

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 # S215F130099

Grants.gov Tracking#: GRANT11378260

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

| Application for Federal Assistance SF-424 | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
| * 3. Date Received: <input type="text" value="04/11/2013"/> | 4. Applicant Identifier: <input type="text"/> | |
| 5a. Federal Entity Identifier: <input type="text"/> | 5b. Federal Award Identifier: <input type="text"/> | |
| State Use Only: | | |
| 6. Date Received by State: <input type="text"/> | 7. State Application Identifier: <input type="text"/> | |
| B. APPLICANT INFORMATION: | | |
| * a. Legal Name: <input type="text" value="Marion Independent School District"/> | | |
| * b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="426002591"/> | * c. Organizational DUNS: <input type="text" value="0458045310000"/> | |
| d. Address: | | |
| * Street1: <input type="text" value="777 South 15th Street"/> | Street2: <input type="text"/> | |
| * City: <input type="text" value="Marion"/> | County/Parish: <input type="text" value="Linn"/> | |
| * State: <input type="text" value="IA: Iowa"/> | Province: <input type="text"/> | |
| * Country: <input type="text" value="USA: UNITED STATES"/> | * Zip / Postal Code: <input type="text" value="52302-4966"/> | |
| e. Organizational Unit: | | |
| Department Name: <input type="text" value="Marion PE Department"/> | Division Name: <input type="text"/> | |
| f. Name and contact information of person to be contacted on matters involving this application: | | |
| Prefix: <input type="text" value="Mr."/> | * First Name: <input type="text" value="Steve"/> | |
| Middle Name: <input type="text"/> | * Last Name: <input type="text" value="Fish"/> | |
| Suffix: <input type="text"/> | Title: <input type="text" value="Physical Education Teacher/Department Head"/> | |
| Organizational Affiliation: <input type="text" value="Marion Independent School District"/> | | |
| * Telephone Number: <input type="text" value="319-377-4692"/> | Fax Number: <input type="text" value="319-377-4692"/> | |
| * Email: <input type="text" value="sfish@marion-isd.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:**

Marion Independent School District's Focused on Fitness

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.

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

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

** I AGREE

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

Authorized Representative:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

| | |
|--|------------------------------------|
| * SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Brian Bartz | * TITLE Business Manager |
| * APPLICANT ORGANIZATION Marion Independent School District | * DATE SUBMITTED 04/11/2013 |

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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.

MISD2013PEPPGEPAFinal.pdf

Add Attachment

Delete Attachment

View Attachment

Marion Independent School District, Marion, Iowa

CFDA # 84.215F, Carol M. White Physical Education Program

Focus on Fitness Program

General Education Provisions Act (GEPA) Section 427

All Marion Independent School District students will participate in this program, regardless of gender, race, national origin, color, disability or age. The Focus on Fitness program will be implemented during PE class time and during activity time outside the regular school day.

The following components of the Focus on Fitness program plan are designed to make certain that no child will be left behind in obtaining maximum benefit from the program:

- Develop and expand PE curriculum to address the needs of all students, including at-risk students.
- Link all PE teachers with professional development opportunities that will equip them to effectively adapt activities for all students, including those with disabilities, limitations or special needs.
- All equipment chosen is designed to assist all students in the development and long-term tracking of an Individualized Fitness Plan, to include incorporation of appropriate nutrition and fitness concepts, weight maintenance, loss or gain as appropriate, weight training, health optimization, and cardiovascular conditioning.

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 | | | |
| Marion Independent School District | | | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | | | |
| Prefix: | Mr. | * First Name: | Brian |
| | | Middle Name: | |
| * Last Name: | Bartz | | Suffix: |
| * Title: | Business Manager | | |
| * SIGNATURE: | Brian Bartz | | * DATE: 04/11/2013 |

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Marion Independent School District, Marion, Iowa

CFDA # 84.215F, Carol M. White Physical Education Program

Focus on Fitness Program

Marion Independent School District's Focus on Fitness Program will serve all 2,862 students in five schools: Emerson Elementary School (K-grade 2), Starry Elementary School (K-grade 2) (ES), Francis Marion Intermediate School (IS) (grades 3 + 4), Vernon Middle School (MS) (grades 5 – 8) and Marion High School (HS) (grades 9 – 12). Focus on Fitness was designed to align with the PEP Absolute Priority and to address gaps and weaknesses in the existing PE program and nutrition education curriculum identified using several assessment tools, including the PECAT, SHI, student and staff surveys. The goal of the Program is to develop, expand and improve the MISD PE program and address all adopted State Standards, creating a healthier learning environment by:

1. Updating, aligning and improving instruction in PE and physical activity for all District students (K-grade 12) to increase participation in physical activity and affect short- and long-term healthy change. This will be accomplished by: Updating and aligning PE curriculum to include age-appropriate nutrition concepts in PE and Individualized Fitness Plans; Increasing amounts of time students are spending in PE class and engaged in physical activity; Offering opportunities for professional development and training for PE teachers to stay abreast of the latest research, issues and trends in the field of PE and enable them to network with experts in physical activity and nutrition to improve the MISD PE program and to disseminate Program information to other schools and districts that can utilize the Program model; Aligning equipment with updated curricular components and designed to achieve each of Invitational

Priority 1's Let's Move! Design Filters; Increasing opportunities for participation in physical activity; Serving as a model for other Iowa schools.

| Measurable Outcome |
|---|
| Increase in the percentage of students who achieve 60 minutes of daily physical activity (GPRA 1) |
| Increase the percentage of parents with an understanding of fitness concepts. |
| Increase the percentage of students who meet the standard for a health fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least 5 of the 6 fitness areas tested (GPRA 2) |
| District students will observe a reduction in Body Mass Index (BMI) |

Goal 2: Increase student understanding of the connection between healthy eating habits

and good nutrition and individual fitness and wellness. This will be accomplished by:

Revising the District Wellness Policy to addresses all gaps and weaknesses in policy, program and curriculum; Working with partners to align nutrition messages with the cafeteria and the community; Working with partners to educate parents and families and to offer activities and programming that will address gaps in healthy living among those who directly impact the daily lifestyle choices of MISD students; Updating and aligning nutrition concepts in PE.

| Measurable Outcome |
|---|
| Increase the percentage of students who consume two fruits and three vegetables daily (GPRA 3) |
| Increase the percentage of students who exhibit an understanding of the link between nutritional intake and physical activity |
| Increase the percentage of students who exhibit an understanding of fundamental components of age-appropriate healthy living, including appropriate amounts of sleep per night, reduced consumption of sugary beverages and increased daily participation in physical activity. |

In addition to measuring all GPRA requirements, the Focus on Fitness also addresses the following PEP priorities: Competitive Preference Priority 2 (Program Partners), Invitational Priority 1 (Design Filters), PEP Requirement 1 (SHI), 2 (Nutrition and Physical Activity Policies), 3 (Linkage with Local Wellness Policies), 4 (Linkage with Federal, State and Local Initiatives), 5 (Updates to PE and Nutrition Instruction Curricula), 6 (Equipment purchases), 7 (Increasing transparency and accountability) as detailed in the project narrative.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Marion Independent School District, Marion, Iowa

CFDA # 84.215F, Carol M. White Physical Education Program

Focus on Fitness Program

Project Narrative Table of Contents

Need for the Project

Significance

Quality of the Project Design

Adequacy of Resources

Quality of the Management Plan

Quality of the Project Evaluation

Marion Independent School District (MISD) is located in Linn County, Iowa, adjacent to northeast Iowa's largest city, Cedar Rapids. MISD currently serves 2,862 students in five schools: Emerson Elementary School (K-grade 2), Starry Elementary School (K-grade 2) (ES), Francis Marion Intermediate School (IS) (grades 3 + 4), Vernon Middle School (MS) (grades 5 – 8) and Marion High School (HS) (grades 9 – 12). 30.3% of MISD students currently qualify for the federal free or reduced price lunch program, an indicator of low income status. This percentage continues to rise steadily, and has nearly double since 2011 when it was just 17%. District demographics also show growing diversity among the population where 94% of students in 2007 were white. Currently, 90% of District students are white, 6% African American, 3% Hispanic and 2% Asian; 1% of students are English as a Second Language.

NEED FOR THE PROJECT

Over the past several years, the dedicated and motivated staff in MISD Physical Education (PE) department have been working to update and revitalize the District PE curriculum, shifting the focus from competitive sports-based programming, to one which engages all students for more than 50% of class time and teaches students how to develop healthy lifestyle habits. Some progress has been made through grant support, adding limited equipment and assessment technology. But there are still major gaps which are preventing these small program updates from positively impacting student outcomes, including curriculum updates, enough equipment to serve all students, teacher training and professional development, incorporation of nutrition concepts and increased opportunity to engage students in physical activity. Our PE program has begun a transition. But, that transition cannot be completed and the learning loop closed without teacher training; a sequential, standards-based, aligned curriculum; effective equipment and technology integration; PE program expansion to include Online Learning opportunities for students in grades 11 and 12; and regular, consistent feedback for students, student groups and

the overall program that will enable us to document and track progress toward goals and objectives. Our students have begun learning about fitness and physical activity, but, due to lack of funds, there remains a disconnect between concept and integration and of how fitness and nutrition work together to create wellness.

