessment Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
6-8	Content Analysis	1	Specific lessons on advanced forms of movement skills including locomotor (e.g., run), nonlocomotor, and manipulative (e.g., striking an object with another object) skills?	1
6-8	Content Analysis	1	Specific lessons on advanced specialized motor skills such as batting, tennis overhand serve, or badminton smash for individual noncompetitive activity, competitive activity, team court sports, and team field sports?	1
6-8	Content Analysis	1	Specific lessons on the combination of two or more specialized or fundamental movement forms, such as dribbling and passing or receiving and passing an object against a defender?	1
6-8	Student Assessment Analysis	1	Protocols for assessing students skill level in the combination of two or more specialized or fundamental movement forms, such as asking students to demonstrate dribbling and passing or receiving and passing an object against a defender?	1
6-8	Student Assessment Analysis	1	Protocols for assessing students ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills (e.g., asking students to demonstrate the ability to perform a routine using manipulative equipment to music).	1
9-12	Content Analysis	1	Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	1
9-12	Content Analysis	1	Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	1
9-12	Content Analysis	1	Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?	1
9-12	Content Analysis	1	Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	1
9-12	Student Assessment Analysis	1	Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	1
9-12	Student Assessment Analysis	1	Protocols for assessing students ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?	1
6-8	Content Analysis	2	Specific lessons on critical features of movement forms, such as teaching students about the critical features of overhand tennis serve, golf swing, or basketball shooting?	1
6-8	Content Analysis	2	Specific lessons on movement concepts, including game tactics for invasion and net activities?	1
6-8	Student Assessment Analysis	2	Protocols for assessing students ability to explain and demonstrate the critical features of movement forms, such as the features of the overhand tennis serve, golf swings, or basketball shooting?	1
6-8	Student Assessment Analysis	2	Protocols for assessing advanced movement concepts, such as asking students to explain and demonstrate game tactics for invasion and net activities?	1
6-8	Content Analysis	3	Specific lessons that teach students how to identify opportunities for participation in moderate to vigorous physical activities in both school and non-school settings?	1
6-8	Student Assessment	3	Protocols for assessing students ability to identify opportunities for participation in moderate and vigorous physical activities in school and nonschool settings (e.g., ask students to record community-	1

	Analysis		based physical activities they participated in)?	
6-8	Student Assessment Analysis	3	Protocols for assessing students ability to use fitness assessment results to establish personal physical activity programs to reflect personal goals and interests?	1
6-8	Content Analysis	4	Specific lessons on how to assess personal fitness status for each component of fitness and use this information to develop individualized physical fitness goals with little help from the teacher?	1
6-8	Content Analysis	4	Specific lessons on basic principles of training (e.g., threshold, overload, specificity) and how these principles can be used to improve ones level of physical fitness?	1
6-8	Content Analysis	4	Specific lessons that provide opportunities for students to participate in and effectively monitor physical activities that improve each component of fitness?	1
6-8	Content Analysis	4	Specific lessons that teach students about how each component of physical fitness is related to their overall fitness status?	1
6-8	Student Assessment Analysis	4	Protocols for assessing students knowledge about and ability to assess personal fitness and eventually use the information to establish personalized fitness plans?	1
6-8	Student Assessment Analysis	4	Protocols for assessing students knowledge about the basic concepts within various principles of training (e.g., threshold, overload, specificity) and how to apply the principles to their own programs for improving personal fitness?	1
6-8	Student Assessment Analysis	4	Protocols for assessing students capacity to participate in activities for improving each component of fitness, without undue fatigue (e.g., asking students to demonstrate the ability to maintain a circuit training session for improving cardiorespiratory endurance and muscular strength)?	1
6-8	Student Assessment Analysis	4	Protocols for analyzing students personal health-related fitness programs, including an analysis of their ability to monitor their own heart rate, perceived exertion, and breathing rate?	1
6-8	Content Analysis	5	Content that addresses and emphasizes the role of personal reactions during interactions with others as well as the importance of supportive behavior and social skills?	1
6-8	Content Analysis	5	General guidance and specific lessons that ask students to engage in teaching rules, protocol, and etiquette of various sports and games played during physical education?	1
6-8	Content Analysis	5	Specific lessons that allow physical educators to teach students how to apply safety issues and protocols that exist within sports, games, and other physical activities outside of physical education class?	1
6-8	Content Analysis	6	Specific lessons about the role of physical activity as a means for group membership and positive social interaction and the importance of this type of interaction throughout history and in different cultures?	1



## Improvements

Follow the steps A through D below for each of the identified weaknesses above to complete the curriculum improvement plan. If you need to enter more items to the curriculum improvement plan, click "Add Row" at the bottom of this page.

- A. In Column A, describe the individual weakness your team discovered through your analysis process.
- B. In Column B, describe what should be done to improve the weakness.
- C. In Column C, list the necessary actions required to improve the weakness.
- D. In Column D, list the responsible parties and due dates.

A Identified weaknesses within PECAT results	B PECAT Committee recommendations	C Necessary actions	D Persons responsible and completion dates
Although content is covered in units, it is unclear how student understanding or performance is adequately assessed.	Align Content (Units) with ISBE and NASPE standards with appropriate assessments for unit goals.	Create 6-8 curriculum framework and identify assessments throughout each grade level to evaluate student progress.	TBA
Vertical & Horizontal Curriculum alignment	Clearly identify horizontal alignment for each grade level and vertical alignment between grade levels to scaffold knowledge and performance.	Create horizontal and vertical alignment for 6-8 grade levels.	TBA
Assessment of Affective domain (NASPE Standards #5 and #6)	Introduce an assessment protocol for NASPE standards #5 and #6 relating to personal and social responsibility and value orientations of physical activity.	Set up affective domain assessments.	TBA
Balance of Curriculum Curriculum does not pay adequate attention to artistic expressive activities and or specific collaborative teamwork activities.	Evaluate current curriculum to include a balanced variety of activities for all student interests abilities ensuring adequate time is spent on each area.	Evaluate current curriculum and ensure balanced for all activity categories.	TBA



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## Physical Education Curriculum Analysis Tool (PECAT)

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### Curriculum Description

The curriculum description allows you to summarize the overall goals and focus of the curriculum and select grade levels that the curriculum addresses. Please enter the following information as it relates to this curriculum.

### Identifying Information

- 1. Name of curriculum (max length 200 characters):  
CPS 9-12 Physical Education Curriculum  
We recommend that you identify your curriculum by publisher and grade level.  
For example, "Curriculum McGraw-Hill for Grades 6-8".

2. Year published or developed:

If applicable, year revised:

3. Publisher/Developer/Distributor:

Name:

Address line 1:

Address line 2:

City:

State:

Zip:

Web address:

### Goals/Target Audiences

4. How many students will participate in the curriculum?

5. How many teachers will participate in the curriculum?

6. Summarize the overall goals or focus of the curriculum:  
An overall goal or focus for the curriculum is not provide. Some units indicate ISBE and/or NASPE standards, some do not. Some units have lesson plans, while other units do not. (Unable to determine the number of lessons for question #8.

7. Which grades does the curriculum include?  
9-12

Which grades will you analyze using this online PECAT? (Check all that apply.) Note that these selections will directly determine the grade levels included in your analysis and can be changed at any time for the active PECAT.

- K-2
- 3-5
- 6-8
- 9-12

### Lessons

8. How many lessons/sessions are in the curriculum?

9. Is use of this particular curriculum required by the school board or school superintendent's office?  
 Yes  No  N/A

10. Has the curriculum ever been reviewed by another committee?  
 Yes  No  N/A

(If yes, which committee?)  
(If yes, what type of results were found as a result of the review?)

### Guidance



## Physical Education Standards by Grade Level

### Grades 9-12, Standard 6, Student Assessment Analysis

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

Choose a score of "2", "1", or "0" for each question. The analysis score for the standard will then be calculated automatically and shown in the "Score" box.

