

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 # S215F130023

Grants.gov Tracking#: GRANT11376748

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/09/2013

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

Mexico Academy & Central School District

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

156002290

* c. Organizational DUNS:

0716019910000

d. Address:

* Street1:

16 Fravor Rd, Suite A

Street2:

* City:

Mexico

County/Parish:

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

131140000

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Alicia

Middle Name:

* Last Name:

Koster

Suffix:

Title:

Executive Director of Management Services

Organizational Affiliation:

* Telephone Number:

3159638400 ext. 5413

Fax Number:

* Email:

AKoster@mexico.cnyric.org

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

*** Title:**

Office of Elementary and Secondary Education (OESE); Carol M. White Physical Education Program
CFDA Number 84.215F

13. Competition Identification Number:

84-215F2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Choosing Healthy Actions Makes Mexico Pupils Smart (CHAMMPS)

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>Alicia Koster</p>	<p>* TITLE</p> <p>Executive Director of Management Services</p>
<p>* APPLICANT ORGANIZATION</p> <p>Mexico Academy & Central School District</p>	<p>* DATE SUBMITTED</p> <p>04/08/2013</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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/>
	CFDA Number, if applicable: <input type="text" value="84.215"/>

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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PR/Award # S215F130023

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

STATEMENT OF EQUITABLE ACCESS

General Education Provisions Act (GEPA 427)

Watertown Public Schools will ensure equitable access or participation in project activities across all potential barriers (*gender, race, national origin, color, disability, or age*). In order to meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs, including different languages. All school buildings are handicapped accessible.

The district will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who are visually-impaired, hearing impaired and learning disabled.

The district fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. The district does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Mexico Academy & Central School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract

The Village of Mexico (population 5,200) is located in Oswego County in Upstate New York on the shores of Lake Ontario. The community is served by Mexico Academy and Central School (MACS), which serves a rural K-12 student population of 2,700, the majority of which come from socioeconomically disadvantaged homes, with about 70% qualifying for free and reduced lunch. Approximately 18% of our students require Special Education services. In February 2013, a team comprised of Alicia Koster, Business Administrator; Donald Root, PE Chairperson; Randy Barnes, Athletic Director; Andy Chamberlain, PE teacher; Deb Wallace, Nurse; Morgan Wisner, Food Service Director; Rick Lenahan; Health Teacher embarked on a mission to conduct a thorough assessment of the MACS Physical Education (PE) program. The assessment was conducted using multiple measures including: School Health Index (SHI); a staff survey, elementary and secondary student surveys, a parent survey, PE equipment inventories at all levels, and student fitness assessments. These gaps are underscored by the fact that testing results indicate that too many MACS students are demonstrating low fitness in one or more fitness component areas. For example, of 1,689 students in grades 5-12 who participated in five or more FITNESSGRAM physical fitness tests this year, only 721 of those students (42.7%--less than half) passed all five tests

With the assistance of \$1,594,146.25 in PEP funds over three years, MACS and its community partners (the Mexico Chamber of Commerce, the Village of Mexico, and the Oswego County Health Department) will launch Choosing Healthy Actions Makes Mexico Pupils Smart (CHAMMPS), which was specifically designed to address the critical gaps identified through the needs assessment process described above while addressing all five PEP elements. CHAMMPS meets the **Absolute Priority** and **Competitive Preference Priority 2**.

Mexico Academy and Central School, NY: *Choosing Healthy Actions Makes Mexico Pupils Smart (CHAMMPS)*

The **objectives** of CHAMMPS are to: 1) improve the PE curriculum in relation to recognized standards; 2) increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes; 3) increase the amount of time our students are active; 4) improve the fitness levels of MACS students; 5) increase percentage of students who have a healthy body mass index (BMI); and 6) improve students' eating habits.

CHAMMPS **project activities** include: 1) professional development for Physical Education teachers to increase their knowledge of the latest research, issues and trends in PE; 2) improving the district's approach towards nutrition instruction; 3) increasing the amount of time students spend being physically active each day; 4) introducing monitoring and assessment technologies; and 5) integrating individualized fitness plans into the PE environment. CHAMMPS will serve approximately 2,700 students at five school sites.

CHAMMPS **outcomes** include: 1) increase PECAT and HECAT scores when reviewing PE curriculum; 2) 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant— 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased; 3) increase the percentage of students achieving 60 minutes of daily physical activity; 4) increase the percentage of students who meet the healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment; 5) decrease the percentage of students who are overweight or obese (as measured by Body Mass Index); and 6) increase the percentage of students who consume fruit two or more times per day and vegetables three or more times per day.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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NEED FOR THE PROJECT

(A) The Village of Mexico (population 5,200) is located in Oswego County in Upstate New York on the shores of Lake Ontario. The community is served by Mexico Academy and Central School (MACS), which serves a rural K-12 student population of 2,700 across three elementary schools, a middle school and a high school. The majority of students come from socioeconomically disadvantaged homes, with about 70% qualifying for free and reduced lunch. Approximately 18% of our students require Special Education services.

Self-assessment outcomes: In February 2013, a team comprised of Alicia Koster, Business Administrator; Donald Root, PE Chairperson; Randy Barnes, Athletic Director; Andy Chamberlain, PE teacher; Deb Wallace, Nurse; Morgan Wisner, Food Service Director; Rick Lenahan; Health Teacher embarked on a mission to conduct a thorough assessment of the MACS Physical Education (PE) program. The assessment was conducted using multiple measures including: School Health Index (SHI); a staff survey, elementary and secondary student surveys, a parent survey, PE equipment inventories at all levels, and student fitness assessments. Modules 1-4 of the SHI assessment were administered at all schools with district-wide results revealing the following deficiencies (SHI overall scorecards attached in the appendices):

School Health Index Overall Score Card					
Modules and Scores	0- 20 % Low	21-40 % Low	41-60 % Medium	61-80 % Medium	81-100 % High
#1 - School Health Policies & Environment			56%		
#2 - Health Education					82%
#3 - Physical Education and Other PA				77%	
#4 Nutrition Services				79%	

Key SHI gaps: 1) **School Health and Safety Policies and Environment:** current district policies do not adequately address this component—policies should promote greater awareness of the dangers of a sedentary lifestyle; more instruction in how to use and maintain equipment

safely; access to software that can track student progress; not all activity spaces are accessible for all students; 2) **Health Education:** the district's current approach is lacking in educating elementary and high school students about nutrition awareness; 3) **PE and Other Physical Activity Programs:** students are not spending enough time being active, there are few outdoor activities and physical activities outside of classroom time, and individual fitness plans are not in place; and 4) **Nutrition Services:** there is no collaboration between nutrition services staff and teachers.

Student survey results: Student surveys showed 61% of students indicated that they eat fruit twice a day or less—**32% reporting eating no fruit the previous day**. Even more troubling is the fact that 77% of students responding indicated eating vegetables two times per day or less, with **26% reporting eating no vegetables the previous day**. This data indicates a significant portion of students are not currently meeting GPRA performance measure 3 (GPRA 3), which calls for students to consume the USDA-recommended 2 fruits *and* 3 vegetables daily. Not surprisingly, **85%** of respondents indicated drinking from 1 (50%) to 7 (13%) sodas the previous day. Additionally, 44% of respondents said that they were not physically active for at least 60 minutes the previous day, and 94% of students reported they spend from 1 hour (7.5%) to 6 hours (11.3%) of television each day, with the majority (50.9%) stating that they watch TV from 2 to 5 hours each day. Clearly, our students are not spending time outside of the school day being active and are not currently meeting GPRA performance measure 1 (GPRA 1)--which calls for students to achieve 60 minutes of daily physical activity.

Fitness outcomes: Given their high levels of sedentary behaviors, low levels of physical activity, and poor nutrition intake, it is not surprising student physical fitness assessment results revealed that, overall, too many MACS students are demonstrating low fitness in one or more

fitness component areas (aerobic capacity, muscular strength and endurance, flexibility, and body composition). For example, of 1,689 students in grades 5-12 who participated in five or more FITNESSGRAM physical fitness tests this year, only 721 of those students (42.7%--less than half) passed all five tests, indicating most of our students are not at to meet GPRA performance measure 2 (GPRA 2), which calls for fitness achievement on five or more tests. Additionally, 213 students in the group (12.6%) were able to pass only two fitness tests, 67 students (4.0%) were able to pass only a single fitness test, and 12 students (1%) were not able to pass *any* fitness tests. In total, 292 students (17.3%--nearly one in five) passed less than half of the fitness tests administered to them. **The table below shows the percentages of students who are NOT able to demonstrate fitness by fitness component area according to FITNESSGRAM physical fitness testing administered this school year.** Note that over 40% of students do not demonstrate cardiovascular fitness, there are significant disparities between boys and girls in upper body strength, and as measured by the FITNESSGRAM assessment, 48.2% of our students do not have healthy body compositions! The table below shows the percentage of MACS students achieving the Healthy Fitness Zone (HFZ) in key areas of the FITNESSGRAM assessment.

Group	Aerobic Capacity	Upper Body Strength	Body Composition	Abdominal Strength	Trunk Extensor/Lower Back Strength, Flexibility, and Endurance
Boys	39.0%	49.79%	50.20%	11.1%	9.6%
Girls	43.8%	64.66%	53.40%	8.5%	11.1%
All	41.7%	57.23%	51.80%	8.9%	9.9%

Without intervention while they are still in school, the majority of MACS students will end up overweight or obese. In fact, according to the NYS Department of Health **67.9% of adults in Oswego County are overweight or obese.**ⁱ Even more troubling is the fact that in a 2012 surveyⁱⁱ coordinated by the University of Wisconsin, Oswego County **ranked 62—dead last**

among all NYS counties—in terms of health behaviors including obesity, physical activity, smoking and excessive drinking.

Gaps in meeting New York State Physical Education Standards: New York State (NYS) has three Physical Education (PE) standards. The table below illustrates the degree to which the MACS PE curriculum is aligned—or not aligned—to these standards:

Standard	MACS PE Program Gaps
<p>Standard 1 - Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health. (a) Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. (b) Students will design personal fitness programs to improve cardio-respiratory endurance, flexibility, muscular strength, endurance, and body composition.</p>	<p>(a) An inventory of fitness equipment shows that elementary PE equipment currently available is almost exclusively limited to team sports equipment with some additional equipment for development of movement skills and that the quantities available are often insufficient to outfit a full class of students simultaneously--limiting students' ability to engage in activity simultaneously and maximize the full PE period for physical activity. The elementary schools lack equipment and curricula for teaching fitness, Adventure, and lifetime physical activities. The middle school is completely lacking in adaptive PE equipment to accommodate students with special needs or disabilities, and many basic items (jump ropes, volleyball, basketball, and floor hockey equipment; items needed for all racquet sports; sports safety goggles, bowling corals, etc.) are damaged and worn to the point of being unsuitable for use. While the middle school has cross-country skiing equipment, it was donated and is in poor condition, and the school lacks equipment to teach other lifetime physical activities. No cardiovascular fitness or strength-building equipment is available, and Adventure equipment is limited to a traverse climbing wall. High school basic PE equipment including sports gear (volleyball supplies, Lacrosse safety gear, tennis and badminton racquets, resistance bands, etc.) are damaged or have reached the end of their useful life. Lifetime physical activity equipment is very limited and primarily older. Adventure equipment is not available, nor are cardiovascular fitness or strength training equipment. The high school has no adaptive PE equipment with which to accommodate students with special needs or disabilities. As a result, MACS is unable to offer a program that teaches students a range of movements and skills and introduces them to an appropriate variety of physical activities so that each student can develop competency in a variety and proficiency in some activities he/she enjoys and can perform now and throughout life.</p> <p>(b) PE teachers and students do not have a means to objectively assess physical activity levels and establish fitness baselines for individual students for the purpose of establishing personal fitness plans and goals due to a lack of technology and PE teacher training. Likewise, the district does not have the means to accurately monitor students' progress towards achieving personal fitness goals. Therefore, individualized fitness plans, as required by NYS standards and recommended by the SHI, are not in place, although they are critically needed considering fitness results. As noted above, physical activity</p>

	<p>equipment currently available is insufficient for students to build fitness. Additionally, nutrition education is not integrated into PE classes, so students are not receiving all of the information needed (information on physical activity AND healthy eating) to achieve fitness. While middle school students receive nutrition education each year (grades 6, 7, and 8) as part of their Home and Careers courses, high school students only receive nutrition education as a small component of the broader Health course, and just a single semester of Health is required over the four high school years. No formal nutrition curriculum or classes are offered at the elementary level.</p>
<p>Standard 2 - A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. (a) Students will demonstrate an understanding of responsible personal and social behavior while engaged in physical activity. (b) Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (c) Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.</p>	<p>The current program lacks sufficient opportunities for students to learn about and practice personal and social responsibility, risk assessment and making healthy choices, as well as to develop important personal, social, and cooperative skills like communication, team work, and respect for differences. The ability to make good decisions is critical to fitness achievement for all individuals, but it is particularly important we foster this skill in our students considering the significant prevalence of risk behaviors among adults in our community (see adult risk behavior survey results above). As our program's primary focus is currently traditional team sports, the PE environment is most often one of competition rather than cooperation. Adventure activities and cooperative challenges provide ideal opportunities development of these important personal skills and resources. However MACS currently has no adventure equipment at the high school and elementary levels and is limited to a traverse climbing wall at the middle school level. PE teachers need training in Adventure skills, methods, and activities. Lastly, formal nutrition and physical education-related policies do not exist at the middle and high School—only the elementary school has these policies in place. This is a critical gap in that both the middle and high school lack the regulatory framework upon which a comprehensive physical education and nutrition instruction program can be developed and sustained</p>
<p>Standard 3 - Resource Management: Students will understand and be able to manage their personal and community resources. (a) Students will be aware of and able to process opportunities available to them within their community to engage in physical activity. (b) Students will be informed consumers and be able to evaluate facilities and programs.</p>	<p>Without a well-established fitness facility with a diverse range of up-to-date physical activity equipment for building fitness and participating in a wide range of lifetime physical activities, we cannot appropriately model quality resources and facilities for our students. This inhibits their abilities to appropriately evaluate community resources and facilities. Outdoors our schools have fields and green spaces and access to a Nature Trail, but minimal equipment for outdoor physical activity has limited our use of these excellent resources. The Nature Trail is not completed. Non-construction conversion to a fitness trail would increase engagement outside of the school day. 58.8% of staff responding to the survey indicated they talk to students about using community resources for physical activity "Sometimes but without any regularity" (41.2%) or "Never" (17.6%), demonstrating we have not been doing enough to promote school and community resources for activity to our students.</p>

Additionally, NYS recently adopted the Common Core standards which require integration of PE content into reading, writing, math, and other academic core content areas. Specifically, students need to be able to communicate PE concepts and knowledge. Currently, our program is not designed to facilitate achievement of these Common Core standard requirements due to a lack of technology resources for PE that would facilitate student research, reading, and writing in the content area.