Iowa does not have statewide standards for its school districts. All Iowa school districts are responsible for establishing and demonstrating yearly progress toward their own standards. To achieve a consistent, well-defined set of benchmarks by which to assess the quality of educational programming, MISD is currently in the process of adopting Minnesota (MN) Standards for PE. For that reason, in planning the proposed Project, the PEP Advisory Team reviewed the MN Standards for PE and the CDC’s School Health Index (SHI) to identify gaps and weaknesses in existing PE and Health curriculum. The examination revealed that the following Standards are NOT being met:

3.1 Students will identify opportunities in the school and community for regular participation in physical activity, and by grade 10 will have the skills, knowledge, interest and desire to independently maintain an active lifestyle throughout life. AND 3.2 Students will participate daily in some form of health-enhancing physical activity. AND 3.3 Students will investigate personal interests and capabilities in regard to one’s exercise behavior. Prior to development of this plan, school-community partnerships needed to be established for effective sharing of resources and communication with students about physical activity resources and opportunities available to them. Also, a limited range of physical activity equipment has limited the kinds of activities we can offer in PE. To this point, students who are not inclined or uninterested in traditional team sports have had few opportunities to learn to perform physical activities they enjoy and are likely to pursue outside of school.

4.1 Students will sustain moderate to vigorous physical activity for short periods of time. AND 4.2 Students will identify how the body feels during different kinds of physical activity. Students currently have no objective measurement tools to help them clearly identify different activity intensity levels so they can register how they feel at different levels.

4.3 Students will develop a strategy for the improvement of selected fitness components. PE teachers lack training on fitness assessment and tracking tools and technologies as well as adequate amounts of tools and technologies to help student implement individualized fitness plans as detail in the next section.

6.1 Students will enjoy regular participation in physical activity, for example, create self-rewards for achieving personal fitness/physical activity goals and explores new activity that meets individual fitness needs outside the classroom. Students do not currently create or monitor progress toward individualized goals. This Program will implement Individualized Fitness Plans.

Students are not currently learning how to create an Individualized Fitness Plan (including Nutrition/Meal Planning etc), designed to show them in a very personal way, the effects of physical activity and nutrition on their wellness. The proposed program will integrate age-appropriate Fitness Plans for students that will begin in Kindergarten and will move with the students through 12th grade, addressing Standards 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 and 6.1. Lessons associated with the development and tracking of the plans will show students first-hand the benefits of physical activity and fitness as they see and experience them.

Additionally, students do not currently have tools to show them when they are achieving moderate to vigorous physical activity – or any other level of activity – nor how appropriate levels of physical activity impact their fitness over time. Students are also not linked to opportunities for physical activity outside of PE class. The proposed program will integrate assessment technology including heart rate monitors and pedometers, to show students what levels of activity they are achieving, to help them set and track fitness goals and encourage and motivate them to take ownership and pride in their wellness achievements, also offering students new and exciting ways of accessing physical activity including an Online PE course, addressing Standards 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 and 6.1. Students will also be linked with community resources for physical activity, such as the YMCA through the proposed program.

All MISD PE teachers reported through PE teacher surveys that they are not participating in professional development to help them increase the amount of time students are spending physically active in PE, to improve the effectiveness of curriculum for all students and to integrate nutrition and essential topics on physical activity into daily lessons, highlighting for students the direct link between nutritional intake and calories expended. As mentioned, the District was able to introduce a small amount of assessment technology, including 2 TriFit

Assessment systems to be shared by all District buildings. However, funding limitations prevented teachers from participating in training on this technology, therefore it is now only partially and inconsistently utilized and is not maximizing the potential benefits of its capabilities for program enhancement and development. This program will integrate regular, effective teacher training, specifically training teachers to use the technology that is in place and new PE assessment technology that will be brought in through this funding. Training will also be incorporated to prepare teachers for the effective integration of new curriculum delivery methods, including Online PE Learning, which will be introduced through this Program to target 11th and 12th grade students. Curriculum updates to prepare students for the opportunity to participate in the Online coursework will be integrated starting in Kindergarten in an effort to integrate the motor and independent skills required to participate in this program in the future.

Examination of Standards and SHI revealed that the following Health standards related to nutrition, are not currently being met in MISD:

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| 1. Students will comprehend concepts related to health promotion and disease prevention. |
| 5. Students will demonstrate the ability to use decision-making skills to enhance health. |
| 6. Students will demonstrate the ability to use goal-setting skills to enhance health. |
| 7. Students will demonstrate ability to practice health-enhancing behaviors and avoid/reduce health risks. |

Without an updated District Wellness Policy, a sequential Health Education curriculum, or alignment of Health, PE and the lunchroom, students are not currently receiving consistent messaging about nutrition, are not being taught how nutrition fits into wellness, fitness and academics and they are not being prepared for a lifetime of healthy choices. This Program will integrate nutrition into PE, will align Health and PE curriculum, will bring age-appropriate nutrition concepts into the lunchroom and will create a collaborative approach to applied nutrition concepts on all District campuses. The PEP Advisory Team will work with District Nutrition staff and Administration to update the District Wellness Policy, designed to address

some of the **weaknesses identified on the SHI, including** promotion of healthy habits (walking and biking to school, disallowing the use of physical activity or food for punishment or reward, ensuring access to high quality, nutritious foods and beverages for both students and staff).

Other gaps and weaknesses identified through the SHI Assessment included:

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| Students are not meeting recommended amounts of PE instruction time. |
| Community opportunities and resources for physical activity are not being promoted. |
| Staff does not have access to professional development to give them the tools they need to effectively reach all students. |

This Program will offer students additional opportunity for participation in PE through a new and exciting Online environment. To ensure this is effective, teachers will participate in training through partnerships with Coe College and the Grant Wood Area Educational Agency. This Program will link students to community resources through additional partnerships with community organizations including the YMCA and Bass Family Farms.

In addition to looking at the broader curriculum and policy in place for PE, student data was assessed. Body Mass Index (BMI) data has been collected for the past several years, but a lack of teacher training prevents the data from being assessed and utilized to work toward effective change. 2013 BMI data reported that 32.05% of ES students, 22.2% of IS students, 39.7% of MS students and 37% of HS students are overweight or obese.

Students are currently required to participate in PE in MISD as follows:

| School Level | # teachers | Students/ Average PE class | Times/week, Minutes/class in PE | Activities included in Current Curriculum |
|-----------------------|------------|----------------------------------|--|--|
| Elementary (K-2) | 2 | 27 | 3x/week for 30 minutes | Fitness stations, soccer and age appropriate developmental activities |
| Intermediate (3-4) | 1 | 25 | 2x/week for 40 minutes | Soccer, football, volleyball, tumbling loco motor fitness, basketball, track |
| Middle (5-8) | 3 | 24 | 2-3 days/week for 55 minutes | |
| High (9-12) | 3 | 25 | 5x/ week for 85 minutes for 9 weeks/year | Small sided team games, tennis, disc golf, fitness training, strength and conditioning |

Fitness data collected in 2/2013 showed that for nearly all sub-groups, half or more of the students were demonstrating below average cardiovascular fitness, as shown in the table below.

| Student Group | | Test Area | Participant Award Level* |
|---|-------|--|--------------------------|
| 5 th grade | Boys | Mile Run (measures cardiovascular fitness) | 88.2% |
| | | Push Ups (measures upper body strength) | 64.7% |
| | Girls | Mile Run | 52.4% |
| | | Push Ups | 56.5% |
| 6 th grade | Boys | Mile Run | 64.5% |
| | | Push Ups | 56.3% |
| | Girls | Mile Run | 40.0% |
| | | Push Ups | 50.0% |
| 7 th and 8 th grade | Boys | Mile Run | 79.2% |
| | | Push Ups | 60.7% |
| | Girls | Mile Run | 47.5% |
| | | Push Ups | 53.8% |
| 10 th grade | Boys | Mile Run | 67% |
| | | Push Ups | 65% |
| | Girls | Mile Run | 59% |
| | | Push Ups | 43% |
| 12 th grade | Boys | Mile Run | 55% |
| | | Push Ups | 50% |
| | Girls | Mile Run | 68% |
| | | Push Ups | 63% |

*Participant Physical Fitness Award: students earn this award if they participate in all five testing activities, but one or more of their scores fall below the 50th percentile, indicating the student has not achieved an average level of fitness in one or more area tested.

A survey of PE staff was administered in 2013 to help identify gaps and weaknesses in the PE program's curriculum and determine teacher opinions on which areas most need attention.