Does the curriculum include	Key for Scoring	Fully 2	Partially 1	No 0	
1. Protocols for determining students understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Protocols for assessing students knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Protocols for assessing students ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Student Assessment Analysis Score for Standard 6 (Grades 9-12):</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
					<b>SCORE</b>

#### Key for Scoring

**2 = Fully:** The curriculum sufficiently addresses each and every element of the question.

**1 = Partially:** The curriculum partially addresses the question.

**0 = No:** The curriculum does not address the question.

### Overall Score

The overall PECAT scorecard shows the compiled scores for content and student assessment analysis for each standard, by grade range. The scores are based on a scale of 0 to 10, within which a score of "0" is the lowest and a score of "10" is the highest. If a standard receives a score of "0", this means that the curriculum does not address the standard for the grade range. If a standard receives a score of "10", this means that the curriculum fully addresses the standard for the grade range. If a standard has the words "Incomplete" instead of a score, this means that the score for the standard is incomplete (e.g., not all of the questions for the standard were answered). You can click on the "Incomplete" link to return to the page for the standard to finish answering the questions or click on the score to return to the page for the standard to edit or review the answers to the questions.

Review your overall scorecard by doing the following:

1. Look at each score individually and note any score that is below a "10". These scores indicate that that the standard is not fully addressed in the curriculum and there is a need for improvement.

2. Compare the content and student assessment analysis scores for each standard and grade range. For example, if the curriculum scored "10" in standard 1 for content analysis and "5" in standard 1 for student assessment analysis in grades 9-12, this indicates a gap in student assessment protocols for that standard and grade range. Make note of this gap.

3. Finally, if you are analyzing a curriculum that covers more than one grade range (e.g., a curriculum that covers both grades K-2 and grades 3-5), compare the content and student assessment analysis scores across the grade ranges. For example, if standard 3 for grades K-2 scored "7" for content analysis and standard 3 for grades 3-5 scored "2" for content analysis, this indicates a gap in sequence across grades K-5. Make note of this gap.

	Content Analysis Score for Each Grade Level	Student Assessment Analysis Score for Each Grade Level
<b>STANDARD</b>	<b>9-12</b>	<b>9-12</b>
Standard #1	1	0
Standard #2	2	0
Standard #3	5	1
Standard #4	4	0
Standard #5	2	0
Standard #6	1	0

### Preliminary Considerations

The following table represents scores from your Preliminary Curriculum Considerations analyses. For each analysis, a score of "4" means the curriculum does not need changes for accuracy, acceptability, feasibility, and affordability. Scores of "3" and "2" mean that changes to the curriculum are needed, but these can be done without much difficulty or expense. Scores of "1" and "0" mean that major changes to the curriculum are needed and these will either be quite difficult or costly to correct. If an analysis has the words "Incomplete" instead of a score, this means that a score for the analysis was not chosen. You can click on the "Incomplete" link to return to the analysis page to choose the score or click on the score to return to the page for the analysis to edit or review the chosen score.

	Score
Accuracy Analysis	2



Acceptability Analysis 3

Feasibility Analysis 4

Affordability Analysis 3

### Improvement Plan

The curriculum improvement plan is a basic guide to help you note weaknesses in the curriculum being considered, describe what the recommendations are for addressing those weaknesses, define any necessary actions to address the weaknesses, and identify persons responsible and reasonable completion dates for addressing the weaknesses.

Within the content and student assessment analysis, each question was given a score of 0, 1, or 2. The questions that received 2 points are considered strengths of the curriculum. The questions that received 1 point are considered potential weaknesses of the curriculum. Questions that received 0 points are considered definite weaknesses of the curriculum.

Please use the process below to find the questions that received a score of 0 or 1. These questions should serve as the basis for identifying the individual weaknesses discovered through your analysis process. These will need to be addressed in the curriculum improvement planning process.

### Questions

Grades	Question Type	Standard	Question	Score
9-12	Content Analysis	1	Specific lessons about basic and advanced skills for at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	0
9-12	Content Analysis	1	Specific lessons about increasingly advanced specialized motor skills such as karate kicks, forehand and backhand tennis strokes, or step aerobics?	0
9-12	Content Analysis	1	Specific lessons about the combination of two or more specialized movement forms, such as a discus throw (e.g., spin, jump, land, and drive) or a series of dance steps performed to music?	0
9-12	Content Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each motor and movement skill should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	1	Protocols for assessing student skill levels in at least three of the following types of activities: aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, dance, and gymnastics?	0
9-12	Student Assessment Analysis	1	Protocols for determining competency in movement skills, such as asking students to demonstrate karate kicks, forehand and backhand tennis strokes, or step aerobics?	0
9-12	Student Assessment Analysis	1	Protocols for assessing students ability to combine two or more specialized movement forms, such as asking students to demonstrate or explain the discus throw or a series of dance steps?	0
9-12	Student Assessment Analysis	1	Protocols for assessing students ability to apply a variety of locomotor, nonlocomotor, manipulative, combination, and specialized skills, such as asking students to demonstrate the ability to perform a routine using manipulative equipment to music?	0
9-12	Student Assessment Analysis	1	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	2	Specific lessons on the mechanics of movement, such as torque, projectile distance, buoyancy, or the application of biomechanical principles to the self-assessment of motor skills?	0
9-12	Content Analysis	2	Specific lessons on motor learning and motor development concepts (e.g., discussing the role of short-term improvement in the learning process; stages of learning; or the role of reaction time across all age groups)?	0
9-12	Content Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each movement concept, principle, strategy, or tactic should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	2	Protocols for determining students ability to describe and demonstrate the critical features of movement forms for all specialized skills taught in grades 9-12?	0
9-12	Student Assessment Analysis	2	Protocols for assessing advanced movement concepts, such as asking students to describe and demonstrate tactics for all games, physical activities, and sports taught in grades 9-12?	0
9-12	Student Assessment Analysis	2	Protocols for assessing students knowledge of concepts of the mechanics of movement, such as asking students to explain the concepts of torque, projectile distance, buoyancy, or the application of biomechanics principles to the self-assessment of motor skills?	0
9-12	Student Assessment Analysis	2	Protocols for assessing students knowledge of ability to perform advanced motor learning and motor development concepts, such as asking students to explain the role of short-term physical improvements in the learning process, stages of learning, or the reaction time as people age?	0
9-12	Student Assessment Analysis	2	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Student Assessment Analysis	3	Protocols for determining students ability to independently develop and implement a personal physical activity program, such as asking students to write a comprehensive program and identify reasons for their choice of physical activities?	0
9-12	Student Assessment Analysis	3	Protocols for determining students ability to independently apply training principles to their own participation in their favorite activities and/or sports, such as asking students which principles of training are being utilized in basketball?	0
9-12	Student Assessment	3	Protocols for determining students capacity to monitor their own physical activity and use appropriate behavior change strategies to positively influence their activity patterns?	0