Addressing the gaps: With the assistance of \$1,594,146.25 in PEP funds over three years, MACS and its community partners (the Mexico Chamber of Commerce, the Village of Mexico, and the Oswego County Health Department) will launch Choosing Healthy Actions Makes Mexico Pupils Smart (CHAMMPS), which was specifically designed to address the critical gaps identified through the needs assessment process described above while addressing all five of the PEP elements in that it: will provide K-12 students with regular, evidence-based instruction in healthy eating habits and good nutrition; includes a strong emphasis on fitness education and assessment that will help students understand, improve or maintain their well-being; offers a wide variety of fun, age- and skill-appropriate physical activities that facilitate the development of cognitive concepts about motor skills and physical fitness that support development of lifelong healthy behaviors; includes physical activities that help students develop positive social and cooperative skills; and through ongoing professional development, will ensure that our PE teachers are knowledgeable about the latest PE research, issues and trends.

SIGNIFICANCE

(A) Systemic change and improvement: MACS employs a total of nine PE teachers (one at each of the three elementary schools and three each at the middle and high schools). All schools have a gymnasium. Elementary students have PE class for 45 minutes, two days per week—

considerably less than the amount of time recommended by the U.S. Centers for Disease Control (CDC). Elementary PE equipment includes sports gear (e.g., baseball, basketballs, etc.), hula hoops, Frisbees, mats, jump ropes and other similar items. Middle school students have PE class for 40 minutes, every other day. Activities include games, sports, yoga, rock wall climbing, cooperative games and cross-country skiing, among others. High school students have PE class for 65 minutes, three days of every five. Overall, the PE focus is on team sports and group activities such as calisthenics. As noted in the “MACS PE Program Gaps” table above, district-wide, PE equipment is lacking. All schools are in need of adaptive PE equipment to accommodate students with special needs or disabilities, and many basic items (jump ropes, volleyball, basketball, and floor hockey equipment; items needed for all racquet sports; sports safety goggles, bowling corals, etc.) are damaged and worn to the point of being unsuitable for use. As a result, MACS is unable to offer a program that teaches students a range of movements and skills and introduces them to an appropriate variety of physical activities so that each student can develop competency in a variety and proficiency in some activities he/she enjoys and can perform now and throughout life.

The overarching purpose of CHAMMPS is to bring about meaningful, sustainable change and improvement in the MACS approach towards PE and health education. In doing so, we will encourage our students to adopt lifelong healthy behaviors that will demonstrably improve their fitness, nutrition and health outcomes—now and throughout their lives. Toward that end, CHAMMPS was collaboratively developed using the National School Board Association model of systemic change,ⁱⁱⁱ which includes the following key elements:

Element	CHAMMPS linkage
1) Create a vision of what you want the system to look like and accomplish	Includes ambitious yet attainable goals and objectives along with a thorough, well-defined plan for achieving them inclusive of the addition of critically lacking program elements including technology to implement personal activity and fitness plan development, monitoring, and progress

	tracking, as well as Adventure to establish good decision-making skills and lifetime and fitness-building physical activities so fitness goals can be achieved.
2) Take stock of the current situation	Was developed based on a thorough needs assessment inclusive of a range of data types
3) Identify strengths and weaknesses of the system in light of the vision	Project planning included an in-depth inventory of available resources, skill sets, and capabilities and determined the actions that needed to be taken to respond to the specific gaps identified.
4) Target several priority items for improvement	Our project goals and objectives articulate the targeted priority items for improvement.
5) Assess progress regularly and revise actions as needed; and 6) take stock again and use feedback to revisit vision and begin the cycle again	The project approaches includes a comprehensive, thorough plan for continually monitoring and assessing project progress while ensuring a sustained process of continuous improvement.

Goals, objectives and outcomes: The key goals of CHAMMPS are for all MACS students to: 1) meet state standards for nutrition and physical education; 2) develop and achieve personal physical fitness goals—including a healthy BMI; and 3) improve their knowledge of nutritional concepts and adopt healthy eating habits. Related objectives and outcomes include:

Goal 1: All district students will be offered a PE program that enables them to meet state standards for nutrition and physical education.	
Objective 1: To improve the PE curriculum in relation to recognized standards	Outcomes 1.1 and 1.2: By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).
Objective 2: To increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes.	Outcome 2.1: 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant; Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.
Goal 2: All district students will develop and achieve personal physical fitness goals—including a healthy BMI.	
Objective 3: To implement individualize fitness plans for students. Objective 4: To increase the amount of time our students are active. Objective 5: To improve the fitness levels of our students. Objective 6: To increase percentage of students who	Outcome 3.1: 20% of students by the end of Year 1, 50% by the end of Year 2, and 75% by the end of Year 3 will establish individualized fitness plans that include at least one physical activity, at least one fitness, and at least one healthy eating goal and track at least 4 weeks of progress toward achievement of those goals. Outcome 4.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR—for grades 5-12).

have a healthy body composition.	<p>Outcome 5.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured by PYFP fitness testing).</p> <p>Outcome 6.1: In comparison to baseline, the percentage of students with body compositions outside of the Healthy Fitness Zone will decrease by 3% by the end of the grant period .</p>
Goal 3: All district students will improve their knowledge of nutritional concepts and adopt healthy eating habits	
Objective 3: To improve students' eating habits.	<p>Outcome 7.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit 2 or more times per day and vegetables 3 or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)</p>

Strategies to achieve goals, objectives and outcomes: All of CHAMMPS goals and activities are specifically developed to address deficiencies identified through the self-assessment process, including the School Health Index assessment (**Requirement 1: Align project goals to needs identified using the School Health Index**) as shown below.

Module	School Health Improvement Plan correlation
1	MACS' health, physical fitness and wellness policies will be assessed and updated to address the identified deficiencies. Details about our approach can be found in section (C) <i>Meeting statutory purposes and requirements</i> , below
2	MACS will provide its PE teachers with professional development regarding the latest evidence-based health education strategies.
3	The strategies outlined below will address PE- and physical activity-related deficiencies identified through the School Health Index assessment--including lack of individualized fitness plans
4	Addition of proven, activity-based nutrition education activities to engage students in inquiry-oriented projects that educate them about nutrition and healthy eating

Increasing the amount of time students spend being active: Include more physical activities in the afterschool program (2.5 hours each day) such as exergaming, adventure education, outdoor activities and more to actively promote the after school program and to encourage attendance of more students; have appropriate equipment available to elementary students during recess (e.g., outdoor exercise stations, etc.); additional staffing in the fitness

room, indoor track, and pool will permit more access; and addition of ropes course and conversion of the nature trail to a fitness trail will provide more opportunities after school hours.

Professional development: Physical Education/Health Staff; teachers (grades k-12) and key personnel from community partners will participate in ongoing professional development and training. These individuals will participate in a minimum of 2 trainings each year. Topics to be covered include (but are not limited to): adventure education; monitoring, assessment and data collection in the PE classroom; evidence-based programs and methods such as CATCH and PE4Life for engaging students in age- and skill-appropriate physical activities; state standards for the PE classroom; research-based health and nutrition education strategies; and other topics to be determined by the Project Director. In year one, our PE teachers will also participate in professional development provided by PE4life, which is a research-based program model. PE4life Implementation Workshops are designed to enable participants to develop a quality physical education program as the foundation for a Comprehensive School Physical Activity Program (CSPAP). Topics include core elements of a quality PE program, components of and strategies for developing a CSPAP, and integration of PE4life's Core Principles. Through observations of innovative programs and facilitated discussions led by physical education professionals, participants learn about current technologies, assessment tools, and resources that can engage more students and increase the amount of time students spend being active each day. In addition, each year the Project Director and one PE teacher from each school (rotating each year) will attend the New York State Association for Health, Physical Education, Recreation, and Dance (NYHPERD) and the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) professional PE conventions/workshops.

Nutrition education: MACS has made positive strides in improving the nutritional environment we provide our students. For instance, our Food Service Department has reduced the amount of sodium in meals, increased the availability of whole grains, offer low- and non-fat milk, and serving dark green and orange/red vegetables along with beans/legumes on a weekly basis. As another example, our Life Skills and Health classes teach portion control/size and good eating habits. The NYS School Nutrition Association makes available to teachers, parents and students fun activity training tools to encourage students to continue to make smart food choices. Our Child Nutrition Program will continue to make healthy changes for our students by reviewing best practices and evidence-based models such as Choose My Plate, which is aligned to the 2010 Dietary Guidelines for Americans. In addition, nutrition lesson plans will include food guide pyramid, breakfast basics, serving sizes, food labels, health fast food eating, sugar, soda, soft drinks, and healthy snacking. Coordinated Approach to Child Health (CATCH) curriculum will be used to establish a nutrition program in the district. CATCH is a research-based program designed to promote physical activity and healthy food choices. Specifically, CATCH is a multi-component, multi-year coordinated school health promotion program designed to decrease fat, saturated fat and sodium in children's diets, increase physical activity and prevent tobacco use.

Our plans are to continue to educate our students and parents by offering healthy eating tips, nutritional tools and incorporating healthy recipes on our monthly menu. We will also post carbohydrate/calorie counts on our school website along with the menu. A strategy to encourage healthy eating in the home focuses on letters sent to parents (by the Child Nutrition Program) asking for their support on the healthy meals served in school. The letter encourages them to talk about the healthy food options and simply introduce their child to healthier meal choices. Parents

are their child's primary role model and when they see the parent choose healthy foods, the child is more likely to choose them as well. Colorful posters and other educational materials posted throughout the school inform, educate and encourage students to make healthy nutritional choices.

Monitoring and assessment: To enable PE teachers to establish accurate fitness baselines that will allow for the development of individual student individualized fitness plans, we will introduce the use of heart rate and activity monitors, pedometers and other assessment technologies into our activity sessions. By introducing these technologies: 1) all students will be able to objectively assess the amount of time they spend in physical activity and their intensity levels; 2) all students will be able to objectively assess their fitness levels; 3) with the assistance of PE teachers, all students will be able to establish an individualized fitness plan (see below for description) with individual goals based on the baseline assessment; students (PE teachers) will be able to monitor students' progress towards achieving their stated goals; 4) PE teachers will be able run reports for presentation to students, parents and even the school district (all student data will be coded to ensure privacy); 5) project leaders will be able to identify trends; and 6) students will learn about concepts such as physical activity intensity level, target heart rate, Healthy Fitness Zones, and body composition.

Individualized fitness plans: With the assistance of the monitoring and assessment technologies, in PE class students will create Individualized fitness plans. Plans will include student baseline fitness information along with information about the students' activity levels (e.g., time spent engaged in physical activity with intensity level determined) and eating habits. With the assistance of the PE teacher, the students will establish personalized fitness and nutritional goals and objectives. With the assistance of the monitoring and assessment

technologies to be acquired, students will be able to chart their progress towards achieving their goals and objectives. In addition, to address the noted gap relating to **Common Core State Standards**, CHAMMPS includes the acquisition of netbook computers that will be used by students (in-class) to conduct physical activity- and nutrition-related research that will be incorporated into their personalized plans. Individual student fitness plan data will **not** be included in the evaluation process

New activities: Through CHAMMPS, MACS students will be introduced to Adventure education, which empowers students to experience and practice risk assessment, decision-making, leadership, communication, teamwork, problem-solving, and conflict resolution. Adventure activities incorporate an experiential learning cycle that provides students with a context and opportunities to learn, understand, and apply an otherwise isolated adventure experience using a process of activity and reflection on activity. This project will also integrate a variety of innovative curriculum items such as inline skating, skateboarding, mountain biking, hiking with the use of pedometers, dancing, Yoga, archery, snowboarding, cross-country skiing, snowshoeing, wellness training, nutrition, and more, which will offer a wealth of healthy, fun and engaging physical activities from which students can choose to participate. Interactive technologies such as the highly acclaimed fitness program *Dance Dance Revolution* (DDR) will also be incorporated into CHAMMPS. DDR is a physically interactive video game (PIVG) that requires substantial body movement and energy expenditure in order for students to participate. This and other PIVGs have shown to be a highly effective, viable and practical means of engaging students who might otherwise be sedentary due to factors such as a lack of interest in competitive sports, limited self-confidence in athletic abilities, etc. DDR emphasizes lower body

movements. The purpose of the game is to step on the arrow on the pad corresponding to the onscreen arrow as it reaches the top of the screen.

QUALITY OF THE PROJECT DESIGN

(A) Building capacity: CHAMMPS will sustainably build the capacity of MACS to provide, improve, and expand physical education and nutrition services by training teachers to emphasize individual student-centered PE and training teachers to teach differently and more effectively. The result will be a marked improvement in student health and fitness, and an increase in the number of students meeting performance measures related to state standards. The plan will achieve these desired results by building capacity to: 1) provide for a coordinated approach to helping students to understand, improve, and maintain their physical well-being by addressing district needs; 2) align PE and health curriculum to the state standards for PE and health; 3) achieve student progress in meeting those standards; 4) promote physical education training for teachers, food service staff, community providers; and 5) sustain activities after grant funding ends.