The PE staff survey showed the following:

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| Only about half of teachers adhere to the PE curriculum throughout the year for all classes. |
| Only 40% of teachers report that they cover all state standards over the course of the year.* |
| 50% of teachers are having most difficulty helping students to achieve and maintain a health-enhancing level of fitness, and 30% of teachers report that they feel that half or more of their students are NOT meeting this standard. |
| 90% of teachers reported that they are NOT able to accurately report the percentages of students meeting PE standards and all 100% of teachers reported this was because there is no assessment consistently in place and/or they have not been adequately trained to assess these standards. |
| 62.5% of teachers reported that they sometimes discuss community resources for physical activity with students, but without any regularity. |
| Only 37.5% of teachers reported integrating encouragement of students to be active outside of PE class into daily classes. |
| 50% of teachers sometimes integrate nutrition education/promotion of healthy eating into PE class |

sometimes, but without any regularity because of a lack of time, training and resources to bring concepts of PE and nutrition together. At the same time, 87.5% of teachers reported feeling that nutrition education is an important component of a PE program that is NOT currently part of the MISD program.

87.5% of teachers reported that a set of specific assessment strategies that are used consistently by all PE teachers is an important component of a PE program that is NOT currently part of the MISD program.

100% of teachers feel that training is needed to increase the effectiveness of the program; in PE technology; 50% nutrition education; 37.5% individual fitness program planning; 50% in addressing the needs of students who are overweight or obese; 50% in aligning lessons to state standards; 62.5% in teaching common core learning standards

*PE teachers utilize MA state standards for PE content.

In planning the proposed project, MISD also administered student surveys to ascertain current student understanding of nutrition and fitness concepts and to gain perspective on student wellness and knowledge gaps. Data collected from ES, K-grade 6, reported the following regarding their activity on the day prior to the survey:

Only 54.8% of students eat the recommended 2 servings of fruit daily, 45.2% eat one piece of fruit or less.

Only **6.8% of students ate the recommended 3 daily servings of vegetables** and 23.3% ate NO SERVINGS of vegetables.

30.1% of students drank soda or pop 1 time.

Only **47.9%** participated in at least the daily recommended 60 minutes of physical activity (outside PE).

Data collected from Secondary Students (SS), grades 7-12, reported that most students exhibit unhealthy habits and generally lack knowledge about healthy lifestyle choices, specifically:

Although 53.4% of students perceive their weight to be about the right weight, 24.7% of students feel they are slightly overweight, only 2.2% feel they are very overweight, 43.7% report trying to lose weight.

8.5% of students (50/590 respondents) reported going without eating/fasting for 24 or more hours within the last 30 days to try to lose weight or keep from gaining weight.

Only 40.5% of students eat the recommended 2 daily servings of fruit daily.

Only 17% of students eat the recommended 3 servings of vegetables daily.

Only 14% of students reported knowing that 5 daily servings of fruits and vegetables are recommended.

Only 13.2% of students reported being physically active for the recommended 60 minutes daily; 16.2% reported achieving 60 minutes of physical activity for NO days.

53.4% of students reported that they accessed community resources for physical activity less than once per month in the last 12 months.

Only 30.6% of students reported sleeping for 8 or more hours nightly.

Parent understanding of physical fitness and nutrition was also examined by administering a parent survey. MISD strongly feels that without informed parents, students cannot achieve fitness and wellness goals. 206 parents participated (41.1% with students in grades K- 2, 46.5%

grades 3-5, 54.5% grades 6-8 and 23.3% grades 9-12), Results suggested students are struggling with making healthy choices because their parents are not making healthy choices and lack general knowledge of what defines healthy living for themselves and their children.

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| Only 26.2% were active for at least 20 minutes 5/7 of the days prior to the survey; only 14.1% were active for at least 20 minutes 7/7 of the days prior to the survey. |
| 56.8% reported that they have used community resources less than once a month or not at all for physical activity in the last 12 months. |
| 53.9% reported that, on the average, their school-aged children are NOT physically active for at least 60 minutes daily. |
| 22.3% reported not knowing (and another 36.9% reported incorrectly) the federal government's recommended daily amount of time that children ages 6-17 should spend physically active. |
| Though 72.3% of parents reported placing time limits on computer use and/or video games, only 60.2% reported placing time limitations on the amount of time their children can spend watching TV |
| Only 9.7% reported engaging in exercise of physical activity daily with their children. |
| 44.1% of parents reported eating the recommended 2 or more daily servings of fruit and only 33.5% reported serving their children the recommended servings or more daily. |
| Only 2% of parents reported serving their children the recommended 3 or more daily servings of vegetables. |
| Only 36.9% reported knowing that 5 daily servings of fruits and vegetables are recommended, 16% reported they didn't know and the remaining 47.1% answered incorrectly. |
| 48.1% reported their family eats fast food (Burger King, McDonalds, etc.) one or more times per week. |

The Focused on Fitness Program will address all of the highlighted gaps and weaknesses above, bringing effective professional development for teachers, aligned and sequential updates to curriculum, new equipment and technology into PE, introducing new opportunities for physical activity, connecting students and families to community resources, connecting and aligning parents and families to the Program through education and opportunities to participate in the Program, all with the goal of closing the gap to effectively link nutrition and physical activity for a lifetime of healthy living for all students.

SIGNIFICANCE

The Focused on Fitness Program was designed to address all gaps and weaknesses identified in the above assessments, also addressing all elements of the PEP Absolute Priority. The goal of the

Program is to develop, expand and improve the MISD PE program and address all adopted State Standards¹, creating a healthier learning environment by:

I. Updating, aligning and improving instruction in PE and physical activity for all District students (K-grade 12) to increase participation in physical activity and affect short- and long-term healthy change. This will be accomplished by incorporating:

1. *(a) Updating and aligning PE curriculum to include age-appropriate nutrition concepts in PE and Individualized Fitness Plans; (b) equipment selected to offer instruction in a variety of motor skills, cognitive skills, and physical activities; and (c) assessment technology to help students understand, improve or maintain their physical well-being.* Using SHI data collected (PEP Requirement 1) staff, student and parents surveys and assessments, MISD has planned the proposed curriculum revisions through the Focused on Fitness Program. The HECAT and PECAT will be used at the start of the project period to identify specific curriculum weaknesses, then again at the end of each program year, to identify progress made toward resolving those weaknesses in order to enable students to achieve state standards (PEP Requirement 5). All students will be required to participate in creating and managing Individualized Fitness Plans – assessing fitness, setting goals and tracking progress toward goals. Revisions will also include the integration of skills and concepts (motor, cognitive and self-discipline) designed to prepare students for the opportunity to participate in Online PE coursework in 11th and 12th grade.

Simultaneously, we will be developing the curriculum for our new Online PE course to ensure it fits within the scope and sequence of our broader program.

2. *Increasing amounts of time students are spending in PE class and engaged in physical activity.* One way that this will be accomplished is by removing the waiver policy, which allows

¹ Iowa does not have State Standards. MISD is currently in the process of adopting MN Curriculum Frameworks and these are referred to hereafter as State Standards.

student athletes and students with some religious limitations to opt out of PE class by revising the District Wellness Policy. With the increase in number of students required to take PE, the District will create and open an Online PE Learning opportunity. Through this program, the District will also be opening a Fitness Center in the MS and link students to community resources where they can participate in physical activity, including the YMCA.

3. *Offering opportunities for professional development and training for PE teachers to stay abreast of the latest research, issues and trends in the field of PE and enable them to network with experts in physical activity and nutrition to improve the MISD PE program and disseminate Program information to other schools and districts that can utilize the Program model.* Without appropriate professional development, implementation of effective curriculum is not possible.

MISD has learned this first-hand and this is evident in the assessment data included in the need section: the District has been able to acquire a few pieces of assessment technology, but teachers are not adequately trained to utilize that technology consistently, effectively or in a way that will show students progression from one school to the next. Through this Program, teachers will attend training in assessment technology (both existing and to be purchased through this grant) including TriFIT Assessment System and downloadable heart rate monitors. Teachers will also participate in training to effectively utilize a new Online PE course to engage students in physical activity in a new and effective PE learning environment.

4. *Aligning equipment with updated curricular components and designed to achieve each of Invitational Priority 1's Let's Move! Design Filters.* New equipment will enable all students to **universally access** (Filter 1) a wide range of **age-appropriate** (Filter 2) **fun and engaging activities** (Filter 4; including Fitness Equipment and Exergaming), selected to assist students in reaching **recommended guidelines on dosage and duration** (Filter 3). As a result of

participation in equipment-specific **training** (including heart rate monitors and nutrition information integration), students will be **led by well-trained teachers** (filter 5) who understand and implement effective and consistent **motivation and incentives** (Filter 7) toward individual goal setting and achievement. New equipment will also include assessment technology, which, through this grant, will be implemented consistently throughout MISD **enabling students to track their own individual progress** (filter 6) from K-grade 12 and teachers to track progress for any combinations of student groups. Assessment technology will also ensure that students stay on track and accountable when participating in Online PE.