Analysis				
9-12	Student Assessment Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each concept and activity related to physical fitness should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	4	Protocols for determining student knowledge about the appropriate activities for each component of fitness as well as the activities that will help students meet their personal goals?	0
9-12	Student Assessment Analysis	4	Protocols for knowledge about the basic concepts of exercise physiology, such as asking students to identify and explain two or more principles of training that influence their own personal physical activity program?	0
9-12	Student Assessment Analysis	4	Protocols for determining students knowledge about fitness testing standards and their ability to monitor and interpret personal fitness data?	0
9-12	Student Assessment Analysis	4	Protocols for analyzing students personal health-related fitness programs, including an analysis of their personal fitness goals?	0
9-12	Student Assessment Analysis	4	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	5	Specific lessons that provide students with an opportunity to demonstrate leadership, such as leading a walking club during after-school hours or coordinating a community service project to promote physical activity?	0
9-12	Content Analysis	5	Specific lessons that challenge students to identify and reflect on the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation?	0
9-12	Content Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to responsible personal and social behavior should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	5	Protocols for assessing students ability to take initiative in leadership opportunities, such as determining how well a student used input from many students to develop an after-school walking club?	0
9-12	Student Assessment Analysis	5	Protocols for assessing students knowledge, skills, and ability in teaching and identifying specific rules, etiquette, and procedures for sports and games played during and outside of physical education class?	0
9-12	Student Assessment Analysis	5	Protocols for assessing students knowledge, skills, and ability to set up safety procedures for a variety of physical activities, fitness testing, games, and sports?	0
9-12	Student Assessment Analysis	5	Protocols for analyzing students knowledge about the influence of age, disability, gender, race, ethnicity, environment, and culture on physical activity participation, such as asking students to conduct audits of the built environment (e.g., sidewalks and curb ramps around their school)?	0
9-12	Student Assessment Analysis	5	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	6	Specific lessons on the role and influence of physical activity in different cultures (e.g., the importance of specific sports and games in different countries)?	0
9-12	Content Analysis	6	Specific lessons that allow students to know and discuss the role of artistic concepts in physical activity, such as why movement for self-expression is enjoyable and satisfying?	0
9-12	Content Analysis	6	Specific lessons that teach students the differences between personal challenges and competition and provide the opportunity for students to choose at least two personally challenging physical activities to attempt?	0
9-12	Content Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each concept, skill, and activity related to the value of physical activity should be introduced and subsequently taught?	0
9-12	Student Assessment Analysis	6	Protocols for determining students understanding about the role and influence of physical activity in different cultures, such as asking students to create written reports about a specific game played in a different country that is not common in the United States?	0
9-12	Student Assessment Analysis	6	Protocols that ask students to identify and analyze the characteristics of sports and physical activities they enjoy and explain their reasons for enjoyment?	0
9-12	Student Assessment Analysis	6	Protocols for assessing students knowledge and ability to discuss the role of artistic concepts in physical activity, such as asking students to analyze the artistic components of dance and gymnastics?	0
9-12	Student Assessment Analysis	6	Protocols for assessing students ability and willingness to pursue new challenges and competition in physical activity, such as asking students to participate in a new activity outside of physical education class and provide a brief overview of the experience?	0
9-12	Student Assessment Analysis	6	Specific instructions that clearly indicate the appropriate grade level at which each protocol for student assessment should be conducted for the above components?	0
9-12	Content Analysis	1	Specific lessons that allow for follow-up learning experiences to use basic and advanced skills and tactics of movement forms in applied settings (e.g., initial practice of polka steps broken down into basic form, followed by demonstrating the correct pattern for the polka with music)?	1
9-12	Content Analysis	2	Specific lessons on critical features of movement forms, such as teaching students about the critical features of all specialized skills taught in grades 9-12?	1



9-12	Content Analysis	2	Specific lessons on movement concepts, including game, physical activity, and sport tactics taught throughout grades 9-12?	1
9-12	Content Analysis	3	Specific lessons that teach students why patterns of participation in moderate and vigorous physical activity change over the life-span and how much activity is recommended for their age and for adults?	1
9-12	Content Analysis	3	Specific lessons that teach students how to independently develop and implement a personal physical activity program, based upon self-assessed physical activity and fitness, and personal choices and interests?	1
9-12	Content Analysis	3	Specific lessons that allow students to independently apply training principles to their own participation in their favorite activities and/or sports?	1
9-12	Content Analysis	3	Specific lessons that allow students to monitor physical activity and use appropriate behavior change strategies for improvement (e.g., goal setting, identifying social support systems)?	1
9-12	Content Analysis	3	Specific instructions that clearly indicate the appropriate grade level at which each physical activity concept and/or skill should be introduced and subsequently taught?	1
9-12	Student Assessment Analysis	3	Protocols for assessing students knowledge (e.g., through written exams or quizzes) about patterns of physical activity participation and how they change over the life span?	1
9-12	Content Analysis	4	Specific lessons on appropriate activities for each component of fitness, as well as activities that will help students meet their personal fitness goals?	1
9-12	Content Analysis	4	Specific lessons on basic exercise physiology concepts, such as: the brains ability to send signals and receive them from muscles, the cardiorespiratory systems ability to adapt to varying levels of intense physical activity, and the principles of training in preparing for competitive sports or recreational activities?	1
9-12	Content Analysis	4	Specific lessons on age- and gender-appropriate health-related fitness standards and how to monitor and interpret personal fitness data?	1
9-12	Content Analysis	4	Specific lessons that allow students to develop a personal health-related fitness program, including specific goals?	1
9-12	Content Analysis	5	Specific lessons that ask students to engage in establishing and teaching rules, protocol, and etiquette of various sports and games played during and outside of physical education class?	1
9-12	Content Analysis	5	Specific lessons that allow physical educators to teach and discuss the safety issues and protocols that exist within a variety of physical activities, fitness testing, games, and sports (e.g., setting up safety procedures to guide a class hike)?	1
9-12	Content Analysis	6	Specific lessons that allow students to analyze the characteristics of sports and physical activities that are personally enjoyable?	1

### Improvements

Follow the steps A through D below for each of the identified weaknesses above to complete the curriculum improvement plan. If you need to enter more items to the curriculum improvement plan, click "Add Row" at the bottom of this page.

- A. In Column A, describe the individual weakness your team discovered through your analysis process.
- B. In Column B, describe what should be done to improve the weakness.
- C. In Column C, list the necessary actions required to improve the weakness.
- D. In Column D, list the responsible parties and due dates.

A Identified weaknesses within PECAT results	B PECAT Committee recommendations	C Necessary actions	D Persons responsible and completion dates
Curriculum Framework An Overall Curricula framework does not seem to exist which makes it difficult to identify vertical and horizontal alignment within the program. It is also unclear as to what is driving the program in terms of content decisions.	Develop a curriculum framework that shows vertical and horizontal alignment and addresses ISBE and NASPE standards.	Professional Development workshops on curriculum development and design.	TBA
Assessment of Student Performance It is unclear how student performance is assessed throughout the program. It is also unclear if assessments are aligned to ISBE standards, NASPE standards and Learning Domains.	Develop a series of assessments of student performance aligned with ISBE standards NASPE Standards and Learning Domains.	Professional Development workshops on curriculum development and design.	TBA
Standards Alignment The units provided do not show clear alignment with both ISBE and NASPE standards. Although some units have ISBE standards listed it is unclear how the program is assessing whether they met those standards or not.	In conjunction with the curriculum framework create alignments tables that include the units being taught, the standards being met and the assessments used to demonstrate meeting of the standards.	Professional Development workshops on curriculum development and design.	TBA





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**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

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

**Summary**

**Summary Of Questions Completed in Module 1**

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

15.	Adequate physical activity facilities (PA.2)			1		
16.	Prohibit using physical activity as punishment (PA.3)	3				
17.	Prohibit using food as reward or punishment (N.1)	3				
18.	Access to free drinking water (N.2)	3				
19.	All foods offered or sold during the school day meet strong nutrition standards (N.3)		2			
20.	All beverages offered or sold during the school day meet strong nutrition standards (N.4)		2			
21.	Foods offered outside school hours in high schools meet strong nutrition standards (N.5)		2			
22.	Beverages offered outside school hours in high schools meet strong nutrition standards (N.6)		2			
23.	Fundraising efforts during and outside school hours meet strong nutrition standards (N.7)		2			
24.	Advertising and promotion of foods and beverages (N.8)		2			
<b>Column Totals</b>		<b>12</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>-</b>

Total 26/36  
Points/Maximum  
Points

Module 1 score 72%

## 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	We have a team that will address wellness and healthy life style for our students and their families. This grant will facilitate and enhance the wellness plan of action for our school.