Contributions of project partners: Project partners (Village of Mexico, Mexico Chamber of Commerce, Oswego County Health Department, Head of Food Service) will support CHAMMPS by contributing the following resources (partnership agreements are included in the appendices):

Partner	Contribution
Village of Mexico	Serve on the advisory board; promote healthy activity and food choices at community events (such as the holiday celebration); support and promote the conversion of the nature trail into a fitness trail
Mexico Chamber of Commerce	Serve on the advisory board; promote healthy activity and food choices at community events (such as the farmer’s market and holiday celebration)
Oswego County Health Department	Serve on the advisory board; promote healthy activity and food choices at countywide events (such as the county fair); continue to provide information and access to services.

Head of food service	Serve on the advisory board; promote healthy activity and food choices in the school cafeterias; advise teachers in curriculum writing about nutrition; participate in healthy eating policy review; ensure campus food service offerings align with district healthy eating policies
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The professional development strategies discussed in the previous section will ensure that our PE teachers and community partners are equipped with the skills they need and are knowledgeable about the latest research, trends and issues in the field of physical education. To share knowledge and practices across groups, and ensure that the skills and knowledge are passed along to new teachers, the district will use a Train-the-Trainer model. This model enables experienced personnel to show a less-experienced instructor how to deliver courses, workshops and seminars. An annual train-the-trainer workshop will build a pool of competent instructors who can then teach the material to other people. One lead PE teacher from each school will be designated as the trainer. Professional development will continue beyond the grant-funded project period, with at least two days of training being provided each year.

The CHAMMPS Advisory Council (refer to Management section of proposal for detail) will use the Physical Education Curriculum Analysis Tool (PECAT) the Healthy Eating Module of the Health Education Curriculum Analysis Tool (HECAT), and SHI assessment tools to build the capacity of the district to sustain curricular, policy and organizational changes for the long-term. This will be accomplished by using PECAT, HECAT, and SHI each year to ensure that all curricula are aligned to state and national standards. The revised MACS curriculum, nutrition- and physical activity-related policies will not only build the capacity of the district, schools and staff to improve students’ fitness, health and nutrition outcomes, but they will also ensure that CHAMMPS carries on beyond the Federal funding period. The updated curriculum and policies will provide a framework that will guide the district’s approach to physical fitness, nutrition

education and wellness by providing requirements and guidelines for: teaching students about healthy eating habits and good nutrition; setting guidelines for keeping students active each day; and ensuring alignment of curriculum and policies to our district's needs.

As noted above, MACS' capacity to carry on project activities will also be strengthened by our project partners—each of which is committed to continuing its involvement beyond the grant-funded three years.

Finally, we will ensure the continuation of CHAMMPS by developing a long-term sustainability strategy during year two of the project period. The process of developing the sustainability plan will include establishing an annual budget and then identifying potential local, state and federal funding sources. Next the Council will establish strategies, timelines and action items for achieving each target. The sustainability plan will be reviewed every six months. Evaluation of student and program success will continue beyond the grant period, and MACS will fund the maintenance and upkeep of any equipment or supplies purchased with PEP funds through its annual operating budget.

(B) Up-to-date knowledge and research: CHAMMPS is built upon a foundation of best- and research-based practices and models. For example, as noted, we intend to utilize the CATCH model to support our nutrition education efforts. CATCH has undergone extensive research with the first controlled trial taking place from 1991–1994 in 96 schools (56 intervention, 40 control) in four states (California, Louisiana, Minnesota, and Texas) and included over 5,100 students with diverse cultural and ethnic backgrounds. The CATCH trial was the largest school-based health promotion study ever funded in the United States (through the National Heart Lung and Blood Institute). The evidence of the Main Trial indicated that CATCH indeed decreased student fat consumption and increased physical activity among children and adolescents. In 1999, a

follow-up study of 3714 (73%) of the initial CATCH cohort of 5106 students was conducted. energy intake from fat at baseline was virtually identical in the control (32.7%) and intervention (32.6%) groups. At grade 5, the intake for controls remained at 32.2%, while the intake for the intervention group declined to 30.3%. At grade 8, the between-group differential was maintained. The study concluded that CATCH demonstrated that school-level interventions could modify school lunch and school physical education programs as well as influence student behaviors. The 3-year follow-up without further intervention suggests that the behavioral changes initiated during the elementary school years persisted to early adolescence for self-reported dietary and physical activity behaviors.^{iv}

Adventure education is another research-based approach that will be integrated into the CHAMMPS approach. The foundation behind adventure education in the PE classroom rests on the notion that creating and maintaining a safe learning environment provides the backdrop for learning. The process is designed to promote pro-social behavior and actively prevent problem behavior. The process is student-centered, allowing students to participate in creating the norms for their class. Adventure education focuses on social and emotional skill development and motor skill development through unique, adventure-based physical activities. This model is complementary to traditional PE units, and can incorporate low and high element challenge courses. Adventure education has been proven to be an effective approach in the PE classroom with numerous studies showing that instructors can increase the power of their motivational efforts by attending to the students' social goals as well.^v

Studies show that interactive video game playing (e.g., Dance Dance Revolution) can boost students' energy expenditures and increase the amount of time they spend being physically active.^{vi}

PE4life has also been validated by numerous empirical studies. As an example, the Naperville, IL PE4life Academy tested their 9th graders at Naperville Central and found an obesity rate of only 3%, compared to a national obesity rate of 35%.^{vii}

Lastly, as noted, we have addressed all elements necessary for bringing about sustainable systemic change in school districts. Long-lasting positive changes require systemic (institutional) change rather than isolated actions of individuals.^{viii}

(C) Meeting statutory purposes and requirements: As shown in the following table, CHAMMPS meets the **PEP Absolute Priority**.

Priority	CHAMMPS alignment
Instruction in healthy eating habits and good nutrition	Implementation of evidence-based nutrition curriculum and coordination with proven nutritional models, including but not limited to implementation of CATCH in PE and school-wide throughout elementary and middle schools
Physical fitness activities: a) fitness education and assessment b) instruction in a variety of motor skills and physical activities that enhance the physical, mental, and social or emotional development c) cognitive concepts that support a lifelong healthy lifestyle d) opportunities to develop positive social and cooperative skills through physical activity participation e) professional development	a) monitoring and assessment technologies such as heart rate and activity monitors, pedometers, and fitness planning software will enable each student to establish a fitness baseline, develop personal fitness goals and have the capacity to monitor his or her progress towards achieving those goals b) as described above, CHAMMPS will introduce NEW activities (e.g., Adventure, dance-dance revolution; yoga, snowshoeing, mountain biking, skating; resistance training, etc.) that will engage students of all abilities and ages in healthy, fun physical activities that facilitate the development of motor skills, while enhancing students' physical, mental and social development c) in addition to including lifelong fitness activities, the revised MACS PE curriculum and new nutrition curriculum (CATCH) will include specific instruction in cognitive concepts that support a lifelong healthy lifestyle d) new fitness activities (ropes course, fitness trail, dance-dance revolution, and a wide range of lifetime physical activities) and expansion of out-of-school time programs will help students develop positive social and cooperative skills e) all PE teachers and support personnel will participate in a minimum of two trainings each year to help them stay abreast of the latest research, issues, and trends in the field of physical education

CHAMMPS also meets **Competitive Preference Priority 2** in that includes the active participation of all five of the required partners. Partnership agreements are included in the

appendices. The following table demonstrates alignment to **Invitational Priority 1:**

Priority	Alignment
Strive for universal access; and include a range of age-appropriate activities	All activities will be age- and skill level-appropriate for all students. For those students with special needs or disabilities, activities will be adapted to enable them to fully participate
Aim to reach the recommended guidelines on dosage and duration	Our project aims to significantly increase the amount of time our students spending being active each week with the target that all students reach the recommended guidelines on dosage and duration by introducing students to new activities in PE classes that can be performed both in and out of school and by expanding out-of-school time physical activity opportunities through afterschool programs and conversion of the Nature Trail to a fitness trail
Be engaging and fun for kids	We have selected activities that have been identified as best practices, both for their efficacy and because they have proven to be both engaging and fun activities that students enjoy such as dance-dance revolution and CATCH games
Be led by well-trained coaches and mentors	Ongoing professional development will ensure that our PE teachers are knowledgeable about the latest research-based strategies, trends and issues in physical education
Track progress, both individually and for the group	Our project approach includes individual student fitness plans (to track progress individually) as well as a comprehensive evaluation plan that tracks progress for the group
Provide consistent motivation and incentives	The monitoring and assessment technologies will provide real-time feedback, enabling students to see their progress each week. In addition, each school will showcase (through photos, student comments, etc.) a CHAMMPS 'class of the month.' The class of the month will be recognized on the bulletin board and through each school's newsletter.

In addition, CHAMMPS meets each of the PEP **Program Requirements:**

- **Nutrition and physical education-related policies (requirement 2):** As noted, formal nutrition and physical education-related policies do not exist at the Middle and High School. However, through CHAMMPS, by the end of year one, the CHAMMPS Advisory Council will have developed and approved both nutrition- and physical education-related policies for all school buildings. All policies will be developed after reviewing best practices.
- **Requirement 3: Linkage with local wellness policies:** CHAMPPS will also be coordinated with the MACS wellness policy. For example, Health and PE teachers will inform students about the district's wellness policy, and more activities will be added to the PE program that

will encourage students to continue these activities outside school as recommended by the policy.

- CHAMMPS will be linked with the following, therefore meeting **Requirement 4**.

Initiative	CHAMMPS coordination
Eat Smart New York	CHAMMPS, through the district’s afterschool program, will coordinate nutritional programming with staff from the Mexico Cooperative Extension.
New York State Strategic Plan for Overweight and Obesity Prevention (state)	CHAMMPS will be coordinated with the NYS Strategic plan, which outlines 10 specific goals relating to overweight and obesity prevention, many of which are directly geared towards children and adolescents. The activities and strategies that comprise CHAMMPS are directly aligned to these goals. As part of this initiative, MACS leadership will reach out to and connect with NYS to: a) inform them of our project; b) coordinate efforts wherever possible (e.g., community outreach, facilitating workshops and presentations, etc.); and c) provide relevant data (e.g., gender-specific BMI percentages, etc.) that support shared goals and objectives (no individually-identifiable information will be shared or reported)
MyPlate (Federal)	As noted, MyPlate will be integrated into the MACS learning environment. MyPlate is part of a larger communications initiative based on 2010 Dietary Guidelines for Americans to help individuals make better food choices. MyPlate illustrates the five food groups using a familiar mealtime visual, a place setting.

- **Requirement 5: Updates to physical activity and nutrition curriculum:** As noted, the MACS physical education and nutrition instruction curricula will be reviewed and revised utilizing the PECAT and HECAT tools.
- **Requirement 6: Equipment purchases:** The equipment to be purchased through CHAMMPS is directly aligned to the needs identified through the self-assessment process as well as all goals and objectives. For example, monitoring and assessment technologies will enable PE teachers to accurately assess student fitness levels while allowing students to monitor their progress towards achieving their goals using real-time feedback.
- **Requirement 7: Accountability and transparency (confidentiality and GPRA):** The evaluation plan will ensure the highest degree of transparency and accountability. Our plan for managing the project includes sufficient oversight and multiple checks and balances to ensure accountability and transparency. All data collection and reporting will be in

accordance with all confidentiality laws. In addition, the evaluation plan provides for collection and reporting of data relating to **Government Performance and Results (GPRA)** measures, as outlined in the evaluation section below.

ADEQUACY OF RESOURCES

(A) Reasonableness of costs: The attached project budget is both adequate and sufficient to goals, objectives and outcomes of CHAMMPS. First, it fully supports the acquisition of necessary supplies and equipment, all of which will provide years of service and while supporting fitness goals. MACS will fund all ongoing maintenance and upgrade costs. Our proposal also addresses each of the primary deficiencies that were identified during the needs assessment process and through activities such as partnerships, collaboration and professional development, will result in meaningful, sustainable change and reform throughout the district. In addition, our management plan accounts for all key activities and ensures sufficient oversight and accountability to carry out the high quality programming we have proposed. All of this will be accomplished at a reasonable cost of **\$590.42** per student over three-years.

QUALITY OF THE MANAGEMENT PLAN

(A) Dola Deloff, and one other individual (TBD), will serve as Project Directors (combined 1 FTE) overseeing and managing day-to-day implementation of project activities. The Project Directors will supervise and ensure that the project plan is being carried out as intended and that its vision is being considered in all aspects of the decision-making process. Other key roles of the Project Director include: managing project budgets; ensuring compliance with grant program requirements; overseeing project personnel; working with the evaluator to certify that data, reports, and feedback are fully utilized, among other duties as outlined in the attached job description. A multidisciplinary Advisory Council comprised of: Project Directors; Alicia

Koster, Business Administrator; Donald Root, PE Chairperson; Randy Barnes, Athletic Director; Andy Chamberlain, PE teacher; Deb Wallace, Nurse; Morgan Wisner, Food Service Director; Rick Lenahan; Health Teacher; community partner representation; parents (at least two); and student representation will coordinate collaborative activities and review evaluation reports and feedback, providing suggestions and recommendations for improving the program based on that feedback (for continuous improvement). The Council will also provide general oversight, review budgets and expenditures, and ensure that the overall project is implemented as planned, within budget and on schedule. School-based council members will meet monthly with the full council meeting quarterly. A proposed timeline is shown below.