5. *Increasing opportunities for participation in physical activity.* The District currently has one fitness center located in the HS, which offers after school access hours to students and is staffed collaboratively by the YMCA and HS PE staff. Through the proposed program, a fitness center will be added in the MS building. Staffing for the MS fitness center will also be a shared commitment of the YMCA and school district. Students in HS will no longer have the option to waive out of PE class, and an Online PE course will be added to ensure that the District can serve the increased student numbers as a result of this policy change. Students and families will be linked to community resources for physical activity through the YMCA and Recreation Dept.

6. *Serving as a model school for other Iowa schools.* The Cedar Rapids area, including town of Marion, Iowa, was selected to participate in a transformation process to become a Blue Zone Community. Through the Blue Zones Project, co-sponsored by Wellmark/Blue Cross/Blue and Healthways, the city will receive assistance from national experts to develop and implement a blueprint for making permanent environmental, social and policy changes that transition people into healthier behaviors that can lead to longer, healthier lives. MISD will be undergoing the Focus on Fitness transformation while the community is transforming into a Blue Zone, offering

the program access to community resources that will be expanding along with the MISD PE program. Program staff will work with partner organizations to disseminate program information and encourage other school districts to follow the Focus on Fitness model.

This project focuses on bridging the gap between curriculum and resources and student outcomes. One strategy for maximizing resources, engaging students in more physical activity time than is currently allocated through PE, and for increasing the relevancy of PE from a student perspective that will be implemented in MISD HS is Online PE. The online course will have three components: 1. Student accountability through heart rate monitors (HRMs), Pedometers, Activity and Nutrition reporting requirements; 2. Cognitive learning components, requiring that students participate in reading and test-taking to ensure that cognitive concepts are conveyed and effectively learned, and; 3. Adaptable nutrition information integration. Based on the baseline information students provide, they will be directed to an appropriate stream of nutrition information. For example, an overweight student will participate in the same cognitive umbrella, educating them on appropriate and healthy nutrition concepts that apply to everyone through all stages of life, while also receiving individualized guidance on appropriate nutrition for an individual with his/her gender, age, and unique weight status, linking this to physical activity and showing how nutritional intake and physical activity balance for healthy living.

In planning the development and implementation of this online learning resource, MISD has considered and participated in pilots and online learning studies. MISD agrees with research suggesting that students need to have a basic understanding of efficient, correct and safe motor movements and exercises, put in place during face-to-face PE class prior to participating in physical activity without hands-on, face-to-face daily guidance. Students will not be eligible for participation in this online learning environment until 11th grade. During 9th and 10th grade,

students will be prepared for participation. Students will learn to be honest when tracking individual outcomes, to self-motivate and hold themselves accountable for progress in a healthy and reasonable manner. The Online PE class will be planned in Year 1 of this project (curriculum developed, teacher training in effective teaching of online learning coursework, development of the online learning website and portal, development of all tools and resources including student pre-requisite assessment tools, parent and student commitment requirements), launched to 12th graders in Year 2 and launched to 11th graders in Year 3. To participate in the program, students will be required to write a small application, accompanied by a teacher referral (ensuring they are physically meeting a list of motor and cognitive benchmarks) and parent support commitment. When accepted into the program, students and parents will be required to attend an instructional seminar where students will sign out equipment (HRM, pedometer), set up their online-learning account and learn how to use these tools to meet course requirements.

The MISD Online PE coursework will be extremely unique, providing students an extremely individualized and personal learning environment, meeting the diverse needs of students without placing any student in an uncomfortable spot light, functioning as follows:

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| 1. Students will access and submit cognitive course requirements according to teacher specifications utilizing the online system. |
| 2. Students will upload individual assessment data gathered by HRMs and pedometers and will input data tracking activities participated in during daily required activity and reporting daily nutritional intake. |
| 3. Students will have access to their teacher and classmates through online forums and discussions, email and face-to-face meeting opportunities periodically throughout the school year. |
| 4. Students will have access to online resources, including different meal and menu planners to assist them in achieving nutrition and wellness goals. |

| | Measurable Outcome | % over Baseline | | | Measurement Tool |
|---|---|-----------------|--------|--------|---------------------------------------|
| | | Year 1 | Year 2 | Year 3 | |
| 1 | Increase in the percentage of students who achieve 60 minutes of daily physical activity (GPRA 1) | 20% | 25% | 28% | K-gr.12: Pedometers gr.5-12: 3DPAR |
| 2 | Increase the percentage of parents with an understanding of fitness concepts. | 5% | 10% | 25% | Parent Survey |

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|---|---|-----|-----|-----|--|
| 3 | Increase the percentage of students who meet the standard for a health fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least 5 of the 6 fitness areas tested (GPRA 2) | 20% | 25% | 28% | PYFP |
| 4 | District students will observe a reduction in Body Mass Index (BMI) | | | 5% | CDC's BMI formula, compared to CDC BMI-for-age growth charts |

II. Increase student understanding of the connection between healthy eating habits and good nutrition and individual fitness and wellness. This will be accomplished by:

1. *Revising the District Wellness Policy to addresses all gaps and weaknesses in policy, program and curriculum.* The Program Advisory Team will work with Program partners (detailed below) to revise the District Wellness Policy (PEP Requirement 2) to create a consistently healthy learning environment and link District wellness initiatives, including this Program, to those in the surrounding community (PEP Requirements 3 and 4).
2. *Working with partners to align nutrition messages with the cafeteria and the community.* The MISD Food Service Director will work with PE and Health Education teachers to incorporate age-appropriate nutrition and energy balance messages into the cafeteria, including label-reading, 5 or more servings of fruits and vegetables daily, 2 or less hours of screen time, 1 or more hours of physical activity daily, sugar-sweetened beverages (5-2-1-0) and MyPlate messaging. Consistent concepts in multiple environments will increase the likelihood that lessons will be applied and internalized resulting in habit change.
3. *Working with partners to educate parents and families and to offer activities and programming that will address gaps in healthy living among those who directly impact the daily lifestyle choices of MISD students.* MISD will host a yearly Health Fair in each school. Working with partners, including the YMCA, HyVee grocery stores and Bass Family Farms, the Health Fair will provide parents and families the opportunity to access the equipment and assessment

technology purchased through this funding and will bring community resources to the Fair to increase awareness of community opportunities for nutrition education and physical activity.

4. *Updating and aligning integration of nutrition concepts in Physical Education (PE).* Using SHI data collected (PEP Requirement 1) staff, student and parents surveys and assessments, MISD has planned the proposed curriculum revisions through the Focused on Fitness Program. Baseline HECAT and PECAT will assess gaps and weaknesses in curriculum, then again at the end of each program year, to identify and close all gaps and to ensure that curriculum revisions address identified gaps and enable students to achieve state standards (PEP Requirement 5).

| Measurable Outcome | % over Baseline | | | Measurement Tool |
|---|-----------------|--------|--------|---|
| | Year 1 | Year 2 | Year 3 | |
| 1 Increase the percentage of students who consume two fruits and three vegetables daily (GPRA 3) | 25% | 30% | 35% | Evaluator-developed tool based on YRBS for K-5, YRBS for 6-12 |
| 2 Increase the percentage of students who exhibit an understanding of the link between nutritional intake and physical activity | 20% | 25% | 28% | |
| 3 Increase the percentage of students who exhibit an understanding of fundamental components of age-appropriate healthy living, including appropriate amounts of sleep per night, reduced consumption of sugary beverages and increased daily participation in physical activity. | 20% | 25% | 28% | |
| 4 Increase the percentage of parents with an understanding of fitness concepts. | 20% | 30% | 35% | Parent Survey |

QUALITY OF THE PROJECT DESIGN

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

MISD has been working for several years to utilize minimally available District resources and other grant funds to transform the PE program, update curriculum and achieve measurable improvements in the physical fitness and wellness of students. Upon review of assessments highlighted in the Need section and through the planning of this proposed Project, MISD has identified the program weaknesses that must be addressed to close the gap between concept and

implementation. The **Focused on Fitness** program will affect positive, healthy change, working to achieve Program goals and objectives, building capacity and long-term change District wide.

This project builds capacity and yields results long past the funding period by:

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| 1. Devoting resources to staff development, providing teachers with the skills, knowledge and training to continue the program for many years. |
| 2. Creating policy change by implementing a Wellness Policy to ensure that all schools exist as part of a consistent, healthy climate. |
| 3. Implementing fundamental changes in the PE program and curriculum that will be put in place and expanded upon for years to come. |
| 4. Collaboration with community partnerships, created to bring expertise, community resources and links to the greater community into the Focus on Fitness program. |
| 5. Educating and connecting to community resources students AND parents in an effort to affect change in school and the home. |
| 6. Creating a new and cutting edge Online PE option for students in 11 th and 12 th grade. In 2012-13 school year, one of the proposed program co-coordinators, Steve Fish, has been involved with an online learning system pilot, PE FIT. The program has functioned as an independent study, but has afforded Mr. Fish the opportunity to learn more about online PE programming and how it CAN serve as an effective curriculum delivery tool. Mr. Fish will use his experience and knowledge, as well as the PE FIT model, to create and implement an Online PE course for a class of 12 th graders in Year 2, expanding to include a class of 11 th graders in Year 3. |

Costs requested in the Federal request are all one-time costs. Throughout the proposed 3-year Program, the PEP Advisory Team will shape a program that will be fully integrated by the end of the grant period to ensure that it can be maintained utilizing only District and partner resources.