### Weaknesses

#	Weaknesses
1	We have physical plant limitations to offer some fitness activities and sports.

## Step 2: Recommended Actions

### Action 1

Is Action 1 a top priority? Yes

#### Weakness(es)

1) We have physical plant limitations to offer some fitness activities and sports.

#### Recommended action

We are exploring alternate off-sites and in-school opportunities to offer fitness and health-related initiatives for our school community throughout the year. We are in communication with several community agencies and park districts to determine cost, schedules and other logistics.

#### Rankings which best describe the action

Importance	5 = Very Important
Cost	4 = Somewhat Expensive
Time	5 = Very Time Consuming
Commitment	5 = Very Enthusiastic
Feasibility	2 = Somewhat Difficult
Total Points: 21	

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**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.	Required health education course (CC.1)					
2.	Health education grading (CC.2)					
3.	Sequential health education curriculum consistent with standards (CC.3)					
4.	Active learning strategies (CC.4)					
5.	Opportunities to practice skills (CC.5)					
6.	Culturally-appropriate activities and examples (CC.6)					
7.	Assignments encourage student interaction with family and community (CC.7)					
8.	Credentialed health education teachers (CC.8)					
9.	Professional development in health education (CC.9)					
10.	Professional development in delivering curriculum (CC.10)					
11.	Professional development in classroom management techniques (CC.11)					
12.	Essential topics on physical activity (PA.1)		2			
13.	Essential topics on healthy eating (N.1)		2			



2) We need to extend the theory into practice through a variety of activities and workshops that promote healthy family lifestyles.

**Recommended action**

We will continue to partner with an institution of higher learning and other sources to work on PE and Science curriculum alignment and additional activities. We will offer additional activities and resources for our students and their families that will encourage healthier lifestyles, including, but not limited to cooking demonstrations and sampling for people with high blood pressure, diabetes and obesity - expansion of our Family Olympic Day - collaborations with fitness club and YMCA to est

**Rankings which best describe the action**

Importance	5 = Very Important
Cost	4 = Somewhat Expensive
Time	4 = Somewhat Time Consuming
Commitment	5 = Very Enthusiastic
Feasibility	4 = Somewhat Easy
Total Points: 22	

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**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

**Module 3: Physical Education and Other Physical Activity Programs**

**Summary**

**Summary Of Questions Completed in Module 3**

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

14.	Physical education safety practices (S.1/PA.14/A.2)		2			
15.	Professional development for teachers (PA.15)	3				
16.	Participation in intramural programs or physical activity clubs (PA.16)	3				
17.	Availability of interscholastic sports (PA.17)			1		
18.	Promotion or support of walking and bicycling to school (PA.18)			1		
19.	Training requirements for coaches (PA.19)		2			
20.	Physical activity facilities meet safety standards (S.2/PA.20)			1		
21.	Athletics safety requirements (S.3/PA.21)	3				
<b>Column Totals</b>		<b>30</b>	<b>12</b>	<b>5</b>	<b>0</b>	<b>-</b>

**Total 47/63**  
**Points/Maximum**  
**Points**  
**Module 3 score 75%**

### 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	We make every effort to provide students with fitness related and sports opportunities, regardless of our space challenges, by regularly participating in collaboratively initiatives in and around the

#### Weaknesses

#	Weaknesses
1	We need to expand the in-school (during the day) collaborations to enhance our Physical Education curriculum and related activities

## Step 2: Recommended Actions

### Action 1

Is Action 1 a top priority? Yes

#### Weakness(es)

1) We need to expand the in-school (during the day) collaborations to enhance our Physical Education curriculum and related activities

#### Recommended action

We have been able to sustain some of the collaborations we established during our initial PEP grant. Through this grant, we will be able to expand partnerships with additional agencies that will be able to enhance our offerings to the students and their families. We are discussing ways to sustain our efforts beyond the 3-year grant cycle.

#### Rankings which best describe the action

Importance	5 = Very Important
Cost	4 = Somewhat Expensive
Time	4 = Somewhat Time Consuming
Commitment	5 = Very Enthusiastic
Feasibility	4 = Somewhat Easy

Total Points: 22

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Module 4: Nutrition Services

Scorecard & Planning Questions

Scorecard for Questions Completed in Module 4

#	Criteria	Fully in Place	Partially in Place	Under Development	Not in Place	Does not Apply
1.	<u>Breakfast and lunch programs (N.1)</u>	3				
2.	<u>Variety of foods in school meals (N.2)</u>		2			
3.	<u>Healthy food purchasing and preparation practices (N.3)</u>		2			
4.	<u>A la carte offerings include healthy food and beverage items (N.4)</u>		2			
5.	<u>Sites outside cafeteria offer healthy food and beverage items (N.5)</u>			1		
6.	<u>Promote healthy food and beverage choices (N.6)</u>		2			
7.	<u>Adequate time to eat school meals (N.7)</u>	3				
8.	<u>Collaboration between nutrition services staff members and teachers (N.8)</u>			1		
9.	<u>Degree and certification of nutrition services manager (N.9)</u>	3				
10.	<u>Professional development for nutrition services manager (N.10)</u>	3				
11.	<u>Clean, safe, pleasant cafeteria (S.1/N.11)</u>	3				
12.	<u>Preparedness for food emergencies (S.2/N.12)</u>	3				
<b>Column Totals</b>		<b>18</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>-</b>

**Total 28/36**  
**Points/Maximum**  
**Points**  
**Module 4 score 78%**

## 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	Through the implementation of the previous PEP grant, we have become more proactive in the identification of health related items that need to be addressed in our curriculum, as well as in the school	<a href="#">Edit</a>   <a href="#">Delete</a>

Add Strength

### Weaknesses

#	Description	Options
1	We need to work through our student clubs and parent group to request healthier food choices for the overall student population at the ASPIRA Schools	<a href="#">Edit</a>   <a href="#">Delete</a>
2	Our PE and Science curriculum should include additional health-related activities and/or units	<a href="#">Edit</a>   <a href="#">Delete</a>

Add Weakness

## Step 2: Recommended Actions

Action 1 [Edit](#) | [Delete](#)

Is Action 1 a top priority? Yes

**Weakness(es)**

- 1) We need to work through our student clubs and parent group to request healthier food choices for the overall student population at the ASPIRA Schools
- 2) Our PE and Science curriculum should include additional health-related activities and/or units

**Recommended action**

We are going to use the Healthy Eating - Activity Living Syllabus from the YMCA to implement several family workshops in an effort to promote healthy cooking via home /urban gardening We need to continue to integrate more health related activities in the PE and Science curriculum. We need to use integrated curriculum to extend the healthy lifestyle "motto" across curriculum.

**Rankings which best describe the action**

Importance	5 = Very Important
Cost	4 = Somewhat Expensive
Time	4 = Somewhat Time Consuming
Commitment	5 = Very Enthusiastic
Feasibility	4 = Somewhat Easy
Total Points: 22	

[Add Action](#)

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**Sample CBO Partner Agreement for Competitive Preference Priority #2:**

**Agency Name:** ASPIRA Inc. of Illinois

**DUNS #** 068504240

This agreement is only necessary if you intend to address Competitive Preference Priority #2 -- Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out your signed agreement(s) and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to indicate your Agency name and DUNS # on your agreement(s).

**Page 1a of 5 (CBO Partner which manages the target schools for the PEP Project)**

**CBO Authorized Representative Name:** Anibal L. Taboas

Roles and Responsibilities: ASPIRA is the applicant and Lead Partner on the Carol M. White PEP Grant, which will encourage participant students, through in-school and out of school activities and instruction, to increase physical fitness activity and healthy food choices. ASPIRA is also responsible for connecting the initiative to all current federal, state and local projects of similar purpose. ASPIRA is responsible for convening the partners of the community partnership and reporting to the Council and the public the program outcomes on an interim (e.g. annual) and close-out basis (at the end of the 3 year grant). ASPIRA is also responsible to work with community partners to build sustainability of the PEP project beyond the 3 years of federal assistance.