Date	Activity	Objective	PERSON	MILESTONE
Oct. 2013	Advisory Council (AC) meets (monthly throughout project period)	Finalize list of equipment, roles & responsibilities & professional development (PD) schedule	Project Director (PD) and AC	Equipment inventoried; monthly meeting schedule set ; PD schedule finalized
Oct. – Nov. 2013	Issue RFP purchase, install equipment; activity schedules; ensure the sustainment of professional development	Bid equipment/select vendors, purchase equipment; finalize activity schedules, project promotion begins; begin Train-the-Trainer (T for T) training prior to the start of professional development	PD, AC, PE teachers, trainers	Equipment bid, purchased, installed; student PE activity schedules finalized; promotion underway; plan and timetable for updating curriculum finalized; T for T training is underway
Nov. 2013	Professional development and training	Improve staff knowledge and skills	Vendors; partners; contractors	Professional development is underway
Dec 2013	Align curriculum to state standards;	Begin PECAT/HECAT assessments	PD, AC	Curriculum evaluation is underway
Jan. 2014	Establish student fitness baselines	Measure student fitness levels	PD, AC, PE teachers	Baseline established (3 measurements in year; 2 per year for subsequent years)
Mar – Apr.	Reports	Meet reporting requirements	PD	Required reports are submitted each year
June-July 2014	Continue PECAT and HECAT review	Identify areas in which curricula and policies are not aligned to state standards	PD, AC, PE teachers, Evaluator	Work plan for curriculum/policies revisions done; PECAT - HECAT reviews completed annually

July 2014	Begin planning process for following year of the project; conduct SHI	Plan 2 nd year activities, implement changes to 2 nd year based on year 1 feedback; measure SHI improvements	PD, AC, PE teachers, Evaluator	2 nd year activities planned; changes to program implemented as necessary; SHI reassessment is conducted annually
Sept. 2014	Review assessment data	Summarize year one results; PT audits budgets	PD	Budget audited; summary report completed
Oct. – Nov.	Reports	Meet reporting requirements	PD	Required reports are submitted each year
Oct. 2014- Sep. 2016	First year activity schedule repeated	Second year of project implemented minus major equipment purchases (year three essentially will follow the same schedule).	Same	Same; sustainability plan complete; curriculum and policy reviews completed in Year 2 and implemented in Year 3
Dec. 2016	Report	Meet reporting requirements	PD	Required final report is submitted

QUALITY OF PROJECT EVALUATION

(A) Evaluation plan: To ensure ongoing, accurate, and objective assessment of our progress towards achieving our stated goals and objectives, MACS intends to contract with a qualified third-party evaluator experienced with evaluating physical fitness- and nutrition-related programming targeting K-12 students. A process evaluation will ensure programming is implemented with fidelity to the original design. The evaluation design provided will produce qualitative and quantitative data that is directly linked to the project’s measured objectives and the overall project design.

Instruments to be developed and when: Within the first nine months, the evaluator will develop a survey with which to measure stakeholder satisfaction with CHAMMPS. The online hosted (e.g., Survey Monkey or similar) survey will include 15-20 questions with Likert-like responses (scale of 1 to 5) and will include space for comments. Responses will be tracked and tallied and included in annual programmatic reports. The table below outlines data to be collected as well as the method by which it will be collected and the frequency of collection.

Data will be collected using assessment technologies. Students and teachers will regularly enter data into the system as an integral part of the student’s personal fitness plan using the data produced by fitness testing and assessments incorporated into technology software. The table below outlines data to be collected as well as the method by which it will be collected and the frequency of collection. PE teachers will collect data for outcomes 3.1 through 7.1; the Project Director will collect data for 1.1, 1.2, 2.1 and 2.2.

Outcome	Data to be collected/method	Frequency
Outcomes 1.1 and 1.2: By the end of the three-year grant period, our (1.1) PECAT and (1.2) HECAT scores will improve by 20% (as measured by annual curriculum review using said tools).	Curriculum assessment (PECAT and HECAT tools)	Baseline and end of Year 1; annually thereafter
Outcome 2.1: 100% of PE teachers will participate in at least two evidence-based health, nutrition and/or physical education professional development sessions each year of the grant Outcome 2.2: 90% of the teachers will incorporate new skills, knowledge, and/or equipment from the grant in PE classes the same year in which the training or equipment was purchased.	PD participation; knowledge gained; use of knowledge (sign-in logs; post-participation survey; lesson plan reviews; annual survey)	As sessions occur (sign-in & tracking log); annual curriculum or lesson reviews; PE class observations / walk-throughs by PD or evaluator; teacher survey
Outcome 3.1 (individualized fitness plans): 20% of students by the end of Year 1, 50% by the end of Year 2, and 75% by the end of Year 3 will establish individualized fitness plans that include at least one physical activity, at least one fitness, and at least one healthy eating goal and track at least 4 weeks of progress toward achievement of those goals.	Student survey and student logs	Twice per year (baseline and follow-up)
Outcome 4.1 (GPRA 1): In comparison to baseline, the percentage of students achieving 60 minutes of daily physical activity will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by pedometers for grades K-12 and 3-Day Physical Activity Recall—3DPAR--for grades 5-12)	Number of steps (pedometers); activity levels (3DPAR)	Three times in Year 1 and twice per year in Years 2 and 3
Outcome 5.1 (GPRA 2): In comparison to baseline, the percentage of students who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment will rise by 5% in year 1, 10% in year 2; and 10% in year 3 (as measured	Student fitness levels (Presidential Youth Fitness Program assessment)	Three times in Year 1 and twice per year in Years 2 and 3

by PYFP fitness testing)		
Outcome 6.1: In comparison to baseline, the percentage of students who have a BMI of overweight or obese will decrease by 3% by the end of the grant period (as measured by yearly BMI assessment).	Student BMI data using CDC BMI calculation tool	Once per year
Outcome 7.1 (GPRA 3): In comparison to baseline, the percentage of students who consume fruit two or more times per day and vegetables three or more times per day will rise by 5% in year 1, 10% in year 2, and an additional 10% in year 3 (as measured by annual Youth Risk Behavior Survey—YRBS—for high school students and nutrition logs and/or age-appropriate surveys for elementary and middle school students)	Eating behaviors (YRBS in high school; food logs and/or age-appropriate survey for middle and elementary students)	Three times in Year 1 and twice per year in Years 2 and 3

Data analysis: The evaluator will analyze the data in a manner that accurately presents the degree to which project goals, objectives and outcomes were met. After analysis, data will be disaggregated by gender, grade, ethnicity, and free and/or reduced lunch to the greatest extent possible. No individually-identifiable information will be included (all student data will be coded). **Availability of data and reports:** The evaluation team will prepare written quarterly programmatic and financial reports each year of the project, all of which will be presented to the Coordinating Council. Aggregate outcomes data will be posted on the district website at least once per year for community and stakeholder review. All students, parents, teachers, administrators and community partners will be asked to complete an online survey (e.g., Survey Monkey, etc.) that will include statements and a 1-5 agreement scale with room for comments at the end. Survey results will be summarized and included in the reports. At the end of the three-year project, a comprehensive summative evaluation report will provide a rich, contextualized understanding of the project’s results and how/why these results were achieved (e.g., what worked well, what didn’t work well and what could be improved upon). This (final) summative report will be available to other districts interested in replicating the CHAMMPS approach towards improving students’ physical, nutritional and health outcomes.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Opportunity Title:	Office of Elementary and Secondary Education (OESE): Ca
Offering Agency:	U.S. Department of Education
CFDA Number:	84.215
CFDA Description:	Fund for the Improvement of Education
Opportunity Number:	ED-GRANTS-022613-001
Competition ID:	84-215F2013-1
Opportunity Open Date:	02/26/2013
Opportunity Close Date:	04/12/2013
Agency Contact:	Carlette KyserPegram E-mail: Carlette.KyserPegram@ed.gov Phone: 202-245-7871

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* **Application Filing Name:**

Mandatory Documents

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION
Other Attachments Form
ED GEPA427 Form
ED SF424 Supplement
ED Abstract Form
Project Narrative Attachment Form
Budget Narrative Attachment Form

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

Application for Federal Assistance (SF-424)
Assurances for Non-Construction Programs (SF-42)
Grants.gov Lobbying Form
Disclosure of Lobbying Activities (SF-LLL)

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

- 1** Enter a name for the application in the Application Filing Name field.

 - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
 - You can save your application at any time by clicking the "Save" button at the top of your screen.
 - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.
- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

 - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
 - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
 - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.
- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

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): _____ * Other (Specify): _____
* 3. Date Received: Completed by Grants.gov upon submission.	4. Applicant Identifier: _____	
5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____	
State Use Only:		
6. Date Received by State: _____	7. State Application Identifier: _____	
8. APPLICANT INFORMATION:		
* a. Legal Name: Mexico Academy & Central School District		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 156002290	* c. Organizational DUNS: 071601991	
d. Address:		
* Street1: 16 Fravor Rd, Suite A	Street2: _____	
* City: Mexico	County/Parish: _____	
* State: NY: New York	Province: _____	
* Country: USA: UNITED STATES	* Zip / Postal Code: 131140000	
e. Organizational Unit:		
Department Name: _____	Division Name: _____	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____	* First Name: Alicia	
Middle Name: _____	* Last Name: Koster	
Suffix: _____	Title: Executive Director of Management Services	
Organizational Affiliation: _____		
* Telephone Number: 3159638400 ext. 5413	Fax Number: _____	
* Email: AKoster@mexico.cnyric.org		

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Fund for the Improvement of Education

*** 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

* Title:

Office of Elementary and Secondary Education (OESE): Carol M. White Physical Education Program
CFDA Number 84.215F

13. Competition Identification Number:

84-215F2013-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

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View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Choosing Healthy Actions Makes Mexico Pupils Smart (CHAMMPS)

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	<input type="text"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 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:

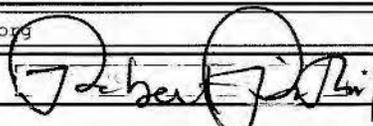
* Last Name:

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.

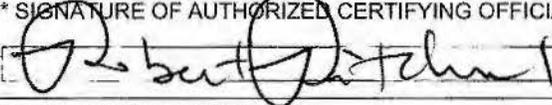
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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; end, (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>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Mexico Academy & Central School District</p>	<p>* DATE SUBMITTED</p> <p>3-25-13</p>

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

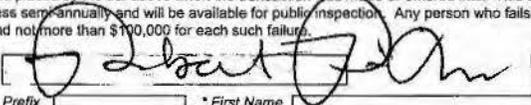
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States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

* APPLICANT'S ORGANIZATION	
Mexico Academy & Central School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: Robert Middle Name: <input type="text"/>
* Last Name: Pritchard	Suffix: <input type="text"/>
* Title: Superintendent	
* SIGNATURE: 	* DATE: 3/25/13

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: n/a * Street 1: n/a Street 2: _____ * City: n/a State: _____ Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Fund for the Improvement of Education CFDA Number, if applicable: 84.215	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: n/a Middle Name: _____ * Last Name: n/a Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: n/a Middle Name: _____ * Last Name: n/a Suffix: _____ * Street 1: _____ Street 2: _____ * City: _____ State: _____ Zip: _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature:  * Name: Prefix _____ * First Name: Robert Middle Name: _____ * Last Name: Pritchard Suffix: _____ Title: Superintendent Telephone No.: 3159638400 Date: 8/25/13		

PROGRAM SPECIFIC ASSURANCE

Agency Name: Mexico Central School District

DUNS # 071601991

Please ensure you have included a Program Specific Assurance with your application. You must print out your signed Assurance and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at (202) 245-7166 within 3 working days of submitting your electronic application. Be sure to include your Agency name and DUNS# on your Assurance.

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

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

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

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

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

___ Coordinated School Health Program

___ Team Nutrition Training Grant

___ Recovery Act Communities Putting Prevention to Work – Community Initiative

X Others not listed here

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

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.

7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

(b)(6)
Signature of Authorized Representative

School Business Administrator
Title

Mexico Academy, CSD
Applicant Organization

4/5/13
Date Submitted

CBO Name: Mexico Chamber of Commerce

Roles and Responsibilities:

- Provide timely information on health and wellness issues and local services and supports relevant to the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families in the community and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community

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

Signature of CBO's Authorized Representative

Dated: 3/3/2013

(b)(6)

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Oswego County Department of Health.