(B) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. As the PEP Advisory Committee has worked to plan and determine the most effective methods for addressing gaps and weaknesses identified by assessments, research on effective practices has been consulted. The National Association for Sport and Physical Education (NASPE) guidelines suggest that quality physical education programs must include opportunity to learn, meaningful content, appropriate instruction and student and program assessment. This Project will address each of these areas by updating curriculum, integrating new and exciting activity options, training teachers and integrating regular, consistent feedback through self-assessment tools and aligned curriculum.

CATCH PE curriculum has been selected for implementation through this Program because of the focus on affecting long-term district-wide healthy change through programming. Research has shown that CATCH is an effective curriculum for affecting lasting change in the dietary and physical activity behaviors of the youth who participate in the programming. One study revisited students 3 years after participating in the program and found that without any continued CATCH intervention those students maintained lower fat intakes and higher levels of physical activity compared to students who had not participated in CATCH (Nader et al. 1999).

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

The Focus on Fitness Program addresses all PEP Program requirements, and aligns with the District SHI Improvement Plan, as follows:

Absolute Priority: The Proposed Program meets all points of the Absolute Priority, as described above, in the Significance and Quality of Project Design A sections.

Competitive Priority #2: To meet this priority and, more importantly, to strengthen the Focused on Fitness Program with a wide variety of experts and to expand the program reach, we will partner with the YMCA, Coe College, HyVee, Bass Farms, the Mayor, Local Public Health, the Food Service Director and the Grant Wood Area Educational Agency (Please see attached Partnership Agreement Forms and specific details in the Quality of Management Plan section).

Requirement 1: Align project goals with identified needs using Student Health Index: This Program was designed to address all gaps identified by the SHI, as outline above in the Significance and Quality of the Project Design A sections (Please see attached SHI data). The SHI assessment will be conducted again at the end of the grant period to reassess programming.

Requirement 2: Nutrition and physical activity-related policies: As part of Iowa's initiative to become the healthiest state in the nation by 2016, the Cedar Rapids area went through an intensive selection process and was designated as one of 4 Iowa cities selected to be

demonstration sites in 2012. Through the Program, the community will receive assistance from national experts to develop and implement a blueprint for making permanent environmental, social and policy changes that transition people into healthier behaviors that can lead to longer, healthier lives. Blue Zones communities employ evidence-based ways to help people live longer, better lives by taking a systemic environmental approach to well-being, which focuses on optimizing policy, social networks and the built environments where citizens spend their time. The proposed Program will align District policy, school environments and District culture with this healthy community initiative, creating a connected school and community model that can be implemented throughout the nation. Project information will be provided to Blue Zone leaders to assist in community assessment and healthy improvement tracking. Initiating these two health-centered initiatives simultaneously will strengthen and align them, increasing the likelihood of systemic culture change in Marion, Iowa.

Requirement 3: Linkage with local wellness policies, and Requirement 4: Linkage with related federal, state and local initiatives: The PEP Advisory Team will revise the District Wellness Policy, to address weaknesses identified in assessments, to align with local, state and federal goals for a healthy school environment and to align with community initiatives.

Requirement 5: Updates to Physical Education and Nutrition Instruction Curricula: MISD will utilize the PECAT and HECAT to revise and coordinate Health and PE curriculum and to include all new equipment and assessment technology, including HRMs and Exergaming.

Requirement 6: Equipment purchases: Equipment purchases will be made through the proposed Program, selected to support gaps and weaknesses identified in assessments, including assessment technology (HRMs, Activity Watches) and Lifetime Fitness equipment (hiking).

Requirement 7: Increasing transparency and accountability: The MISD will update the District PE program web link on the District website designed to disseminate information on the proposed Program to students, teachers, parents/families and the community, updated monthly.

The Focus on Fitness Program has been aligned with **Invitational Priority I:** design filters set forth by the Alliance for a Healthier Generation and First Lady Michelle Obama's Let's Move campaign, as detailed above in the Significance section.

ADEQUACY OF RESOURCES

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

MISD has been working with limited grant funding and extremely minimal District resources to update the PE curriculum over the last several years. The funding has not been enough to bring the resources and tools together that are required to affect systemic change. The budget narrative details anticipated Program costs, which include only those items required to meet the goals of the Program, effectively implement and assess the Program. Over the next three Project years, MISD and Project staff will work to utilize federal funds to create, implement and fine-tune the program, minimizing the requirement for ongoing resources and ensuring that the District can continue to provide all students with the same high quality PE programming for the future.

The Online PE course, an extremely important part of the proposed program, will allow MISD to significantly expand the capacity to offer PE to a large number of students without adding the ongoing and increasing cost of staff.

Additionally, working with Program partners will create valuable community links for students. The partnership with the YMCA will also result in shared supervision of the fitness centers – a highly cost-effective approach to maintaining high quality staffing.

The MISD PD will track the cost per student to ensure that this remains minimal and reduces with each year of the grant, and in an effort to reduce that cost to only the ongoing maintenance costs by the end of project year 3.

QUALITY OF THE MANAGEMENT PLAN (15 pts)

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

Focused on Fitness will be carried out in an organized, coherent fashion to ensure that it produces meaningful results. The project will be led by a Project Director (PD), a role that will be filled by an existing PE staff member (Brian Bartz) with experience purchasing and implementing equipment and making curriculum revisions. Two Co-Project Coordinators (Steve Fish and Alan Read) will oversee the collection of data and day-to-day project implementation, one at the elementary level and one at the secondary level. The Project Director will coordinate the activities of the SC and serve as the liaison to project staff. An independent project evaluator will work with those involved at all levels, collecting and reporting process and outcome evaluation data, and assisting the team in developing plans to expand successful program elements and sustain the program after the grant.

The PD will work with the PEP Advisory Team to review implementation progress, assess progress toward outcomes and make changes to the program plan when required. This Team will include key stakeholders, such as students, parents, program partners and District administration and a representative of all community partners, and they will meet monthly in project year one, quarterly in years two and three. Steve Fish (grades 6-12) and Alan Reed (K-5), will serve as Project Coordinators (Please see attached resumes). They will focus activities primarily on the program enhancements and will play a project-wide role in collecting and analyzing evaluation data. Specifically, they will: 1) collect assessment data from Schools, 2) coordinate the School-

Community Wellness Center operations in the MS and HS; 3) expand community partner involvement in district health/PE classes/program; 4) work with community partners, school staff, and the project evaluator to collect and analyze evaluation data; 5) plan and schedule professional development and training activities for middle/high school teachers; 6) approve equipment purchases and oversee installation; 7) develop project reports with Evaluator and PD.

The PD will work with MISD PR department to hire an independent evaluator for this project. The team will locate an evaluator with experience evaluating PE and nutrition programming, knowledge of current best practices for health living and physical activity. He/she will have experience developing unique evaluation resources and will have the ability to create tools that will address the unique needs of MISD.

The PD and PCs will work with all District PE teachers and with consultants from the Grant Wood Area Educational Agency to revise, expand and develop District PE curriculum, including the new Online learning curriculum.

MISD will partner with several organizations, including the required program partners (Competitive Preference Priority 2) who will ensure the design and delivery of this program is coherent, effective and aligned with other community initiatives with a healthy living focus.