**Contribution to the Project:**

ASPIRA will provide, on an in-kind basis, all indirect costs and some administrative costs associated with the delivery and administration of the PEP program. ASPIRA will host all PEP Council meetings except when a partner requests to host the meetings; ASPIRA will host and support all community supported activities provided on behalf of the PEP Initiative participants and staff and will make every attempt to link its students to similar or complementary activities and programs supported by partners.

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

**Signature of CBO's Authorized Representative: See attached Partnership letter for signature**

(b)(4)

**Dated:**  
4/11/13

**Page 2a of 5 (Local Public Health Partner)**

Local Public Health Entity Name: Chicago Department of Public Health

Roles and Responsibilities: CDPH will keep ASPIRA well informed of all updates and changes to applicable local wellness initiatives, including Healthy CPS and the Healthy Chicago agenda.

Contribution to the Project:

The CDPH will make information available on funding and partnership opportunities that may benefit the school's students, families and community.

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This agreement is in support of \_\_\_\_\_ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Local Public Health Entity's Authorized Representative: See attached Partnership letter for signature after 2a

Dated:

4/10/13



DEPARTMENT OF PUBLIC HEALTH  
CITY OF CHICAGO

April 10, 2013

MariBeth Welch, Ph.D.  
ASPIRA Inc. of Illinois  
2415 N. Milwaukee Avenue  
Chicago, IL 60647

Dear Dr. Welch:

The Chicago Department of Public Health (CDPH) is pleased to support your application to the U.S. Department PEP of Education for a Carol M. White Health and Fitness Grant.

CDPH will keep ASPRIA well informed of all updates and changes to applicable local wellness initiatives, including Healthy CPS and the Healthy Chicago agenda. The CDPH will make information available on funding and partnership opportunities that may benefit the school's students, families and community.

CDPH is committed to building a healthier Chicago with a significant focus on obesity prevention in school-aged children.

Sincerely,

Bechara Choucair, M.D.  
Commissioner

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

Organization Supporting Nutrition/Healthy Eating: Hispanocare of Illinois Masonic Health Center

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Roles and Responsibilities: Hispanocare: Through this ASPIRA PEP partnership, pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility to collaborate with ASPIRA on ways Hispanocare can contribute to promoting positive healthy eating and increased fitness activity through the ASPIRA PEP initiative. Hispanocare will make every effort to connect together the ASPIRA PEP Initiative with its other community outreach projects and help identify community resources that would be a good fit to supplement, enhance and contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

ASPIRA: Through the PEP Grant, will purchase pedometers for all participants and will provide all needed materials and supports for the hosting of the clinics (including space and school volunteers if needed), breakfast and lunch for volunteer staff.

Contribution to the Project:

Hispanocare will provide one all day BMI clinic twice a year, per school (total of six (6) 2 clinics per school twice a year for the PEP project student participants and their families, at which Hispanocare volunteers will screen for obesity, check BMI, instruction in healthy eating habits and good nutrition and conduct other prevention screenings, an in-kind contribution. Hispanocare will provide the ASPIRA PEP Initiative with a designated liaison (TBD) to facilitate the goal of Obesity reduction and prevention activities in conjunction with ASPIRA School(s) Administration of the initiative during the three year grant term, beyond the three years to be discussed based on outcomes and student/family participation. This designee /Hispanocare Administration will work and assist ASPIRA by coordinating with other local health initiatives and programs that have set policies and goals similar to and in alignment with the Carol M. White Initiative.

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

Signature of Organization Supporting Nutrition or Healthy Eating Authorized Representative:

See letter attached after this page 3A.

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Dated:

April 11, 2013

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a program of Advocate Illinois Masonic Medical Center  
affiliated with Gottlieb Memorial Hospital

April 11, 2013

Mr. Aníbal L. Taboas, C.E.O.  
ASPIRA Inc. of Illinois  
2415 N. Milwaukee Avenue  
Chicago, IL 60647

Dear Mr. Taboas:

Hispanocare is very enthusiastic to enter into the ASPIRA PEP "health and fitness in schools" partnership with ASPIRA Inc. of Illinois, a 45 year-old Latino-based youth development CBO with 4 charter school campuses in the community areas of Hermosa, Humboldt Park and Albany Park, all within the Hispanocare target service area. We see the ASPIRA PEP initiative as complementary to the Hispanocare Agenda, directed toward the transformation of the health of our Hispanic communities through prevention and intervention services.

Hispanocare's mission is to provide affordable, quality, bilingual, bicultural healthcare to Chicago's Latino Community. An important part of our mission is to actively participate in community outreach. These outreach activities provide preventive healthcare services and education to the Latino Community.

To fulfill its mission of community outreach and to provide bilingual, bicultural, Hispanic user friendly and quality healthcare, Hispanocare coordinates community health fairs where preventive services such as diabetes, cholesterol checks, mammography, HIV, heel bone density, hepatitis, osteoporosis screenings, eye exams, foot exams, and thyroid screening are offered free of charge. Hispanocare also offers vaccinations and hosts various symposiums and community seminars, which are free to the public discussing relevant health topics.

**Partnership Roles and Responsibilities:**

**Hispanocare**, through this ASPIRA PEP partnership, pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility to collaborate with ASPIRA on ways Hispanocare can contribute to promoting positive healthy eating and increased fitness activity through the ASPIRA PEP initiative. Hispanocare will make every effort to connect together the ASPIRA PEP Initiative with its other community outreach projects and help identify community resources that would be a good fit to supplement, enhance and contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

**ASPIRA**, through the PEP Grant, will purchase pedometers for all participants and will provide all needed materials and supports for the hosting of the clinics (including space and school volunteers if needed), breakfast and lunch for volunteer staff.

*Por su salud,  
For your health™*

*Serving the Latino Community since 1988.*

**Contribution to the Project:**

Hispanocare will provide one all day BMI clinic twice a year, per school (total of six (6) 2 clinics per school twice a year for the PEP project student participants and their families, at which Hispanocare volunteers will screen for obesity, check BMI, instruction in healthy eating habits and good nutrition and conduct other prevention screenings, an in-kind contribution. Hispano care will provide the ASPIRA PEP Initiative with a designated liaison (TBD) to facilitate the goal of Obesity reduction and prevention activities in conjunction with ASPIRA School (s) Administration of the initiative during the three year grant term, beyond the three years to be discussed based on outcomes and student /family participation. This designee /Hispanocare Administration will work and assist ASPIRA by coordinating with other local health initiatives and programs that have set policies and goals similar to and in alignment with the Carol M. White Initiative.

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

(b)(6)

Lucy Robjes-Aquino, C.E.O.  
Hispanocare, Inc.

**Page 4a of 5 (Head of Local Government)**

Head of Local Government Name (or designee): City of Chicago Mayor's Office

Roles and Responsibilities: The office of the Mayor, which is the Executive Office of the City of Chicago, through this partnership, and pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility, through his department and designee, to collaborate with ASPIRA on ways the local government can contribute to, enhance and sustain the ASPIRA PEP initiative. The Mayor's Office will include ASPIRA and its Charter Schools as a partner in its Healthy Chicago Initiative launched in January 2013, and will inform ASPIRA of any local, state or federally funded programs that would be a good fit to supplement, enhance and contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Contribution to the Project:

Provide ASPIRA with a designated liaison (TBD) to facilitate additional partnership with the needed for the development and sustainability of the grant throughout the next three years. This designee will assist ASPIRA by coordinating with other local government offices by identifying local, state and national health and fitness initiatives that set policies and goals similar to and in alignment with the Carol M. White Initiative.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This agreement is in support of \_\_\_\_\_ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: See letter attached after this page 4  
a \_\_\_\_\_

Dated:  
4/9/13



OFFICE OF MAYOR RAHM EMANUEL  
CITY OF CHICAGO

The Office of the Mayor of the City of Chicago is very enthusiastic to enter into a health and fitness in schools partnership with ASPIRA Inc. of Illinois, a 45 year-old Latino-based youth development CBO with 4 charter school campuses, pending the award to ASPIRA of a Department of Education Carol M. White PEP Health and Fitness Grant. The Mayor's Office sees the ASPIRA PEP initiative as complementary to the Mayor's Healthy Chicago Initiative, released just this year in January 2013, directed toward the transformation of the health of our city through the creation of healthy and safe environments for all its residents and families.