Roles and Responsibilities:

- Continue to work with district toward securing a state-sponsored School Health Index (SHI) grant; assist with proper use of SHI under the PEP grant and the state SHI grant—including re-assessment of SHI at the end of the PEP grant project period; assist the district in coordinating the two funding streams to ensure minimal duplication of services and maximum student benefit
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for
- Promotion of the project to the greater community

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

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Dated: 3/28/2013

Jiancheng Huang, Director of Public Health, OCHD

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

Food Service or Child Nutrition Director Name: Morgan Wisner

Roles and Responsibilities:

- Participate in the assessment of existing district nutrition curricula and education through the use of the Healthy Eating Module of the CDC's Health Curriculum Analysis Tool (HECAT)
- Participate in the selection and adoption of new, creation of new, or revision of existing nutrition education curricula as driven by the HECAT process
- Participation in the delivery of nutrition education through the cafeterias, supplementation of the Health Education program, and coordination through the District's committees;
- Participate in the re-assessment of district strengths and weaknesses through the use of the CDC's School Health Index (SHI) Modules 1-4 during and at the end of the project period
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs

Contribution to the Project:

- Input and feedback on and action toward resolving weaknesses identified by the SHI related to district food services
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community

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

Signature of Food Service Entity's Authorized Representative:

Dated 3/21/2013 (b)(6) Food Service Manager

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Village of Mexico

Roles and Responsibilities:

- Provide support and resources related to participation in the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
- Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families in the community and district opportunities related to physical activity and nutrition/healthy eating
- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Provide support and resources related to the project
- Provide feedback on project progress and input regarding resolving problems or areas of weakness within the project
Provide feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community

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

Signature of Head of Local Government or Designee

(b)(6)

Dated: 4-3-13

LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Mexico Academy Central School (MACS)

DUNS #: 07161991

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

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Mexico Academy Central School

Roles and Responsibilities:

- Serve as lead agency and fiscal agent
- Ensure compliance with all local, state and federal regulations
- Implement program as outlined in the grant narrative in order to facilitate increased student achievement of state PE standards and establish healthy student behaviors that promote student wellness now and throughout life including but not limited to: engaging in regular physical activity, eating healthy, making good decisions, and communicating and cooperating well with others.
- Convene a diverse Advisory Board of key stakeholders and relevant professionals to inform the project team as needed, provide feedback on progress and suggestions for improvement, ensure proper implementation for successful outcomes, and promote the project to the community
- Ensure appropriate staffing for project success
- Perform regular assessments as indicated in the grant narrative and required by program and federal rules and regulations
- Ensure effective, ongoing program evaluation
- Compile and complete required federal reports in a timely manner
- Track all grant-related funds, including tracking both request and matching funds and ensuring matching commitments are met

Contribution to the Project:

- Access to the target population, which is comprised of district students
- Newly hired or designated staff for implementation of project activities, including PE teachers, key project team members and valuable consultants (some of whom will be paid for with grant funds), and partners
- Space for most project activities
- Advisory board leadership
- Provision of information to the Advisory Board and community on project progress toward outcomes
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Matching funds as described in the submitted budget narrative that meet any and all matching requirements

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

(b)(6)

Signature of LEA's Authorized Representative:

Dated: 4-5-13

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

Food Service or Child Nutrition Director Name: Morgan Wisner

Roles and Responsibilities:

- Participate in the assessment of existing district nutrition curricula and education through the use of the Healthy Eating Module of the CDC's Health Curriculum Analysis Tool (HECAT)
- Participate in the selection and adoption of new, creation of new, or revision of existing nutrition education curricula as driven by the HECAT process
- Participation in the delivery of nutrition education through the cafeterias, supplementation of the Health Education program, and coordination through the District's committees;
- Participate in the re-assessment of district strengths and weaknesses through the use of the CDC's School Health Index (SHI) Modules 1-4 during and at the end of the project period
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs

Contribution to the Project:

- Input and feedback on and action toward resolving weaknesses identified by the SHI related to district food services
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community

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

Signature of Food Service Entity's Authorized Representative:

Dated 3/21/2013 (b)(6) Food Service Manager

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Oswego County Department of Health

Roles and Responsibilities:

- Continue to work with district toward securing a state-sponsored School Health Index (SHI) grant; assist with proper use of SHI under the PEP grant and the state SHI grant—including re-assessment of SHI at the end of the PEP grant project period; assist the district in coordinating the two funding streams to ensure minimal duplication of services and maximum student benefit
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
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- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Assistance administering the SHI and developing and/or revising the action plan for improvement
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
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- Promotion of the project to the greater community

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

Signature of Public Health Entity's Authorized Representative

(b)(6)

Dated: 3/28/2013

Jianchang Huang, Director of Public Health, OCHD

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): Village of Mexico

Roles and Responsibilities:

- Provide support and resources related to participation in the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
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- Assist the district in raising community awareness of PEP-funded opportunities

Contribution to the Project:

- Provide support and resources related to the project
- Provide feedback on project progress and input regarding resolving problems or areas of weakness within the project
Provide feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families
- Promotion of the project to the greater community

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Signature of Head of Local Government or Designee

(b)(6)

Dated: 4-3-13

Page 2 of 5 (CBO Partner)

CBO Name: Mexico Chamber of Commerce

Roles and Responsibilities:

- Provide timely information on health and wellness issues and local services and supports relevant to the project
- Participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including but not limited to the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs
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Contribution to the Project:

- Information on related health topics and accessing local physical activity and/or nutrition/healthy eating services and supports
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- Promotion of the project to the greater community

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

Signature of CBO's Authorized Representative:

(b)(6)

Dated: 3/3/2013

Richard Michael Lenahan

(b)(6)

EXPERIENCE:

ALTMAR PARISH WILLIAMSTOWN SCHOOL DISTRICT

Parish, NY

Sept. '96-present

Health Educator / Half Time

Implement current NYS Health curriculum for 8th grade. Taught "Quest" self-esteem building course.

OSWEGO COUNTY CATHOLIC CHARITIES, Fulton, NY

March '95-Sept. '96

Family Support Counselor

Provide supportive level counseling for families with children who are emotionally disturbed, learning disabled, attention deficit/hyperactive.

COURTSIDE RACQUET AND FITNESS CLUB, Ithaca, NY

Sept. '92-June '94

Front Desk Receptionist:

Duties included: Opened club at 4:30 a.m., opened and operated cash register, answered phone, laundry, monitored Ph & chlorine levels of pool.

Nautilus Instructor:

Provided tour of club to new members and information about various programs, demonstrated equipment, and set up individual fitness programs.

Summer Employment:

Painting Plus - Painter

Oswego City School District - Maintenance

Kelly's Square Restaurant - Bartender

Admiral Woolsey's Restaurant - Busboy

Sealright Corporation - Summer Labor

EDUCATION:

Ithaca College, Ithaca, NY

1994

Bachelor of Science Degree in Health Education K-12

GPA: 3.1 on 4.0 Scale

Rochester Institute Of Technology, Rochester, NY

1989/1991

**STUDENT
TEACHER:**

Mexico High School, Mexico, NY

Sept.-Oct. 1994

G. Ray Bodley High School, Fulton, NY

Oct.-Dec. 1994

**COMMUNITY
SERVICE:**

CPR and First Aid Instructor:

American Red Cross Oswego County Chapter / Tompkins County Chapter

Big Brother/Big Sister Program:

Volunteered 4 hours per week with child in Tompkins County Youth Center

"One to One" Program

Mexico's Boys' Varsity Soccer Team:

Volunteer Assistant Coach for 1994 season

Special Olympics, Ithaca College:

Supervised, coached and refereed games.

Oswego Youth Summer Box Lacrosse Program:

Coached a team of 7-8 yr. olds on technique & strategy.

Ithaca College Programs:

Gave presentations to area elementary 4th graders on harmful effects of smoking.

"Special Populations": supervised, dressed and taught handicapped children to swim.

INTERESTS:

Hockey, Lacrosse, Soccer

REFERENCES AVAILABLE UPON REQUEST

Andrew J. Chamberlain

(b)(6)

PROFILE: Highly motivated and energetic individual striving to influence students to lead healthy lives through fun and innovative educational experiences

EDUCATION: Bachelor of Science in Education, Physical Education May 2005
State University of New York at Cortland
N.Y.S. Initial Certificate in Physical Education, K-12

Associate in Arts in Humanities and Social Science
Cayuga Community College May 2003

TEACHING EXPERIENCE:

Physical Education Teacher

APW High School

September 2007-present

- Designed and instructed various educational activities
- Administered assessments and grading
- Revised curriculum and grading system

Physical Education Teacher

Mexico High School

September 2006-present

- Designed and instructed various educational activities
- Administered assessments and grading
- Revised curriculum and constructed new elective program

Summer School Teacher

Oswego County BOCES

July-August-present

- Substitute taught various classes for grades 9-12
- Supervised students with disciplinary problems
- Assisted in various administrative duties

Instructor

State University of New York at Cortland

June 2005

- Co-taught outdoor education and character education to a group of 41 students
- Instructed proper skills and safety techniques for high and low ropes courses
- Assessed students' psychomotor, affective and cognitive skills

COACHING EXPERIENCE:

Varsity Basketball Coach

November 2007-present

APW Schools, Parish, New York

- Organized structured practices during regular season
- Coached the summer-league teams
- Planned and performed pre-season work outs

Girls JV Tennis Coach

August 2007-present

Mexico Academy and Central Schools, Mexico, New York

- Organized structured practices during regular season
- Coached Planned and performed pre-season work outs

Modified Football Coach

August 2006-present

Mexico Academy and Central Schools, Mexico, New York

- Organized structured practices during regular season
- Coached both 7th and 8th grade teams during games
- Planned and performed pre-season work outs

RELATED WORK EXPERIENCE:

Mexico Youth Basketball Camp Instructor

August 1999-present

Mexico Academy and Central Schools, Mexico, New York

- Instructed boys and girls grades 1-12
- Created drills to teach fundamental skills for basketball

OTHER WORK EXPERIENCE:

ALCAN Aluminum Corporation, Oswego, New York

January 2000-September 2001

- Forklift Operator
- Responsible for supplying materials essential for aluminum production

Management Resources Group, Danbury, Connecticut

October 1998-October 1999

- Field Engineer
- Recorded inventory and created electronic record keeping systems for various clients

United States Navy

December 1993-June 1997

- Torpedoman, Armory Supervisor and Small Arms Instructor
- Budgeted for inventory levels and maintenance activities

PROFESSIONAL MEMBERSHIPS:

- Basketball Coaches Association of New York
- NYSAHPERD

ACADEMIC ACHIEVEMENTS:

- Graduated Magna Cum Laude from SUNY Cortland
- Graduated Magna Cum Laude from Cayuga Community College

MORGAN F. WISNER

(b)(6)

OBJECTIVE:

To serve education everyday by supervision of quality meals to children and school staff.

PROFESSIONAL EXPERIENCE:

7/1/97 - 9/15/97 Acting Director of Food Services

Complete supervision of lunch and breakfast program on an interim basis until the position was filled.

1987 - Present

Administrative Assistant to the School Lunch Director

CENTRAL SQUARE CENTRAL SCHOOL DISTRICT

Assist the School Lunch Director by expediting, coordinating and interpreting policies and procedures governing the School Lunch Program.

Responsible for complete ordering of food, paper and cleaning supplies.

Process applications for free and reduced lunch program, approximately 1500 cases.

Process payroll and labor reports.

Compile and review invoices and prepare bills for payment.

Assist with menu development and nutritional analysis.

Review tapes and transmittals from meals and prepare information for State Reimbursement reports.

Compile deposit slips for School Treasurer.

Manage and maintain class lists for eight schools with a total of 4900 students

Complete supervision of program in the absence of School Lunch Director

1986-1987

Robro Services, Syracuse, New York

Robert H. Rogers, President

Administrative Assistant

Sherry A. Rogers, M.D., Syracuse, New York

Medical Secretary/Receptionist

Responsibilities included all aspects of running an efficient office and organizing flight and hotel arrangements for business trips for Mr. Robert & Dr. Sherry Rogers

1986-1978

John C. Adam, M.D. (retired), Syracuse, New York

Office Manager /Medical Secretary/Receptionist

Responsibilities included all aspects of running an efficient office, dealing with third party payors such as Medicare, Medicaid, Blue Cross and typing medical and psychiatric evaluation reports for the Department of Defense

PROFESSIONAL ENHANCEMENT:

Active participant in workshops and seminars at New York State School Food Service Association Conferences from 1992 to present.

State Education Workshops in

Accountability

Offer vs. Serve

BOCES Cooperative Food Purchasing Program

AFFILIATIONS:

Member of New York State School Food Service Association

Member of American School Food Service Association

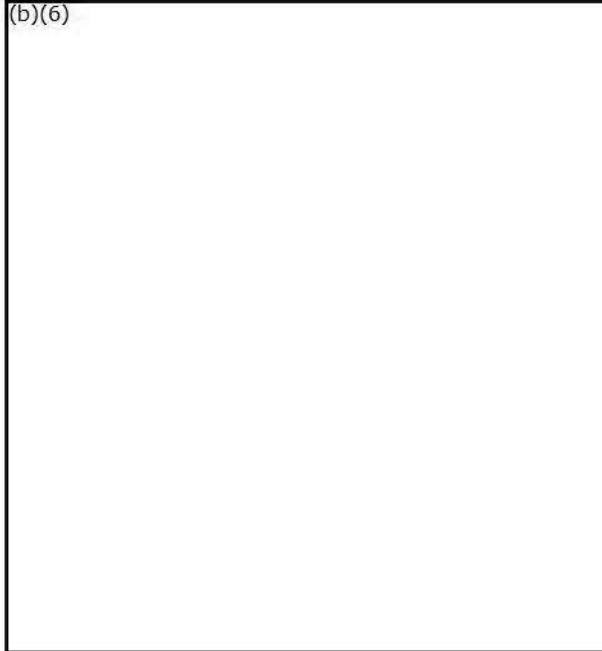
Member of School Administrators Association of New York State

EDUCATION

Onondaga Community College, Syracuse, New York
18 credit hours completed in Business Studies towards an Associate in Applied Science

John C. Birdleough High School
Phoenix, New York
Business and Secretarial Curriculum
Regents Honor Graduate

References:



DEBORAH A. WALLACE, RN, EMT

162 County Route 18, Central Square, New York 13036

EXPERIENCE

Mexico Academy & Central School Mexico, NY November 2001 – Present

Registered Nurse – CPR/AED Training Consultant – Athletic Coach

- Provide clinical and preventative care to students as a part-time/per diem nurse.
- Input and maintain student health information in district computer system.
- Provide CPR/AED training to staff, faculty and students on an as needed basis.
- Athletic Coach for Girl's JV and Varsity Basketball, Girl's Modified and JV Soccer

Palermo Volunteer Fire Department Palermo, NY May 2007 – Present

Emergency Medical Technician

- Provide direct pre-hospital patient care to victims of illness and injuries.
- Prepare for and respond to emergency requests for service.

Clay Open MRI Clay, NY March 2005 – Present

Registered Nurse

- Requisite knowledge of pharmaceutical agents and their application for MRI patients.
- Requisite knowledge of patient monitoring systems, including intravenous lines.
- Perform administration of gadolinium to MRI patients during scan.

SUNY Emergency Medicine STAT Center Syracuse, NY March 2004 – Present

Instructor

- Adjunct instructor for internal hospital staff and allied health professionals.
- Provide training in Advanced Cardiac Life Support, Pediatric Advanced Life Support and Basic Cardiac Life Support.