Each will have a representative on the PEP Advisory Committee. Specifically, these will include:

| Partner | Contribution |
|-------------------|--|
| YMCA (CBO) | The YMCA will partner with the MISD through the Focused on Fitness Program to ensure adequate staffing for the middle school and high school fitness centers during out of school and vacation hours. The YMCA will also offer students reduced price and, in some cases, free YMCA memberships to provide access to the YMCA’s healthy programming, including the LEAN Program, Fit Families/Trim Kids and programming implementing CATCH and SWEAT curriculum. |
| Coe College (CBO) | Coe College will work with Marion Independent School District, providing professional development opportunities to District teachers focusing on best practices in nutrition instruction. College students will also complete practicum work in the District, working with teachers to gain experience in the teaching setting, and working in the fitness room as supervisors. |
| HyVee grocery | One of Hy-Vee’s Registered Dietitians, Jenn Herringhausen, will work with Marion |

| | |
|--|---|
| (CBO) | Independent School District to provide nutrition education in each school – including My Pyramid and food trends, Quick Healthy Meals and Snacks and Managing your Nutrition Portfolio. Hy-Vee will also work with the School District and YMCA to collaborate in offering the LEAN program, providing nutrition support and education to at risk students and families. |
| Bass Farms (CBO) | Bass Farms will partner with Marion Independent School District to enhance the PEP project with first hand access to healthy, fresh produce – and will work with the District and YMCA to provide families participating in the LEAN program with assistance in accessing fresh produce. |
| Grant Wood Area Educational Agency (CBO) | The Grant Wood Area Education Agency will work with Marion Independent School District by providing consultation on ongoing standards and benchmarks (Learning Targets and I Can Statements). The Grant Wood AEA will also provide Marion teachers with training on effective strategies to address the diverse needs of the increasing special education/at risk student population. |
| Marion Mayor (Head of Local Government) | The Mayor’s office will provide a link from the Town website to the MISD’s Focused on Fitness website. Additionally, the Mayor’s office, in collaboration with Jill Ackerman at the Town Chamber of Commerce, who is also the director of Wakefield’s Blue Zone initiative, providing direct links between the schools and the community wellness Blue Zone project. |
| Ms. Carraway (MISD Food Service Director) | As part of the proposed Program, the Food Service Director will ensure that Nutrition Education will be offered in the school cafeteria as well the classroom, with coordination between the food service staff and teacher personnel to ensure that students understand the information. Ms. Carraway will participate in presenting information on nutrition to parents and families at the annual Health Fair. |
| Linn County Public Health Department (Head of Local Public Health) | The Linn County Public Health Department will provide staff to serve on the PEP Advisory committee, will link students with unhealthy weight/fitness levels to resources in the community, provide opportunities for staff to participate in area-wide health initiatives, will assist in data dissemination to the County and State, and offer professional development opportunities to teachers on nutrition information appropriate for students. |

Over the three years, this will be accomplished by:

| Timeline | Action | Person(s) Responsible |
|-----------------|--|--|
| 10/1/2013 | PEP grant award | US Dept. of Ed |
| 10/2013 | Evaluator bid and hired. | PEP Advisory Team |
| 10/2013 | PECAT and HECAT administered. Curriculum revision initiated, including establishment of learning targets and “I Can” statements for PE and Health Individualized Fitness Plans, consulting with expert partners. | PD, PCs, PEP Advisory Team, PE teachers, Grant Wood Area Educational Agency, Coe College |
| 11/2013 | Staff site visits to local wellness institutions and Curriculum Development Team consult with Nutrition and Dietitian specialists. | PE and PCs |
| 11/2013 | Staff professional development and training scheduled for year one – to include heart rate monitor, pedometer, body composition collection training, state and national conferences | All PE teachers, led by the PD and PCs |
| 12/2013 | Baseline data collected, assessed and reports created | PD, PCs, Evaluator and PE Teachers |
| Quarterly | PEP Advisory Team, to include the PD, PCs, District | PEP Advisory Team |

| | | |
|----------------------------------|---|--|
| throughout grant period | Administration, Program Partner representatives, and representatives from all stakeholder groups will meet to review and assess program progress toward goals | |
| 11/1 – 12/23/13 | Curriculum revision and development to incorporate new equipment, align with standards. Professional development schedule will be developed to align with curriculum implementation plan. | PD, PCs, PEP Advisory Team, PE teachers, Grant Wood Area Educational Agency, Coe College |
| 12/2013 – 1/2014 | Incorporate Year 1 equipment | PD, PC, PE Staff |
| To be determined | PEP conference – Washington DC | PD and PC |
| To be determined | Iowa State Association for Health Physical Education Recreation and Dance (AHPERD) Conference | PD, PCs and all PE teachers |
| 1/15 – 1/31/14 | Student data collected, assessed and reports created | PD, Evaluator and PE Teachers |
| 4/15 – 5/1 and 10/15-11/1 yearly | Student data collected, assessed and reports created | PD, PCs, Evaluator and PE Teachers |
| Summer 2014 | Curriculum review and revision | PD, PCs, PEP Advisory Team, PE teachers, Grant Wood Area Educational Agency, Coe College |
| 9/15 – 10/15/2014 | Year two equipment bid and purchased | PD, PCs |
| To be determined | Iowa AHPERD Conference | PCs |
| 10 - 11/2014 | Implement year 2 equipment | PD, PCs and PE teachers |
| Summer 2015 | Curriculum review and revision | PD, PCs, PE teachers |
| 9/30/2016 | Final Program report submitted | PD, PCS, Evaluator |
| Ongoing | Continued revitalization of PE curriculum utilizing equipment purchased and curriculum developed through PE program. | MISD staff and administration |

QUALITY OF PROJECT EVALUATION

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

The Focus on Fitness PD will work with MISD Business Office staff to locate and hire an external evaluator according to District hiring policies and practices. The Evaluator will meet with the PD and Co-Coordinator monthly throughout the first project year to review project data and monthly with the PEP Advisory Team to present data and to make adjustments to the project timeline and equipment purchasing list as required. Some of the questions to be considered by the Team, under the guidance of the evaluator, at each Team meeting include:

| |
|---|
| Who have we targeted for services and support? |
| What are the expected outcomes they were to attain (including the GPRA measures)? |
| What does our data tell us about student success in attaining expected outcomes? |
| What other data do we need to collect? |
| How will we adjust programming (action plan adjustments, equipment purchases, better strategies, different collaborations with partners)? |

All reports and data will be posted to a project web site any student, parent, or community member will could access. Monthly updates will information stakeholders about upcoming project activities, and reports documenting project activities and successes. We will also provide this information through printed materials that are sent home with students. Project staff will provide updates each trimester to district administration and the school board. We will also share progress and outcomes with the Iowa Departments of Education and Public Health.

The purpose of the Program’s process evaluation will be to determine if we delivered the services we said we would and if we reached all those we intended to serve. The process evaluation will also examine the quality of how the services were delivered. Through the process evaluation we will: (1) identify implementation problems as they occur; (2) assure prompt feedback to project staff so that adjustments can be made; (3) provide a record of project inputs and methods used during implementation; and (4) provide judgment about the efficacy of the project implementation process. We will concentrate on process evaluation issues primarily during the start-up phase of our project, throughout Year 1, to ensure smooth implementation.

The outcome evaluation will focus on changes in systems as well as changes in students, parents, and staff that result from the efforts of this comprehensive initiative, including how in-District outcomes have been reflected in the greater community. Through our outcome evaluation efforts, we will measure both long-term and short-term changes. Long-term outcomes are related to changes in behavior and condition for students, parents and staff. Short-term outcomes include changes in awareness, knowledge, attitude, and skill level for these same

groups. The outcome evaluation will allow district staff, students to gauge progress in:

| Measurable Outcome, collected 3 times in year 1, 2 times years 2 and 3 by PE teachers and assessed by PD and Evaluator | Measurement Tool |
|--|---|
| Increase in the percentage of students who achieve 60 minutes of daily physical activity (GPRA 1) | K-gr.12: Pedometers gr.5-12: 3DPAR |
| Increase the percentage of parents with an understanding of fitness concepts. | Parent Survey |
| Increase the percentage of students who meet the standard for a health fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least 5 of the 6 fitness areas tested (GPRA 2) | PYFP |
| District students will observe a reduction in Body Mass Index (BMI) | CDC's BMI formula, compared to CDC BMI-for-age growth charts |
| Students who consume two fruits and three vegetables daily (GPRA 3) | Evaluator-developed tool based on YRBS for K-5, YRBS for 6-12 |
| Students who exhibit an understanding of the link between nutritional intake and physical activity | |
| Students who exhibit an understanding of fundamental components of age-appropriate healthy living, including appropriate amounts of sleep per night, reduced consumption of sugary beverages and increased daily participation in physical activity. | |
| Increase the percentage of parents with an understanding of fitness concepts. | Parent Survey |

The evaluation design and plan will be finalized during the 1st quarter of the project and then updated annually. Data collection will begin immediately after the design is complete and will continue throughout the project. Both quantitative and qualitative data will be collected from students, parents, school staff, agency staff, and community members. The evaluation will provide student-level data for each of the measures listed in the logic model and evaluation plan. In addition, evaluators will gladly comply with all requirements of a national evaluation.