Head of Local Government Name (or designee): Mayor Rahm Emanuel

**Roles and Responsibilities:**

The Office of the Mayor, which is the Executive Office of the City of Chicago, through this partnership, and pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility, through his department and designee, to collaborate with ASPIRA on ways the local government can contribute to, enhance and sustain the ASPIRA PEP initiative. The Mayor's Office will include ASPIRA and its Charter Schools as a partner in its Healthy Chicago initiative launched in January 2013, and will inform ASPIRA of any local, state or federally funded programs that would be a good fit to supplement, enhance and contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

**Contribution to the Project:**

Provide ASPIRA with a designated liaison (TBD) to facilitate additional partnership with the needed for the development and sustainability of the grant throughout the next three years. This designee will assist ASPIRA by coordinating with other local government offices and by identifying local, state and national health and fitness initiatives that set policies and goals similar to and in alignment with the Carol M. White Initiative.

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

Signature of Head of Local Government or Designee: \_\_\_\_\_

Dated: \_\_\_\_\_

4/9/13

**Page 5a of 5 (LEA from which the largest number of students expected to participate in the CBO's project attend)**

2<sup>nd</sup> CBO Partner: McCormick YMCA

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Roles and Responsibilities: The YMCA, through this partnership, and pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility, through the McCormick Tribune and Irving Park locations and designees, to collaborate with ASPIRA to enhance and sustain the PEP initiative. YMCA will include ASPIRA and its Charter Schools as collaborators in activities and initiatives that may be a good fit to supplement, enhance and/or contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding

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Contribution to the Project:

Provide ASPIRA with a designated liaison (TBD) at each YMCA branch to facilitate additional partnership needed for the development and sustainability of the grant throughout the next three years. This designee(s) will assist ASPIRA in the schools' analysis and completion of the PEP application. The YMCA will also help identify family programming to nurture active family healthy life.

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This agreement is in support of \_\_\_\_\_ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: \_\_\_\_\_

Dated:  
4/12/13

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**ASPIRA, Inc. /YMCA of Metropolitan Chicago**

**Letter of Support**

April 10<sup>th</sup> 2013

The YMCA is very enthusiastic to enter into a "Health and Fitness in Schools" partnership with ASPIRA Inc. of Illinois; a 45 year-old Latino-based youth development CBO with 4 charter school campuses, pending the award to ASPIRA of a Department of Education Carol M. White PEP Health and Fitness Grant. Northeastern University previously partnered with ASPIRA to implement the Carol White Grant through our Chicago Teacher Center.

The YMCA views this initiative as complementary to our mission of nurturing Fitness, Youth Leadership, Healthy Living and Social Responsibility.

**Roles and Responsibilities:**

The YMCA, through this partnership, and pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility, through the McCormick Tribune and Irving Park locations and designees, to collaborate with ASPIRA to enhance and sustain the PEP initiative. YMCA will include ASPIRA and its Charter Schools as collaborators in activities and initiatives that may be a good fit to supplement, enhance and/or contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

**Contribution to the Project:**

Provide ASPIRA with a designated liaison (TBD) at each YMCA branch to facilitate additional partnership needed for the development and sustainability of the grant throughout the next three years. This designee(s) will assist ASPIRA in the schools' analysis and completion of the PEP application. The YMCA will also help identify family programming to nurture active family healthy life.

This agreement is in support of the ASPIRA PEP Project and was developed after timely and meaningful consultation between the required partners.

**Signature of YMCA Designee(s):**

Denise Lam, Senior Vice President of Operations  
YMCA of Metropolitan Chicago

X (b)(6)

Dated: 4/12/13

**Page 5a of 5 (LEA from which the largest number of students expected to participate in the CBO's project attend)**

Higher Ed Partner: Northeastern Illinois University The Department of Education at Northeastern University, through this partnership, and pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility, through the department and designee, to collaborate with ASPIRA to enhance and sustain the PEP initiative. NEIU will include ASPIRA and its Charter Schools as collaborators in activities and initiatives that may be a good fit to supplement, enhance and/or contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

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Contribution to the Project:  
Provide ASPIRA with a designated liaison (TBD) to facilitate additional partnership with the needed for the development and sustainability of the grant throughout the next three years. This designee will assist ASPIRA in the schools' analysis and completion of the PEP application. NEIU will also help identify professional development areas for the Physical Education and Science aspects of the initiative. NEIU will further support ASPIRA by identifying local, state and national health and fitness initiatives that set policies and goals similar to and in alignment with the Carol M. White Initiative.

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This agreement is in support of \_\_\_\_\_ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: see letter attached after this page 5a of 5

Dated:  
4/11/13

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5500 NORTH ST. LOUIS AVENUE  
CHICAGO, ILLINOIS 60625-4699

The Department of Health, Physical Education, Recreation and Athletics at Northeastern University is very enthusiastic to enter into a health and fitness in schools partnership with ASPIRA Inc. of Illinois, a 45 year-old Latino-based youth development CBO with 4 charter school campuses, pending the award to ASPIRA of a Department of Education Carol M. White PEP Health and Fitness Grant. Northeastern University previously partnered with ASPIRA to implement the Carol White Grant through our Chicago Teacher Center. We view this initiative as complementary to our mission of nurturing high quality Physical Education instruction that is fully integrated in the general curriculum. It also fits our goal of promoting meaningful on-going professional development to teachers.

Head of Local Government Name (or designee): Dr. Moira Stuart; Department Chair

**Roles and Responsibilities:**

The Department of Education at Northeastern University, through this partnership, and pending award of the PEP Grant to the ASPIRA PEP Project, will have the responsibility, through the department and designee, to collaborate with ASPIRA to enhance and sustain the PEP initiative. NEIU will include ASPIRA and its Charter Schools as collaborators in activities and initiatives that may be a good fit to supplement, enhance and/or contribute to the sustainability of the ASPIRA PEP Initiative beyond the three years of funding.

**Contribution to the Project:**

Provide ASPIRA with a designated liaison (TBD) to facilitate additional partnership with the needed for the development and sustainability of the grant throughout the next three years. This designee will assist ASPIRA in the schools' analysis and completion of the PEP application. NEIU will also help identify professional development areas for the Physical Education and Science aspects of the initiative. NEIU will further support ASPIRA by identifying local, state and national health and fitness initiatives that set policies and goals similar to and in alignment with the Carol M. White Initiative.

This agreement is in support of the ASPIRA PEP project and was developed after timely and meaningful consultation between the required partners

Signature of Northeastern University Designee:

(b)(6)

Dated:

4-11-13

Nonresponsive

## PEP – Fitness & Health Grant Project Director – Job Description

The **Program Director** will oversee and monitor all areas of the PEP Initiative; including, but not limited to, the application process, implementation of all aspects of the grant, identification and processing of contracts for the collaborating vendors and partners and the evaluation of the initiative over the next 3-year cycle of the grant. The PEP Project Director will ensure the efficient integration of this program within the regular PE and Science curriculum and school programming.