Upstate Medical University Syracuse, NY 1995–2000, March 2003 – Present

Registered Nurse – Recovery Room

- Provide direct patient care within a 16-bed recovery room.
- Provide pre-operative care to patients in an 8 bed holding area.
- Provide care to medical, surgical and coronary care patients.
- Application and performance of all related critical care procedures and skills.
- Requisite knowledge of various pharmaceutical agents and their application within the recovery room.
- Requisite knowledge of patient monitoring systems, including intravenous lines.
- Functioned as and fulfilled responsibilities of charge nurse as well as RN preceptor.

Open MRI of DeWitt DeWitt, NY September 2004 – September 2006

Registered Nurse

- Requisite knowledge of pharmaceutical agents and their application for MRI patients.
- Requisite knowledge of patient monitoring systems, including intravenous lines.
- Perform administration of gadolinium to MRI patients during scan.

University Hospital Syracuse, NY June 1993 – April 1995

Registered Nurse – Cardio-pulmonary intensive care unit

- Provide direct patient care within an 8 bed cardio-pulmonary intensive care unit.
- Responsibility of pre-operative teaching of patients.

- Provided care to post open heart and pulmonary surgeries.
- Functioned as and fulfilled responsibilities of charge nurse.
- Requisite knowledge of various pharmaceutical agents and their uses in the ICU setting.
- Requisite knowledge of patient monitoring systems, including intra-aortic balloon pump.

EDUCATION

Crouse Irving School of Nursing • Associates Degree	Syracuse, NY	December 1992
Mexico Academy & Central School • General Diploma	Mexico, NY	June 1984

SKILLS

- Computer (data input)
- Critical Care
- Coronary Care
- Recovery Room
- Pre-Operative Care Unit
- Peripheral IV Experience
- Automated External Defibrillation

CERTIFICATIONS

- NYS Emergency Medical Technician (EMT)
- AHA Advanced Cardiac Life Support - Instructor
- AHA Pediatric Advanced Life Support
- AHA Basic Cardiac Life Support - Instructor
- Pediatric Emergencies for the Pre-Hospital Professional (PEPP)

Donald A. Root Jr.

(b)(6)

Education: Certificate of Advanced Studies 1997
State University College of New York at Cortland
Cortland, New York 13045
New York State Permanent Certification-School District Administrator

Masters of Science in Education 1992
Bachelor of Science in Education 1984
State University College of New York at Cortland
Cortland, New York 13045
New York State Permanent Certification-Physical Education

**Professional
Experience:**

High School Assistant Principal
C.W. Baker High School
Baldwinsville Central School District
Baldwinsville, New York 13027
December 1999-Present

Responsibilities include: Subject Supervisor for Foreign Language, Special Education and Social Studies; Over forty Teacher Evaluations, Discipline of 450 seniors, attend and finalize all level two and three IEP's from CSE's, IST Coordinator, AP Coordinator, Regents Coordinator, Student/Teacher Parking Coordinator, Crisis Management Team Coordinator, Baldwinsville Community Scholarship Committee Member, Principal Hearings, Superintendent Hearings, attend after school activities, and sit on several District and BOCES Committees.

**High School Assistant Principal
Athletic Director**
Marcellus High School
Marcellus Central School District
Marcellus, New York 13108
July 1997-December 1999

Responsibilities included: Handled discipline referrals of 600 students, teacher observations and supervision, exam schedules, supervise all after school activities, sit on several committees, scheduled and coordinated all levels of interscholastic athletics with the Onondaga High School League and New York State, created a budget for all athletics, liaison for the District with the community for all recreation programs, helped develop and coordinate athletic booster club activities, and helped coordinate the maintenance of all indoor and outdoor athletic facilities and equipment.

Assistant High School Principal
Assistant Junior High School Principal
Jordan-Elbridge Central School District
Jordan, New York 13080
July 1996-June 1997

Responsibilities included: Handled all daily discipline referrals at the Junior High and High School, assisted with supervision schedule, and supervised after school activities.

Athletic Director
Physical Education Director
Jordan-Elbridge Central School District
July 1994-June 1997

Responsibilities included: All the responsibilities of coordinating and maintaining programs for interscholastic athletics, and coordinating the revision and maintenance of the K-12 curriculum to align with the New York State Standards.

Physical Education Instructor
Jordan-Elbridge High School
July 1987-June 1996

Held all responsibilities of a Physical Education teacher for grades 7-12.

Related

Experience:

Jordan-Elbridge Central School District

Jordan, New York 13080

Head Varsity Football Coach

1987-1995

Head Varsity Boys Track Coach

1988-1995

Fayetteville-Manlius Central School District

Manlius, New York 13104

Assistant Varsity Football Coach

1985-1986

Substitute Teacher

1985-1987

Cicero-North Syracuse Central School District

Cicero, New York 13039

Assistant Varsity Boys Indoor/Outdoor Track Coach

1985-1987

Substitute Teacher

1985-1987

References:

(b)(6)



MEXICO HIGH SCHOOL

3338 Main Street
Mexico, New York 13114
315 963-8400 ext. 5019
Fax (315) 963-8887

rbarnes@mexico.cnyric.org

Department of Health, Physical Education, Family and Consumer
Science and Athletic

District Vision

*"Every student at MACS will acquire and sustain
a passion for learning that ensures success"*

March 8, 2013

To Whom It May Concern:

As the Director of Athletics for the past seventeen years I have the opportunity to be actively involved in several groups and committees whose focus is to improve the overall health and safety of our students. During this time the athletic program has grown in both scope and accomplishments, including six additional athletic teams and two athletic programs. The addition of these programs has led to increased participation rates within our interscholastic athletics program.

I am fortunate to have been part of the District Team that led extensive improvements and additions to our athletic facilities, resulting in two new gymnasiums, locker rooms, three athletic fields, indoor track, all-weather track, and a state of the art strength and conditioning facility.

During this time our physical education program has also grown, including three full time physical education positions, three new units: (archery, kayaking, and snowshoeing) as well as the use of the strength and conditioning facility, and indoor track as new teaching stations.

Our goal is to properly maintain and expand the wide range of physical education and athletic offerings available to our students.

If you have any questions or concerns, please feel free to contact me.

I can be reached at 963-8400 ext: 5020 – (work), 593-3975 – (home), or 391-0703 – (cell phone)

Sincerely,

Randall D. Barnes
Director of Athletics

Mexico Central School District Mexico, New York
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High School Teacher

Qualifications:

1. Valid NYS Certification in Secondary Education
2. Strong commitment to children
3. Knowledge of child/adolescent growth and development
4. Ability to maintain a positive learning environment
5. Knowledge of New York State Learning Standards and understanding of effective classroom instruction
6. Strong interpersonal, communication, and organizational skills
7. Such alternatives to the above as the Board may find appropriate and acceptable

Reports to: Principal/Assistant Principal

Supervises: Pupils, and when assigned, student teachers and teaching assistants

Goal: To provide an approved educational program and establish a classroom environment that fosters learning and personal growth; to help students develop skills, attitudes, and knowledge necessary to achieve their full potential in academic, emotional, social, and physical growth

Performance Responsibilities:

1. Works to achieve New York State Learning Standards and district educational goals and objectives by promoting active learning and skill development in the classroom; teaches students through an approved course of study using approved curricula, textbooks, and other appropriate teaching materials
2. Develops lesson plans and instructional materials and provides opportunities for individualized and small group instruction in order to adapt the curriculum to the needs of each student; emphasizes application-based learning experiences and the development of higher order thinking skills in addition to basic skill development
3. Uses a diverse selection of methodology in teaching students to effectively address a variety of learning needs and a wide range of mental, physical, and emotional maturity

4. Establishes and maintains standards of student behavior needed to achieve a positive learning climate; carries out a positive and effective discipline policy
5. Reviews, analyzes, and evaluates the history, background, and assessment of students in designing an educational program to meet specific individual educational needs; makes modifications in curriculum and teaching methods to meet the needs of all students
6. Assesses student academic progress and personal growth toward instructional objectives through informal and formal evaluation methods; prepares, administers, scores, and records the results of criterion referenced and group standardized tests in evaluating pupil progress; adjusts teaching in accordance with ongoing assessments
7. Identifies student needs and works cooperatively with other staff members in assessing and resolving health, attitude, social, and learning problems; acts as member of the Instructional Support Team as necessary
8. Administers and participates in scoring of NYS assessments as necessary
9. Communicates with parents through conferences and other means to inform them about the school program and to discuss individual student progress
10. Maintains records of students' progress in approved forms and summarizes these marks for reporting purposes
11. Supervises students in a variety of school-related settings as assigned
12. Plans, creates, and maintains an effective learning environment through the utilization of functional and aesthetically attractive displays, exhibits, bulletin boards, and activity centers
13. Establishes and maintains cooperative relations with other staff members; communicates regularly with other team members regarding student progress and program management; participates in scheduled department meetings
14. Participates in school open houses as scheduled
15. Participates in school-level planning, faculty meetings/committees, and other district groups
16. Makes effective use of community resources to enhance the instructional program
17. Demonstrates appropriate use and care of equipment, materials, and facilities; maintains an inventory of classroom equipment and supplies

18. Keeps the principal informed of classroom activities and needs, and individual student progress
19. Maintains professional competence and continuous improvement through inservice education activities and other professional growth activities
20. Participates cooperatively with appropriate administrator in being evaluated in accordance with the current teacher contract
21. Upholds and enforces school rules, administrative procedures, and board policy
22. Performs other duties as assigned by the Superintendent or his designee

Terms of Employment: Ten-month position
 School calendar plus two additional days for professional development activities, and two evenings per year for open houses

Evaluation: Teachers shall receive evaluative conferences with the District Superintendent or his designee according to the following minimum schedule:

- Tenured Teachers – at least one conference per year preceded by observation by the Superintendent or his designee
- Probationary Teachers – at least three conferences per year preceded by observation by the Superintendent or his designee

The first observation for all teachers should occur prior to June 1 if at all possible.

POSITION CLASS TITLE: SCHOOL LUNCH MANAGER

JURISDICTIONAL CLASS: Competitive

CIVIL DIVISION: School Districts

AUTHORIZATION: Personnel Officer/July 1981

Revised: 4/88, 6/98

POSITION CLASS DEFINITION:

Essential nature of work, degree of difficulty and responsibility.

Manages a school lunch program in a large school or several small schools serving from 500 to 2,000 meals daily, including type A and a la carte meals, to children and adults; does related work as required.

This is an important supervisory position involving responsibility for efficiently and economically providing nutritious lunches for school children. Depending upon the size of the school lunch program, work may be performed under the direction of a school lunch director or a school district administrator. Immediate or general supervision is exercised over the work of one or more cook-managers and other school lunch program personnel.

PRIMARY WORK ACTIVITIES:

Typical activities characteristic of the class.

- Plans and supervises the preparation and service of lunches in a large school or in several small schools;
- Plans menus or recommends changes in master menus with due regard for nutritional values, acceptability and budgetary limitation;
- Determines requirements and submits requisitions for foods supplies and equipment;
- Prepares lay outs and makes recommendations for maintenance of and additions to equipment and plant;
- Maintains approved standards of sanitation, health and safety;
- Supervises and trains school lunch personnel, makes staff assignments and evaluates work performance;
- Assists in the selection of school lunch personnel;
- Receives, inspects, stores and distributes supplies and maintains inventories and related records;
- Supervises the collection of and accounting for cash receipts;
- Makes reports relating to school lunch program activities;
- Provides information to school staff, students and community agencies which will promote increased interest in the program.

SCHOOL LUNCH MANAGER (2862)

KNOWLEDGE, SKILLS AND ABILITIES;

Summary of full performance level characteristics.

GOOD KNOWLEDGE OF: The fundamentals of nutrition and their application to the health of children; all phases of the school lunch program; the principles and practices of large quantity food preparation, menu planning, purchasing, equipment selection and care, sanitary food handling and storage;

ABILITY TO: Plan and supervise the work of others; train personnel; keep records and prepare reports; maintain good personal relations with children and adults; understand and carry out oral and written directions; good judgment; resourcefulness; physical condition commensurate with the demands of the position.

MINIMUM QUALIFICATIONS:

Education, specialized background, training and experience.

- A. Graduation from a regionally accredited or NYS registered college or university with a bachelor's degree in food service management, nutrition, institutional management or a closely related field; **OR**
- B. Graduation from a regionally accredited or NYS registered college or university with an associate's degree in food service management or a closely related field and two years of experience in the management of a large scale food service operation; **OR**
- C. Graduation from high school or possession of an equivalency diploma and four years of experience in the management of a large scale food service operation; **OR**
- D. An equivalent combination of training and experience within the limits of "A", "B", and "C" above.

REQUIRED CERTIFICATION/LICENSE:

Established by statute, rule or regulation governing position.