The evaluator's role will be to finalize data collection procedures and collection tools, and to develop a structured database for storing all quantitative outcome measures. Initial data collection tools will be completed by the end of the 1st quarter. Additional tools will be developed, as needed. Data will be disaggregated, analyzed and reported by gender, ethnicity, grade level, and socioeconomic status.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Marion Independent School District
Other Attachments

| Application for Federal Assistance SF-424 | |
|--|--|
| 16. Congressional Districts Of: | |
| * a. Applicant: <input type="text" value="1"/> | b. Program/Project: <input type="text" value="1"/> |
| Attach an additional list of Program/Project Congressional Districts if needed. | |
| <input type="text"/> | <input type="button" value="Add Attachment"/> <input type="button" value="Create Attachment"/> <input type="button" value="View Attachments"/> |
| 17. Proposed Project: | |
| * a. Start Date: <input type="text" value="10/01/2013"/> | * b. End Date: <input type="text" value="09/30/2016"/> |
| 18. Estimated Funding (\$): | |
| * a. Federal: <input type="text" value="364,081.00"/> | |
| * b. Applicant: <input type="text" value="(b)(4)"/> | |
| * 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? | |
| <input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> | |
| <input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review. | |
| <input type="checkbox"/> c. Program is not covered by E.O. 12372. | |
| * 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.) | |
| <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| If "Yes", provide explanation and attach | |
| <input type="text"/> | <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="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 28, Section 1001) | |
| <input checked="" type="checkbox"/> ** I AGREE | |
| <small>** 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.</small> | |
| Authorized Representative: | |
| Prefix: <input type="text"/> | * First Name: <input type="text" value="Sara"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Pirion"/> | |
| Suffix: <input type="text"/> | |
| * Title: <input type="text" value="Superintendent"/> | |
| * Telephone Number: <input type="text" value="319-377-4691"/> | Fax Number: <input type="text" value="319-377-4692"/> |
| * Email: <input type="text" value="spinion@marion-isd.org"/> | |
| * Signature of Authorized Representative: <input type="text" value="Sara Pirion"/> | * Date Signed: <input type="text" value="10/13/13"/> |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

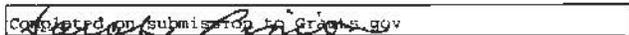
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

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

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

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

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

| | |
|---|---------------------------------------|
| * SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL | * TITLE |
|  | Superintendent |
| * APPLICANT ORGANIZATION | * DATE SUBMITTED |
| Marion Independent School District | Completed on submission to Grants.gov |

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 | |
| Marion Independent School District | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input type="text"/> | * First Name: Sarah Middle Name: <input type="text"/> |
| * Last Name: Pinson | Suffix: <input type="text"/> |
| * Title: Superintendent | |
| * SIGNATURE:  | * DATE: Completed on submission to Grants.gov |



District Office
100 South 17th Street
Marion, Iowa 52550
319-377-4000

Marion High School
407 South 17th Street
Marion, Iowa 52550
319-377-4000

Yesson Middle School
1080 11th Avenue
Marion, Iowa 52550
319-377-4000

Francis Marion Intermediate
240 3rd Avenue
Marion, Iowa 52550
319-377-4000

Starry Elementary
700 South 17th Street
Marion, Iowa 52550
319-377-4000

Emerson Elementary
1480 11th Avenue
Marion, Iowa 52550
319-377-4000

Light Beginnings Preschool
680 East Park Road, Suite 2
Marion, Iowa 52550
319-386-7729

Marion Driver School Assistance Program
148 South 17th Street
Marion, Iowa 52550
319-377-4000

Transportation and Maintenance Complex
130 3rd Avenue
Marion, Iowa 52550
Phone: 319-377-4123
Marion, IA 52550-8574

903/376-6666 FAX 319-377-4000

Agency Name: Marion Independent School District **DUNSN#:** 045804531

LEA Partner _____

LEA Authorized Representative Name: Sarah Pinion, District Superintendent

Roles and Responsibilities:

The Mission of Marion Independent School District (MISD) is to prepare all students with the skills required to enter future adult roles and become effective citizens, productive workers, informed consumers, and responsible family members.

Contribution to the Project:

MISD will work with all Program partners to implement the Focused on Fitness Program, increasing student understanding of the connection between healthy eating habits and good nutrition and individual fitness and wellness AND updating, aligning and improving instruction in physical education and physical activity for all District students (K-grade 12) in multiple settings designed to increase participation in physical activity and affect short- and long-term healthy change. MISD will contribute staff time and resources to ensure that the program is implemented effectively and that each student will adopt healthier life-long habits.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of LEA'S Authorized Representative

Dated: April 4, 2013



- District Office**
777 South 15th Street
Marion, Iowa 52302
(319) 377-4100
- Marion High School**
677 South 15th Street
Marion, Iowa 52302
(319) 377-4000
- Vernon Middle School**
1301 7th Avenue
Marion, Iowa 52302
(319) 377-4000
- Francis Marian Intermediate**
2301 7th Avenue
Marion, Iowa 52302
(319) 377-4000
- Scary Elementary**
700 South 10th Street
Marion, Iowa 52302
(319) 377-4000
- Emerson Elementary**
1400 9th Avenue
Marion, Iowa 52302
(319) 377-4000
- (B) Beginnings Preschool**
601 East Pine Street, Suite 2
Marion, Iowa 52302
(319) 396-7700
- Marion Home School Assistance Program**
440 South 10th Street
Marion, Iowa 52302
(319) 377-4000
- Transportation and Maintenance Campus**
150 7th Avenue
Marion, Iowa 52302
Phone: 319-377-4023
Fax: 319-377-4074

Agency Name: Marion Independent School District **DUNNS#: 045804531**

LEA'S Food Service or Child Nutrition Director: _____

LEA'S Food Service or Child Nutrition Director Name: Brenda Carraway, MISD Food Service Director

Roles and Responsibilities:

The MISD School Lunch Program's general mission is to operate in accordance with the National School Lunch Program and all applicable local/state regulations and to provide meals that maximize nutritional density, along with the availability of fruit, vegetables, whole grain foods and menus will be developed to reflect current Federal State Dietary Guidelines for Americans.

Contribution to the Project:

As part of the proposed Program, the Food Service Director will ensure that Nutrition Education will be offered in the school cafeteria as well the classroom, with coordination between the food service staff and teacher personnel to ensure that students understand the information. MS. Carraway will also serve on the PEP Advisory Committee and participate in presenting information on nutrition to parents and families at the annual Health Fair.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required parents.

(b)(6)

Signature of Food Service Director _____

Date April 9, 2013

Agency Name: Marion Independent School District

DUNS #: 045804531

Head of Local Government

Head of Local Government Name: Alan Bouska, Mayor

Roles and Responsibilities: The role of Marion Town Government is to ensure that all residents enjoy the highest quality of life in a well-managed, community-centered town environment.

Contribution to the Project:

The Mayor's office will provide a link from the Town website to the MISD's Focused on Fitness website. Additionally, the Mayor's office, in collaboration with Jill Ackerman at the Town Chamber of Commerce, who is also the director of Wakefield's Blue Zone initiative, providing direct links between the schools and the community wellness Blue Zone project. Additionally, a representative of the Mayor's office will serve in the PEP Advisory Committee, serving as a direct link between the community and the schools.

This agreement is in support of Marion Independent School District's 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: March 27, 2013

mpujr

Agency Name: Marion Independent School District DUNS #: 045804531

Additional CBO Partner

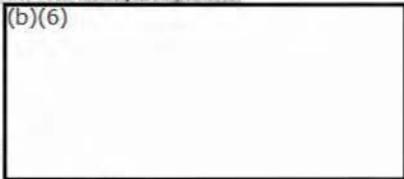
Additional CBO Name: Bass Farms local, family-owned farm

Rules and Responsibilities: Bass Farms offers the community farm-based experiences, providing the community with a place to escape and explore the country side, enjoy the view and breathe in the fresh country air. Bass farms offers access to fresh fruits and vegetables, gardening training and coaching and varied activities throughout the seasons.

Contribution to the Project: Bass Farms will partner with Marion Independent School District to enhance the PEP project with first hand access to healthy, fresh produce – and will work with the District and YMCA to provide families participating in the LEAN program with assistance in accessing fresh produce. A member of the Bass Farms family will also serve on the PEP Advisory Committee.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

(b)(6)



Signature of CBO's Authorized Representative:

Dated: March 27, 2013

Marion Independent School District
Focus on Fitness Program

Agency Name: Marion Independent School District

DUNS #: 045804531

Additional CBO Partner

Additional CBO Name: Coe College

Roles and Responsibilities: Coe College's mission is to provide students an education of superior quality that aims at preparing them for life following graduation, preparing students intellectually, professionally and socially to lead productive and satisfying lives in the global society of the 21st century. This mission is enhanced by working with the community to enhance the educational experience.

Contribution to the Project: Coe College will work with Marion Independent School District, providing professional development opportunities to District teachers focusing on best practices in nutrition instruction. College students will also complete practicum work in the District, working with teachers to gain experience in the teaching setting, and working in the fitness room as supervisors. Jenn Neubauer and Larry Atwater, Coe College professors will also serve on the PEP Advisory Team.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative

Dated: March 27, 2013 _____

(b)(6)

Agency Name: Marion Independent School District

DUNS #: 045804531

Additional CBO Partner

Additional CBO Name: Hy-Vee grocery store Dietitian

Roles and Responsibilities: The Hy-Vee grocery store chain serves 8 Midwestern states with a friendly, neighborhood approach to providing all of the community's grocery needs.