**Position:** PEP – Fitness & Health Grant Project Director

**Reports to:** Chief Academic Officer

**Contract:** An average of 20-25 hours per week from August to June to work specifically in PEP Project

**Compensation:** \$80,000 – but only 20% charged to PEP Grant – additional work hours to be spent in other School Operations related duties

- Manage multiple tasks, timelines, and stakeholders in the development, implementation, and evaluation of significant school programs
- Manage and integrate multiple data sources for ease in access, use and reporting
- Disseminate communications from city and state educational authorities
- Garner compliance among diverse stakeholders in the school community
- Lead all meetings among stakeholders and within the school network related to the PEP Grant
- Negotiate and process the contracts related to the PEP Grant and other accountability related matters
- Create succinct and professional reports that communicate findings for various audiences
- Facilitates professional development for teachers and staff on grant related areas
- Coordinate and participate in PE and Science Teacher observations to provide feedback regarding the integration of the PEP grant initiatives in the overall PE and Science Curriculums
- Determine, through PEP Lead Team consensus, professional development needs and coordinates the PD efforts in collaboration with PEP Grant partners and the ASPIRA Schools administrative Team
- Strong leadership and organization with strong written and verbal communication skills
- Genuine enthusiasm, interest, and commitment to experiential – project based education
- Ability to work efficiently independently and as part of a team
- Excellent communication and problem-solving
- Other duties as assigned.

### QUALIFICATIONS

- Bachelor's Degree in Education or Public Policy - Master's Degree and Type 75 Preferred
- A minimum of five years' experience teaching, or coaching in the education field
- A minimum of five years' experience in program development and administration.
- Experience with teacher observations and evaluations
- Proficient in MS Office software and Internet search skills.
- Bilingual/Bicultural (Spanish/English).

## **JOB DESCRIPTION**

**TITLE: TESTING COORDINATOR**

**REPORTS TO: CHIEF INSTRUCTIONAL OFFICER**

**SUMMARY:** Provide direct program evaluation, data management, and compliance monitoring and reporting.

### **RESPONSIBILITIES**

- Manage multiple tasks, timelines, and stakeholders in the development, implementation, and evaluation of significant school programs
- Manage and integrate multiple data sources for case in access, use and reporting
- Execute testing protocol associated with high stakes tests with precision and accuracy
- Provide professional development for teachers and staff on testing initiatives and products
- Ability to work efficiently independently and as part of a team
- Excellent communication and problem-solving
- Other duties as assigned.

### **QUALIFICATIONS**

- Bachelor's Degree Social Sciences or equivalent field with graduate training in research methods and statistics
- Strong interpersonal skills.
- Excellent motivational skills.
- Strong verbal and writing skills.
- Proficient in MS Office software and Internet search skills.
- Bilingual/Bicultural (Spanish/English).

## **Adventure Instruction Consultant Job Description**

### **General**

By utilizing non-traditional, adventure education-based programming experiences, Outdoor Adventures strives to provide opportunities to promote self-efficacy, leadership qualities, and pro-social bonds to the Angelo State University community.

**Position:** Adventure Education Consultant for Outdoor Adventures program

**Contract:** Approximate 25-30 hours for professional development, observations and feedback to the Physical Education teachers during the school year between August and June

**Contact Person at ASPIRA:** PEP Program Director

**Compensation:** \$1,000 for the school year

### **Adventure Education Instructor Job Description**

- Adventure Education Consultant is responsible for exposing PEP Grant participants in the use of the various Outdoor Adventures (OA) program areas.
- Duties include, but are not limited to, being engaged in program building activities for the purpose of teacher observations and determine professional development needs.
- Plan and facilitate educational clinics, adventure and teambuilding experiences for the teachers involved in the PEP Grant,
- Consultant also provide awareness and basic training on safety regulations.

### **Specific Responsibilities**

Assist in the process of Professional Development needs in collaboration with the PEP Lead Team

Provide outdoor professional development once per quarter

Observe all PE teachers to provide feedback 2 per semester

### **Preferred Qualifications**

- Degree in Physical Education and certification in Experiential Education
- Knowledge of experiential education and adventure programming
- Experience in Outdoor Adventures and lake house facility
- Knowledge of industry safety standards regarding top rope, lead climbing, kayaking, etc.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

ASPIRA, INC. OF ILLINOIS										BUDGET NARRATIVE			
CAROL M. WHITE PHYSICAL EDUCATION GRANT													
BUDGET NARRATIVE													
October 1, 2013 to September 30, 2016													
										Year 1	Year 2	Year 3	TOTAL
SALARIES										FTE			
Project Director - M. Concepcion													
\$6,666	per month	x	12	months	x	20%	0.2	*	15,998				
\$6,999	per month	x	12	months	x	20%		*		16,798			
\$7,349	per month	x	12	months	x	20%		*			17,638		
Admin Assistant - T. Simpson													
\$4,000	per month	x	12	months	x	50%	0.5	*	24,000				
\$4,200	per month	x	12	months	x	50%		*		25,200			
\$4,410	per month	x	12	months	x	50%		*			26,460		
Accounting Support - TBA													
\$3,200	per month	x	12	months	x	30%	0.3	*	11,520				
\$3,360	per month	x	12	months	x	30%		*		12,096			
\$3,528	per month	x	12	months	x	30%		*			12,701		
Total FTE										1.00			
Stipends													
Site Coordinators (3) @ 10 hrs/wk for 10 mos										factor			
\$15	per hour	x	400	hours			3		18,000				
\$15	per hour	x	400	hours			3			18,000			
\$15	per hour	x	400	hours			3				18,000		
Teachers PD & Curriculum Development Stipends													
P.E. Teachers (5) (average of 12 hours per teacher per month for 10 mos)													
(1.5 hr meeting follow up leadership team monthly with science teacher, PE teachers,													
(6 hrs/mo - 1.5 hrs - 1x per week - Fitness club) (4.5 hrs per month curriculum development)													
\$25	per hour	x	1200	hours				**	30,000				
\$25	per hour	x	600	hours				**		30,000			
\$25	per hour	x	600	hours				**			15,000		
Science & Nutrition Teachers (3) (average of 6 hours per teacher per month for 10 mos)(then 3 hrs/mo)													
1.5hr meeting per month; 4.5 hrs curriculum development per month													
\$25	per hour	x	60	hours			3	**	4,500				
\$25	per hour	x	30	hours			3	**		2,250			
\$25	per hour	x	30	hours			3	**			2,250		
Homeroom Teachers (9) (average of 3 hours per teacher per month for 10 mos)													
\$25	per hour	x	30	hours			9	**	6,750				
\$25	per hour	x	30	hours			9	**		6,750			
\$25	per hour	x	30	hours			9	**			6,750		
Paraprofessionals, Community Volunteers (pool for adult leaders other than teachers)													
\$15	per hour	x	600	hours					9,000				
\$15	per hour	x	600	hours						9,000			
\$15	per hour	x	600	hours							9,000		
Substitute Teachers for PD & Trips													
\$100	per day	x	36	days					3,600	3,600	3,600		
<b>SUB-TOTAL SALARIES</b>										<b>123,368</b>	<b>123,694</b>	<b>111,399</b>	<b>358,461</b>
<b>BENEFITS</b>													
Retirement/ERISA	* salary amounts	x	7.00%						3,606	3,787	3,976		
FICA	**salary amounts	x	6.20%						3,194	3,787	3,522		
Medicare	sub-total psnl	x	1.45%						747	784	3,976		
Health Insurance													
\$280	per month	x	12	months	x	1.00			3,359	3,359	3,359		
Dental Insurance													