<p style="text-align: center;">Mexico Central School District Mexico, New York</p>

Physical Education Teacher

Qualifications:

1. Valid NYS Certification in Physical Education
2. Strong commitment to children
3. Knowledge of child growth and development
4. Ability to maintain a positive learning environment
5. Knowledge of New York State Learning Standards and understanding of effective classroom instruction
6. Strong interpersonal, communication, and organizational skills
7. Such alternatives to the above as the Board may find appropriate and acceptable

Reports to: Principal/Director of Health, Physical Education, and Athletics

Supervises: Students, and when assigned, student teachers and teaching assistants

Goal: To provide an approved educational program and establish a classroom environment that fosters learning and personal growth; to promote students' safety, wellness, health maintenance, and physical fitness; to cultivate knowledge and skills that are conducive to good physical and mental health

Performance Responsibilities:

1. Works to achieve New York State Learning Standards and district educational goals and objectives by teaching skills in physical education, safety, physical fitness, rhythms and dance, and individual, dual, or team sports using approved curriculum and appropriate teaching materials
2. Develops specific lesson plans and instructional materials and provides opportunities for individualized and small group instruction in order to adapt the curriculum to the needs of the students; uses a diverse selection of methodology in teaching students to effectively address a variety of learning needs and a wide range of mental, physical, and emotional maturity

3. Establishes and maintains standards of student behavior needed to achieve a positive learning climate; carries out a positive and effective discipline policy
4. Provides appropriate safety instruction and makes safety checks on equipment and field areas to ensure the overall safety of the students; assumes responsibility for the proper use and storage of physical education equipment
5. Communicates with parents through conferences and other means to inform them about the school program and to discuss individual student progress
6. Evaluates each student's growth in health/physical education related knowledge and skills; maintains records of students' progress in approved forms and summarizes these marks for reporting purposes
7. Supervises students in a variety of school-related settings as assigned
8. Establishes and maintains cooperative relations with other staff members
9. Participates in school open houses as scheduled
10. Participates in school-level planning, faculty meetings/committees, curriculum development teams, and other district groups
11. Makes effective use of community resources to enhance the instructional program
12. Demonstrates appropriate use and care of equipment, materials, and facilities; maintains an inventory of classroom equipment and supplies
13. Keeps the principal and the Director of HPEA informed of physical education activities and needs, and individual student progress
14. Maintains professional competence and continuous improvement through inservice education activities and other professional growth activities
15. Participates cooperatively with appropriate administrator in being evaluated in accordance with the current teacher contract
16. Upholds and enforces school rules, administrative procedures, and board policy
17. Performs other duties as assigned by the Superintendent or his designee

Terms of Employment: Ten-month position
School calendar plus two additional days for
professional development activities, and two evenings
per year for open houses

Evaluation: Teachers shall receive evaluative conferences with the District Superintendent or his designee according to the following minimum schedule:

- Tenured Teachers – at least one conference per year preceded by observation by the Superintendent or his designee
- Probationary Teachers – at least three conferences per year preceded by observation by the Superintendent or his designee

The first observation for all teachers should occur prior to June 1 if at all possible.

**Mexico Central School District
Mexico, New York**

School Business Administrator

Qualifications:

1. Valid NYS School Business Administrator, NYS School District Administrator certification, or eligibility
2. Minimum of five years experience in education
3. Knowledge of comptroller's regulations regarding Uniform System of Accounting
4. Knowledge of regulations regarding school finance and capital projects
5. Knowledge of payroll practices and wage and hours law
6. Strong interpersonal, communication, and organizational skills
7. Such alternatives to the above as the Superintendent may find appropriate and acceptable

Reports to: Superintendent

Goal: The School Business Administrator is an administrative position whose primary duties include the supervision of support departments and participation in administrative decision-making as hereinafter defined. Certification for this position may be SBA or SDA. This position directly advises the Superintendent of Schools on school support, business, and financial matters and is a member of the central office team and administrative council. Reports directly to the Superintendent of Schools.

The school business function shall include, but not be limited to, the following:

1. Supervision of Support Departments
 - Business Office – supervises the organization and functioning of personnel who perform major business functions
 - Transportation – supervises the Supervisor of Transportation and provides guidance on the operation of the student transportation function
 - Maintenance – supervises the Superintendent of Buildings and Grounds and provides guidance on the operation of the facilities maintenance function
 - Food Services – supervises the School Lunch Director and provides guidance on the operation of the school lunch/breakfast program

2. Budget development and management

- Recommends the budget development calendar to the Superintendent
- Distributes budget materials and parameters to program supervisors
- Organizes budget data – oversees input to financial program
- Develops draft budget for review by Superintendent
- Develops draft budget materials for Board of Education
- Revises budget materials as part of development process
- Prepares financial data for public presentations, mailings
- Implements on-line reports to NYSED as required for budget
- Distributes final budget amounts as voter approved to program supervisors
- Budget oversight – purchasing approval to questions/concerns from program supervisors and employees regarding budget – respond to vendors with concerns

3. Financial Reporting

- Provide independent auditor with information – work to implement suggested improvements
- Develop and write management's discussion and analysis as required by GASB34 to be included with audited financial statements
- Complete all data required for annual state reports and schedules to accompany ST-3
- Respond to all state requests for financial information including but not limited to:
 - ST-3 and schedules
 - Final cost reports for Capital Projects
 - Final Cost Reports for grants

4. Records Management

- Write grant applications and develop budget for state funds to improve district's records management
- Oversee approved grants
- Advise records clerk
- Respond to FOIL requests

5. Administers Facilities Improvement Program

- Facilities Committee – regular meetings
- Long Range Facilities Committee – participant
- Work with construction management, architects, financial advisors, and attorney for all Capital Projects approved by voters
- Provide Superintendent with reports as requested

- Provide reports to State of New York as required throughout all active projects

6. Advisement

- Report to the Superintendent on all of the areas listed above
- Provide specific reports as requested
- Provide program supervisors and administrative council with reports and information as requested
- Serve as District's representative to the Central New York Health Insurance Trust and the OCM Workers' Compensation Consortium

7. Other duties as assigned

**Mexico Central School District
Mexico, New York**

Director of Health, Physical Education and Athletics

Qualifications:

1. Valid NYS School Administrator and Supervisor certification, NYS School District Administrator certification, or eligibility
2. Minimum of five years experience in education
3. Demonstrated leadership skills in the organization and administration of a district-level athletic program
4. Ability to maintain a positive learning environment and high standards of conduct for athletes
5. Strong interpersonal, communication, and organizational skills
6. Such alternatives to the above as the Superintendent may find appropriate and acceptable

Reports to: Superintendent/Assistant Superintendent for Instruction

Supervises: Physical Education Teachers, Health Teachers, Technology Teachers, Family and Consumer Science Teachers, Coaches, and Athletic Trainers

Goal: To provide leadership in the development, implementation, and coordination of the district's athletic program in order to provide students with the opportunity to develop physical skills, knowledge, and understanding of good physical health, sports, and the principles of fair play

Performance Responsibilities:

1. Organizes and administers the district's program of physical education and extracurricular athletics and assumes responsibility for the scheduling of all intramural and interscholastic athletic events in accordance with district policies, regulations, and guidelines
2. Provides leadership in the selection, assignment, and evaluation of physical education teachers, athletic coaches, and trainers
3. Assumes responsibility for the proper supervision of home games and the availability of game officials, and other required personnel; attends major athletic events

4. Arranges for transportation of teams to athletic competitions
5. Monitors ticket sales, fund raising, and Booster Club activities and assumes responsibility for proper handling of funds
6. Arranges field and gym practice schedules including community groups
7. Arranges for physical examinations of all athletes prior to the beginning of each season
8. Verifies each athlete's eligibility according to established physical and academic requirements of eligibility for participation in each sport and obtains written parent permission for students to participate
9. Maintains records of athletic contests and award winners and plans and supervises an annual recognition program for athletes
10. Supervises the care, maintenance, and storage of all athletic equipment and supplies; maintains a current inventory; oversees the selection of materials, equipment, and supplies used in physical education classes and sports programs; conducts safety checks on equipment, facilities, and fields
11. Prepares and administers the athletic program budget and requisitions program supplies and equipment
12. Supervises and evaluates the performance of physical education teachers, technology teachers, health teachers, family and consumer science teachers coaches, and athletic trainers
13. Assists in establishing and maintaining an effective learning climate in the school, participates in planning for the improvement of instruction
14. Cooperates with building principals in continuing to develop the K-12 physical education program
15. Relates to students with mutual respect while carrying out a positive and effective discipline policy in accordance with board policy and the students' right to due process; monitors student athletic contracts
16. Promotes good school-community relations and support through effective communication regarding the district's athletic program
17. Works with district office staff to coordinate community use of facilities

18. Keeps the superintendent informed of athletic activities and needs; works cooperatively with district office staff on matters relating to the athletic program and the district
19. Participates in decision-making about school and district-level activities as a member of Administrative Council
20. Represents the district in professional athletic organizations
21. Chairs the high school Technology Department
22. Coordinates the Big Tiger program
23. May participate in the following district activities as requested by the Superintendent: District Technology Planning Committee, Better Schools Team, School-Based Health Committee, and Drug Free Schools
24. Regularly attends Board of Education meetings
25. Prepares status reports regarding the physical education and sports programs for the Board of Education
26. Assumes responsibility for own continuing professional growth by reading professional journals and other publications, and attending appropriate meetings and workshops
27. Performs other duties which may be assigned or required by law, code, regulation/board policy

Terms of employment: Twelve-month position
20 Vacation Days, 16 Holidays

Evaluation: Performance of this job will be evaluated annually in accordance with the current contract

Revised 3/23/00

**Mexico Central School District
Mexico, New York**

School Nurse

Qualifications:

1. Valid NYS License as a Registered Professional Nurse
2. Strong commitment to children
3. Knowledge of child growth and development, community and family dynamics, current health issues, laws and regulations governing health services in the school, wellness education, and emergency medical skills
4. Knowledge of community health and social services resources and ability to communicate effectively with non-school health professionals and social services agencies
5. Strong interpersonal, communication, and organizational skills
6. Such alternatives to the above as the Superintendent may find appropriate and acceptable

Reports to: Principal/Director of Pupil Services

Goal: To promote health and safety in the school environment and provide health services to students; to assist with the teaching of sound health practices

Performance Responsibilities:

1. Works with staff members, parents, and community health professionals to ensure a healthy school climate and to minimize absence due to illness
2. Promotes health/safe school environment by assisting the administration and staff to maintain safe and sanitary conditions throughout the school; reports problems promptly to the principal
3. Serves as a resource to school staff, district staff, and parents on health issues
4. Advises teachers and bus drivers of students with special medical needs (bee stings, allergies, asthma, etc.)
5. Conducts health services and screening programs as required by law and/or board policies such as physicals and vision and hearing screening; makes referrals and conducts follow-up activities as necessary

6. Provides emergency care in case of sudden illness and administers first-aid in case of injury to students or staff according to established procedures and policies
7. Completes accident reports for all serious injuries
8. Makes contact with parents and conducts follow up activities as necessary in situations of excessive absence
9. Helps prevent and control communicable disease through counseling, inspection, exclusion, and readmission of students and staff in keeping with state and local health regulations and school policies
10. Maintains up-to-date health records on all students and ensures their confidentiality
11. Monitors student population for compliance with New York State immunization laws
12. Notifies principal or his/her designee to arrange for immediate examination of any student who appears to be under the influence of alcohol or other drugs
13. Administers prescribed medication to students in accordance with law and board policy
14. Provides special health care and related services to meet the needs of students with disabilities
15. Maintains and submits data for state annual reports and required district reports (Medicaid, Immunizations, etc.)
16. Collaborates with community and other non-school health agencies to meet the health needs of children and families
17. Completes health history of all new students; participates in kindergarten screening
18. Assists in the development of policies and procedures for comprehensive health education and services
19. Participates and assists with implementation of the school's emergency plan
20. Assists with the preparation of the school's health budget
21. Complies with law and school policy regarding reporting suspected child abuse
22. Participates in Child Study Team/Instructional Support Team meetings

23. Assumes responsibility for own continuing professional growth by reading professional journals and other publications, and attending appropriate meetings and workshops

24. Performs other duties which may be assigned or required by law, code, regulation/board policy

Terms of employment: Ten-month position
School calendar plus two additional days for professional development activities, and two evenings per year for open houses

Evaluation: Performance on this job will be evaluated yearly in accordance with the current contract

Revised 6/1/00

Palermo Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20% Low	21-40% Low	41-60% Medium	61-80% Medium	81-100% High
#1 - School Health Policies & Environment			56%		
#2 - Health Education					82%
#3 - Physical Education and Other PA				77%	
#4 Nutrition Services				79%	
New Haven Elementary School Health Index Overall Score Card					
Modules and Scores	0- 20% Low	21-40% Low	41-60% Medium	61-80% Medium	81-100% High
#1 - School Health Policies & Environment			56%		
#2 - Health Education					82%
#3 - Physical Education and Other PA				77%	
#4 Nutrition Services				79%	
Mexico Elementary School Health Index Overall Score Card					
Modules and Scores	0-20% Low	21-40% Low	41-60% Medium	61-80% Medium	81-100% High
#1 - School Health Policies & Environment			56%		
#2 - Health Education					82%
#3 - Physical Education and Other PA				77%	
#4 Nutrition Services				79%	
Mexico Middle School Health Index Overall Score Card					
Modules and Scores	0- 20% Low	21-40% Low	41-60% Medium	61-80% Medium	81-100% High
#1 - School Health Policies & Environment			56%		
#2 - Health Education					82%
#3 - Physical Education and Other PA				77%	
#4 Nutrition Services				79%	
Mexico High School Health Index Overall Score Card					

Modules and Scores	0- 20% Low	21-40% Low	41-60% Medium	61-80% Medium	81-100% High
#1 - School Health Policies & Environment			56%		
#2 - Health Education					82%
#3 - Physical Education and Other PA				77%	
#4 Nutrition Services				79%	

References

- ⁱ http://www.health.ny.gov/prevention/obesity/statistics_and_impact/
- ⁱⁱ http://centralny.ynn.com/content/top_stories/619554/study--oswego-county-has-worst-health-behaviors-in-new-york-state/
- ⁱⁱⁱ <http://www.nsba.org/sbot/toolkit/whatsc.html>
- ^{iv} Arch Pediatr Adolesc Med. 1999;153:695-704
- ^v Shirilla, P., Gass, M., & Anderson, S.E.A. 2009. The Project Adventure RESPECT Program: Implementing Experientially-based Intervention as an Agent for Whole School Social and Academic Change in the Era of Evidence-based Practice. *Education 3-13*, 37(1), 75-86.
- ^{vi} Sell K, Lillie T, Taylor J. Energy expenditure during physically interactive video game playing in male college students with different playing experience. *Journal of American College Health*. March-April 2008 v56 i5 p505(7).
- ^{vii} <http://www.pe4life.org/resources/research.html>
- ^{viii} <https://www.washington.edu/doit/TeamN/systemic.html>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add 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](#)