ASPIRA, INC. OF ILLINOIS				BUDGET NARRATIVE			
CAROL M. WHITE PHYSICAL EDUCATION GRANT							
BUDGET NARRATIVE							
October 1, 2013 to September 30, 2016							
				Year 1	Year 2	Year 3	TOTAL
\$16	per month	x	12 months	x 1.00	190	190	190
Life Insurance							
\$4	per month	x	12 months	x 1.00	47	47	47
State Unemployment Insurance (3.4% of first \$12,300 of salary)							
\$418.20	per year	x	1 year	x 1.00	418	418	418
Worker's comp (.0063 x salary)							
	0.63%	x	salaries		777	779	702
<b>SUB TOTAL BENEFITS</b>					<b>12,338</b>	<b>13,150</b>	<b>16,189</b>
<b>TRAVEL</b>							
Student Field Trips to Adventure learning & Nutrition/Fitness Activities							
\$225	per bus	x	9 buses per yr	3 sites	6,075	6,075	6,075
Local travel to project schools, field trips and meetings by project staff, teachers, paraprofessionals & volunteers							
\$0.505	per mile	x	3,500 miles		1,768	1,768	1,768
New Grantee Meeting in Washington (1-day for Project Director)					1,000		
OSDFS National Conference (3-days for Project Director & 3 P.E. Teachers)					8,000	8,000	8,000
(\$350/room for 3 nites; Air \$600 RT; Board \$75/day; Ground \$40/day = \$2000 pp)							
<b>SUB-TOTAL TRAVEL</b>					<b>16,843</b>	<b>15,843</b>	<b>15,843</b>
<b>EQUIPMENT</b>					<b>15,000</b>	<b>3,750</b>	<b>3,750</b>
<b>INSTRUCTIONAL SUPPLIES</b>							
Health Curriculum activities (\$176 per book x 8 instructors)					1,408		
Instructional Supplies for Fitness & Health Activities (schedule attached)					12,000	3,000	3,000
Fitness for Life - includes lesson plans, DVD, equipment, books etc							
Pedometers - 300@ \$40 per pedometer? (have students turn them in/ check out for periodic usage)					12,000	2,250	2,250
Buy Electric cooking plates, blenders, cook ware @\$800 each + Aprons etc. -- \$1000 per school?					3,000	500	500
Floor Exercise - Floor Mats @\$1.66 per sq ft @ 500 sq ft = \$830 x 3 sites					2,400		
Balls, nets, etc.					1,000	1,000	1,000
Workbooks & Notebooks for participants				50 per yr	270 participants	13,500	13,500
Other INSTRUCTIONAL consumables				35 per yr	270 participants	9,450	9,450
<b>SUB-TOTAL INSTRUCTIONAL SUPPLIES</b>					<b>54,758</b>	<b>29,700</b>	<b>29,700</b>
<b>CONTRACTUAL</b>							
Curriculum Developers & PE Mentors				Factor			
P.E. Curriculum Alignment, Professional Developm				2,500 per sem	2 Instructo 2	10,000	10,000
Jennifer - P.E. & Nutrition & Other - Straight PE							
Adventure Activity in curr Prof. Dev.				1,500 per sem	1 Instructo 2	3,000	3,000
Adventure Activity Fees (4 per yr - 20-25 in group)				1,500 per day	12 days	18,000	18,000
Independent External Evaluator -				\$1,000 per day	x 15 days	15,000	15,000
Exercise Club membership for participants				\$10 per MO	x 270 students 12	32,400	32,400
Teen nites with healthy decisions & PEP						17,262	17,262
Nutrition/Active Lifestyle/Environmental Cost:						24,970	24,970
Family Olympics - Different fitness activities & healthy food				1x year @ Jensen park	\$4000 for 300 people		
Family Health clinic - 2 x per year... per school - Support the volunteers; set up the space							
After-School Fitness & Nutrition Activities				\$100	72 sessions 3	21,600	21,600
(8 per school per month; 9 mos @ \$100 per session) (1.5 hrs/session)							
CPR Training for \$90 per person x21 persons (year 1 & 3)							
Quarterly Nutrition Family Evenings @ Schools				\$500 session	4 eveningt 3	6,000	6,000
Annual Audit						3,000	3,000
<b>SUB-TOTAL CONTRACTUAL</b>					<b>151,232</b>	<b>151,232</b>	<b>151,232</b>
							<b>453,696</b>

ASPIRA, INC. OF ILLINOIS										BUDGET NARRATIVE			
CAROL M. WHITE PHYSICAL EDUCATION GRANT													
BUDGET NARRATIVE													
October 1, 2013 to September 30, 2016													
										Year 1	Year 2	Year 3	TOTAL
<b>OTHER</b>													
Duplicating Expenses										1,000	1,000	1,000	
Professional Development Conferences for staff													
\$100 per person x 10 staff x 2 events										2,000	2,000	2,000	
Logistical/Supplies for participants at Program Events (students and teachers)													
\$10 per student x 270 stdnts/gr x 3 events										8,100	8,100	8,100	
CPR Training @ \$100 per participant x 17 teachers & staff										1,700			
Fitness Gram \$1000 per school for 3 schools = \$3000 per year										3,000	3,000	3,000	
Admin Costs @5%										19,467	17,573	17,111	
										35,267	31,673	31,211	98,151
<b>TOTAL DIRECT COSTS</b>										<b>408,806</b>	<b>369,042</b>	<b>359,324</b>	<b>562,826</b>
<b>TOTAL COSTS</b>										<b>408,806</b>	<b>369,042</b>	<b>359,324</b>	<b>1,137,173</b>
<b>SECTION B: NON-FEDERAL FUNDS</b>										[10%]	[25%]	[25%]	
Salaries													
<b>Chief Academic Officer</b>													
\$16,666 per month x 12 months x 10% .1 FTE AS										19,999			
\$17,499 per month x 12 months x 10% .1 FTE ASPIRA											20,999		
\$18,374 per month x 12 months x 10% .1 FTE ASPIRA												22,049	
<b>SUPPLIES</b>													
Office equipment (computer, printers, copiers and supplies)										AS 5,000	5,000	1,000	
Additional non-capital supplies for establishing health and physical education programs										AS 2,000	2,000		41,448
Conference/meeting expenses for teachers, paraprofessionals and volunteers										ASPIRA			
Office and Instructional Supplies										AS 5,000	5,699	1,000	
Insurance										AS 5,000	5,000	4,749	
										17,000	17,699	6,749	
<b>CONTRACTUAL</b>													
Security (Cost at \$50 per hour)										AS 10,000	28,000	34,000	99,300
										10,000	28,000	34,000	
<b>OTHER</b>													
Health Clinic - 2 x per year per school @ IN-KIND Value \$7,167 per clinic (Hispanocare)											43000	43000	
Utilities (Electric, Gas, Water)													
Communications services (Internet, Phone, Fax, Auto Message)													
Communications equipment													
Repair/Maintenance of equipment													
Repair/Maintenance of Facilities													
<b>TOTAL MATCH</b>													
<b>TOTAL PROJECT</b>													

(b)(6)

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

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

Name of Institution/Organization

ASPIRA Inc. of Illinois

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	123,368.00	123,694.00	111,399.00			358,461.00
2. Fringe Benefits	12,338.00	13,150.00	16,189.00			41,677.00
3. Travel	16,843.00	15,843.00	15,843.00			48,529.00
4. Equipment	15,000.00	3,750.00	3,750.00			22,500.00
5. Supplies	54,758.00	29,700.00	29,700.00			114,158.00
6. Contractual	151,232.00	151,232.00	151,232.00			453,696.00
7. Construction						
8. Other	35,267.00	31,674.00	31,211.00			98,152.00
9. Total Direct Costs (lines 1-8)	408,806.00	369,043.00	359,324.00			1,137,173.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	408,806.00	369,043.00	359,324.00			1,137,173.00

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

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

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

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

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

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

Name of Institution/Organization ASPIRA Inc. of Illinois	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

**1. Project Director:**

Prefix: Ms.	First Name: Maria	Middle Name:	Last Name: Concepcion	Suffix:
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Address:

Street1:	2415 N. MILWAUKEE AVENUE
Street2:	
City:	CHICAGO
County:	
State:	IL: Illinois
Zip Code:	60647
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
773-252-0970	773-342-8615

Email Address:  
mconcepcion@aspirail.org

**2. Novice Applicant:**

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

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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