Applicant:
 Project Name:
 2013 PEP Grant Budget

Mexico Academy & Central School District

FEDERAL BUDGET CATEGORY & LINE ITEM	Year 1 Request			Year 2 Request			Year 3 Request		
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost
Personnel									
Project Coordinator (Stipend) (split between 2 people, 5 each)	1.0 FTE	\$20,000.00	\$20,000.00	1	\$20,000.00	\$20,000.00	1	\$20,000.00	\$20,000.00
Nutritionist	1.5 FTE	\$30,000.00	\$30,000.00	0.5	\$30,000.00	\$30,000.00	0.5	\$30,000.00	\$30,000.00
Typist (data entry)	5 FTE	\$32,000.00	\$16,000.00	0.5	\$32,000.00	\$16,000.00	0.5	\$32,000.00	\$16,000.00
Athletic Trainer	1.0 FTE	\$50,000.00	\$50,000.00	1	\$50,000.00	\$50,000.00	1	\$50,000.00	\$50,000.00
Fitness Workers (fitness center): We have hourly PT workers in our Fitness Center helping members on cardio and weights									
Athletic Director: Work with PE Teachers on Data Collection & Assessment, and Implementing Curriculum (10% effort)									
Health Teacher: Work and Oversee Nutrition and Wellness Components (10% effort)									
Food Service Director (10% effort): Develop nutritional menus and provide snacks after-school and other times when meals are not served (i.e. before sports practices)									
Nurse: Implements wellness policy components, performs physicals and collects data (i.e. BMI) @ 10% effort									
Technology Director: Installs and manages hardware and software applications (10% effort)									
Superintendent of B & G: Ensures (tests and well-maintained school facilities), i.e. fitness center and gymnasiums at 10% effort									
Network Administrator: Provides network access, login credentials, manages wireless network (10% effort)									
Custodian (Fitness Center): Responsible for cleaning and maintaining fitness center and gymnasiums (50% effort)									
Personnel Total			\$116,000.00			\$116,000.00			\$116,000.00
Fringe Benefits									
(FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance) flat rate of \$30000									
Project Coordinator				0			0		0
Nutritionist									
Typist (data entry)									
Athletic Trainer									
Athletic Director									
PE Director									
Health Teacher									
Food Service Director									
Nurse									
Technology Director									
Superintendent of B & G									
Network Administrator									
Custodian (Fitness Center)									
Fringe Benefits Total			0			0			0
Travel									
(Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)									
Nat'l Conference, Wash, DC									
Food per diem	2	80	640						
Airfare	2	435	870						
Hotel 3 nights	8	275	2200						
Transportation	2	100	100						
Washington Grantee Meeting									
Food per diem	1	80	240						
Airfare	1	435	435						
Hotel 3 nights	1	275	825						
Transportation	1	100	100						
AAHPERD Conference									
Registration	5	200	1000	10	200	2000	10	200	2000
Hotel 3 nights	5	214	3210	2	329	4580	2	254	4080
Food per diem	5	80	1200	4	80	3200	4	80	3200
Transportation	2	140	280	2	150	300	2	160	320
PEALife (based on past schedule)	5	\$3,000.00	\$15,000.00	10	\$3,000.00	\$30,000.00	10	\$3,000.00	\$30,000.00
Adventure education Skills Workshop				4	\$2,000.00	\$2,000.00	4	\$2,000.00	\$2,000.00
Adventure education Program Management				2	\$1,000.00	\$2,000.00	2	\$1,000.00	\$2,000.00
Travel Total			\$26,100.00			\$44,080.00			\$44,080.00

LOCAL MATCH	Year 1 Match	Year 2 Match
(b)(4)		

Equipment	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost
<i>(Please indicate which building or level will receive each item)</i>									
Project Adventure Challenge Course (Low, High, Outdoor, Indoor) - price quotes are attached for reference				2			3		
						\$101,650.00			\$17,756.00
Commercial Grade Treadmills to increase physical activity opportunities for students	5	\$6,000.00	\$30,000.00						
Commercial Grade Elliptical Machines to increase physical activity opportunities for students	5	\$6,000.00	\$30,000.00						
Portable Smartboard with locking cabinet. Smartboards will be used for instructional PE in each of our 5 schools.	5	\$4,000.00	\$20,000.00						
Portable Flat Screen TV with locking cabinet. TVs will be located in each of our 5 schools gymnasiums to run fitness and nutritional videos, and interactive gaming systems	5	\$3,500.00	\$17,500.00						
Computer Workstation with Printer (data collection & Analysis)									
Equipment Total			\$97,500.00			\$101,650.00			\$17,756.00
Supplies	Year 1 Request			Year 2 Request			Year 3 Request		
	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost	Quantity	Unit Cost	Total Cost
<i>Lifetime Physical Activity and Fitness Equipment: to increase students' abilities to be moderately to vigorously active both in and outside of school to achieve the aim of 60+ minutes of daily activity (GPRA 1) and increase fitness (GPRA 2)</i>									
Mountain Bikes				90	\$250.00	\$22,500.00			
Inline Skates	90	\$100.00	\$9,000.00						
Snow Shoes	90	\$100.00	\$9,000.00						
Cross-Country Skis, poles, shoes ** Fall setup							90	\$200.00	\$18,000.00
Snowboards	90	\$125.00	\$11,250.00						
Skateboards	90	\$80.00	\$7,200.00						
Outdoor Fitness Trail Elements (burdles, pull up bars)	10	\$1,750.00	\$17,500.00						
Yoga mats for stretching and bodyweight exercises	209	\$30.00	\$6,270.00						
Helmets & Pads	209	\$110.00	\$22,990.00						
Wii active gaming system & games	10	\$500.00	\$5,000.00						
Dance Dance Revolution Gaming system	5	\$500.00	\$2,500.00						
Small Walkie Talkie with Earpiece	10	\$155.00	\$1,550.00						
Foam mats for stretching and bodyweight exercises	210	\$50.00	\$10,500.00						
Yoga Blocks	90	\$50.00	\$4,500.00						
Fishing Rods and Reels	40	\$150.00	\$6,000.00						
NASP Archery Bows	48	\$325.00	\$15,600.00						
NASP Archery Arrows	60	\$100.00	\$6,000.00						
NASP Archery Maintenance Kit	4	\$215.00	\$860.00						
NASP Archery Curtain and Bag Kit	6	\$320.00	\$1,920.00						
NASP Archery Target	20	\$100.00	\$2,000.00						
NASP Archery Bow Rack	3	\$800.00	\$2,400.00						
Swim Fins	40	\$25.00	\$1,000.00						
Snorkel and Mask	40	\$15.00	\$600.00						
Fitness Steps	60	\$35.00	\$2,100.00						
Fitness Step Rack	2	\$110.00	\$220.00						
Outdoor Storage Sheds	5	\$1,600.00	\$8,000.00						
Outdoor Equipment Carts	9	\$1,350.00	\$12,150.00						
TV with DVD Players	10	\$325.00	\$3,250.00						
Fitness & Nutritional DVDs	25	\$20.00	\$500.00						
CATCH Program Curriculum Kits							5	310	1550
CATCH equipments kits							5	2200	11000
Baseball/Softball Gloves	210	\$65.00	\$13,650.00						
Bats & Bats	210	\$70.00	\$14,700.00						
Adventure education packs for student use							3	\$1,500.00	\$4,500.00
Adventure education PACKS 7 Books EL/EM									
Adventure education PACKS 7 Books Middle				2	\$2,500.00	\$5,000.00			
Adventure education PACKS 7 Books High				3	\$2,985.00	\$8,955.00			
Adventure education Publications for PE Curriculum	15	\$43.00	\$645.00						
Adventure education PACKS 7 Books Fitness & Healthy Habits				4	\$2,100.00	\$8,400.00			
Miscellaneous supplies									
Antibacterial Spray for fitness equipment									
Muscle rollers (box of 25)									
Pens (blue and black)									
Portable video cameras to record student exercise for later playback (training and instruction)	7	\$130.00	\$910.00						
Wallbooks (Student use for research, etc.)				300	\$300.00	\$90,000.00			
All schools -- monitoring and assessment related equipment is below									
Downloadable step-counting physical activity monitors that measure intensity at six different levels	250	\$9.95	\$2,487.50						
Carrying cases for activity monitors	20	\$142.00	\$2,840.00						
Flowink tool for downloading Activity monitor data	5	\$49.95	\$249.75						
Porter PCs for downloading data	11	\$699.00	\$7,689.00						

(b)(4)

(b)(4)

Group Reporting Software	3	\$629.00	\$1,887.00						
Meal Planner Software	5	\$16.00	\$80.00						
Health Risk Appraisal Software	5	\$395.00	\$1,975.00						
Heart rate monitors	210	\$276.00	\$57,960.00						
HRM straps	500	\$14.50	\$7,250.00						
HRM carrying cases	20	\$142.00	\$2,840.00						
HRM student information posters	2	\$59.00	\$118.00						
Activity Zone Poster	5	\$74.00	\$370.00						
HRM Rate Zones Poster	5	\$74.00	\$370.00						
Activity Guide Quick Start Poster	5	\$41.00	\$205.00						
Activity Progress Poster	5	\$41.00	\$205.00						
Activity Monitor What Exercises	20	\$12.25	\$245.00						
Activity Monitor Battery Sets of 10	50	\$35.00	\$1,750.00						
Fitness evaluation systems	2	\$8,395.00	\$16,790.00						
Fitness evaluation software	5	\$495.00	\$2,475.00						
Biomechanics Scales	5	\$1,096.00	\$5,480.00						
Blood Pressure Cuffs	2	\$830.00	\$1,660.00						
Infrared interfaces for downloading data	5	\$25.00	\$125.00						
Battery sets for HRMs	42	\$185.00	\$7,770.00						
Cardio telemetry system? heart rate monitoring system that projects the data onto the wall in real time so students and teachers can see and monitor progress throughout classes. Students can be assigned numbers for privacy.	5	\$3,393.00	\$16,965.00						
Supplementary Sensor Sets of 10 for cardio telemetry system	15	\$1,393.00	\$20,895.00						
Additional Base Station for telemetry system	5	\$1,193.00	\$5,965.00						
Sets of 10 additional straps for telemetry system	25	\$114.00	\$2,850.00						
Minimum computer for teacher data entry	15	\$700.00	\$10,500.00						
Supplies Total			\$405,712.23			\$134,885.00			\$540,597.23
Contractual									
CATCH installation and activation curriculum training				11	\$125.00	\$1,375.00	11	\$125.00	\$1,375.00
PE4Life Registration	10	\$150.00	\$1,500.00	10	\$150.00	\$1,500.00	10	\$150.00	\$1,500.00
Adventure education/Training & Installation				1		\$169,567.00	1		\$21,191.00
Hopes Create Maintenance				5 days	\$2,000.00	\$10,000.00	5 days	\$2,000.00	\$10,000.00
AAHPERD Registration Fee	11	\$380.00	\$4,180.00	11	\$380.00	\$4,180.00	11	\$380.00	\$4,180.00
Consultant Consultant (Mapping PE Curricula)	5	\$1,000.00	\$5,000.00						
PEP Score Evaluator (weight)	1	\$20,000.00	\$20,000.00	1	\$20,000.00	\$20,000.00	1	\$20,000.00	\$20,000.00
Evaluation system extended warranty for 1 year	2	\$695.00	\$1,390.00						
Online evaluation case teacher per blog annual license	15	\$419.00	\$6,285.00						
Telemetry system Consecutive Day Training	1	\$2,625.00	\$2,625.00						
HRM 2 Day Consecutive Training	1	\$2,625.00	\$2,625.00						
Evaluation System 4 Consecutive Day Training	1	\$2,625.00	\$2,625.00						
Activity monitor 3 Day Consecutive Training	1	\$2,625.00	\$2,625.00						
Additional Follow Up Training Days-Years 2 and 3	8	\$1,575.00	\$12,600.00						
Product warranties year 1	4	\$491.00	\$1,964.00						
Product warranties year 2 and 3				3	\$230.00	\$690.00	3	\$230.00	\$690.00
Hardware 3 user licenses for sharing data	2	\$1,575.00	\$3,150.00						
Contractual Total			\$68,565.00			\$205,492.00			\$274,057.00
Other Expenses									
Shipping for monitoring and assessment technologies	1	2000	\$2,000.00						0
Other Total			2000						0
Direct Cost Total									
Indirect Costs are calculated at _____ and the approved rate is documented by an attached letter from _____									
Spends									
Spends Total			0			0			0
YEARLY GRAND TOTALS			\$405,712.23			\$134,885.00			\$540,597.23
TOTAL FEDERAL REQUEST			\$1,094,146.25			\$375,720.13			\$1,469,866.38
TOTAL LOCAL MATCH			\$705,720.13			\$705,720.13			\$1,411,480.26

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

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

Name of Institution/Organization

Mexico Academy & Central School District

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	116,000.00	116,000.00	116,000.00			348,000.00
2. Fringe Benefits						
3. Travel	26,100.00	44,080.00	44,200.00			114,380.00
4. Equipment	97,500.00	101,690.00	17,756.00			216,946.00
5. Supplies	409,712.00	134,885.00	35,050.00			579,647.00
6. Contractual	66,565.00	207,492.00	59,116.00			333,173.00
7. Construction						
8. Other	2,000.00					2,000.00
9. Total Direct Costs (lines 1-8)	717,877.00	604,147.00	272,122.00			1,594,146.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	717,877.00	604,147.00	272,122.00			1,594,146.00

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Alicia		Koster	

Address:

Street1:	16 Fravor Rd, Suite A
Street2:	
City:	Mexico
County:	
State:	NY: New York
Zip Code:	13114
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
315-963-8400 Ext: 5413	

Email Address:

AKoster@mexico.cnyric.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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