Contribution to the Project: One of Hy-Vee's Registered Dietitians, Jenn Herringhausen, will work with Marion Independent School District to provide nutrition education in each school – including My Pyramid and food trends, Quick Healthy Meals and Snacks and Managing your Nutrition Portfolio. Hy-Vee will also work with the School District and YMCA to collaborate in offering the LEAN program, providing nutrition support and education to at risk students and families. Ms. Herringhausen will also serve on the PEP Advisory Committee.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

Dated: March 27, 2013

(b)(6)

RD,LD

Agency Name: Marion Independent School District

DUNS #: 045804531

Public Health Entity Partner

Public Health Partner Name: Linn County Public Health

Roles and Responsibilities:

The Linn County Public Health (LCPH) monitors the health of the community and offers links to resources for addressing health issues and challenges. LCPH also works to create new programs and initiatives to address prevalent health problems faced by Linn County communities.

Contribution to the Project:

The Linn County Public Health will provide staff to serve on the PEP Advisory committee, will link students with unhealthy weight/fitness levels to resources in the community, provide opportunities for staff to participate in area-wide health initiatives, will assist in data dissemination to the County and State, and offer professional development opportunities to teachers on nutrition information appropriate for students.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

(b)(6)

Signature of Public Health Entity's Authorized Representative:

Dated: March 27, 2013

Agency Name: Marion Independent School District

DUNS #: 045804531

Additional CBO Partner

Additional CBO Name: Grant Wood Area Education Agency

Roles and Responsibilities: The mission of the Grant Wood Area Education Agency is to ensure success for all learners by providing services to teachers, parents and students.

Contribution to the Project: The Grant Wood Area Education Agency will work with Marion Independent School District by providing consultation on ongoing standards and benchmarks (Learning Targets and I Can Statements). The Grant Wood AEA will also provide Marion teachers with training on effective strategies to address the diverse needs of the increasing special education/at risk student population. A representative of the Grant Wood AEA will also serve on the PEP Advisory Committee.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: _____

(b)(6)

Dated: March 27, 2013 _____

Marion Independent School District
Focused on Fitness Program



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

Agency Name: Marion Independent School District

DUNS #: 045804531

CBO Partner

CBO Name: Cedar Rapids Metro Area YMCA

Roles and Responsibilities:

The Cedar Rapids Metro Area YMCA provides the Cedar Rapids community with access to affordable family-centered, healthy programming and partners with other organizations in the community to improve the quality of life for areas residents.

Contribution to the Project:

The YMCA will partner with the MISD through the Focused on Fitness Program to ensure adequate staffing for the middle school and high school fitness centers during out of school and vacation hours. The YMCA will also offer students reduced price and, in some cases, free YMCA memberships to provide access to the YMCA's healthy programming, including the LEAN Program, Fit Families/Trim Kids and programming implementing CATCH and SWEAT curriculum.

This agreement is in support of Marion Independent School District's PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative:

(b)(6)

Dated: March 27, 2013

HELEN G NASSIF YMCA
207 7th Ave SE, Cedar Rapids, IA 52401
P 319.366.6421
F 1.866.363.3681
www.crimetroymca.org

MARION YMCA
3100 10th Ave, Marion, IA 52302
P 319.377.7361
F 1.866.390.9176

STONE POINT YMCA
300 Stoney Point Rd SW, Cedar Rapids, IA 52404
P 319.390.3488
F 1.866.390.9142

YMCA CAMP WAPSIE
2174 Wapsie Y Rd, Coggio, IA 52218
P 319.435.2577
F 1.866.390.8490

Indirect Cost Rates for FY2012-2013 Programs
Source: FY2010-2011 Certified Annual Report

| Dist | Name | Restricted Indirect Cost Rate | Unrestricted Indirect Cost Rate |
|-------------|--------------------|--|--|
| 4086 | Marion Independent | 2.03 | 11.42 |

**Marion Independent School District, Marion, Iowa
CFDA # 84.215F, Carol M. White Physical Education Program
Focus on Fitness Program**

School Health Index (SHI)

Overall District Scorecard

| | Emerson Elementary School | Starry Elementary School | Francis Milton Intermediate School | Vernon Middle School | Marion High School |
|---|--|---|---|-------------------------------------|-------------------------------|
| Module 1 – School Health and Safety Policies and Environment | 71% | 78% | 71% | 78% | 78% |
| Module 2 – Health Education | 73% | 0% | 42% | 84% | 84% |
| Module 3 – Physical Education and Other Physical Activity Programs | 69% | 81% | 83% | 79% | 79% |
| Modules 4 – Nutrition Services | 63% | 100% | 74% | 72% | 72% |

Marion Independent School District
Focus on Fitness program Key Project Staff Resumes

Abbreviated Vita

Stephen Fish: Focused On Fitness Project Secondary Coordinator

Contact Information

Steve Fish
1685 Valentine drive
Marion, Iowa 52302
(319)373-9106
E-mail: sfish@marion.k12.ia.us

Education/Training

BS in Physical Education, Coe College 1983
MA in Physical Education, Emporia State University, 2005
Additional Coursework (15 hours): University of Northern Iowa

Professional Experience:

- ◆ Secondary Physical Education Instructor 1994-Present
- ◆ Athletic Director 1989-1998
- ◆ Business Education and Work Experience Coordinator 1988-1994
- ◆ Head Football Coach 1988-1998
- ◆ Head Baseball Coach 1986-Present
- ◆ Head Track Coach 1994-2004
- ◆ Asst. Girls Basketball Coach 2002-2011
- ◆ Consultant: Los Angeles Olympic Games 1983

Curriculum Development:

Core Curriculum Leadership Team MISD
MISD Grant Implementation Coordinator
MISD Physical Education Grant Writing Team
Wellness Policy Committee
Lead Facilitator/Department Head Marion Physical Education Vertical Team
MISD representative for conference in Des Moines/ Future of Schools

Recent Affiliations & Presentations:

Cedar Rapids Gazette Ignite Education Panel Presentation
Kansas City PE4Life Summit Speaker
IAAPHRD Conference Speaker 2011
Marion Parks and Recreation Youth Clinic Speaker
Board of Directors Iowa High School Baseball Coaches Association
Audit Committee Iowa High School Baseball Coaches Association
All-Star Game Committee Iowa High School Baseball Coaches Association
Member Iowa Baseball Coaches Association
Member Iowa Basketball Coaches Association
IAHPERD & AAHPERD

Honors/Awards

Coach of the Year Northeast Iowa Class 3A
Coach of the Year WAMAC Conference
Coach of the Year Cedar Rapids and Iowa City Area CRANDIC
IHSBCA Head Coach All-Star Series
500 Win and 25 year Longevity Award IHSBCA

(b)(6)

BRIAN R. BARTZ, C.P.A.

EDUCATION

MASTERS OF BUSINESS ADMINISTRATION, Upper Iowa University,
Fayette, IA

- Grade point average 3.95

BACHELOR OF ARTS, Upper Iowa University, Fayette, IA
Bachelor of Arts in Accounting

- Grade point average 3.81

PROFESSIONAL EXPERIENCE

2005 – Present **Marion Independent School** Marion, IA

Director of Business Services

- Responsible for supervising the development of all business related aspects of the vision, mission, and instructional programs
- Develops and maintains an annual twenty one million dollar budget
- Supervises the accounting staff as well as the food service operations
- Monitors expenditures and revenues to keep the Board and Superintendent informed
- Assisted in balancing District budget due to a \$1,200,000 state cut in funding

2001 - 2005 **Independence Community Schools** Independence, IA

Director of Finance

- Responsible for planning, organizing, and directing the operation and administration of the major functions in the business division
- Developed and maintained an annual thirteen and a half million dollar budget
- Supervised the accounting staff as well as the Director of Food Services
- Established a five year budget analysis and salary cost analysis using Excel
- Expanded the District's unspent budget balance during times of shrinking student enrollment and state funding cutbacks

1997 – 2001 **Ridihalgh, Fuelling, Snitker, Weber & Company C.P.A.'s**
Independence, IA

Office Manager/ Certified Public Accountant

- Directed the office operations
- Prepared financial statements for clients

- Assisted in the auditing of schools and cities
- Prepared individual and corporate tax returns

MILITARY

1988 - 1992 **United States Navy**, Mayport, Florida

- Achieved the rank of Aviation Maintenance Administration Second Class
- Honorable discharge
- Received Letter of Commendation for revitalizing the Maintenance Administration Office while serving as office supervisor
- Received Sailor of the Month for outstanding performance of duty while assuming the duties as Maintenance Administration Supervisor

PROFESSIONAL MEMBERSHIPS

- Member of the Iowa Society of Certified Public Accountants
- Member of the Iowa Association of School Business Officials

COMMUNITY LEADERSHIP AND INVOLVEMENT

- Past Church Council member for Immanuel Lutheran Church
- Past Treasurer for the Marion Chamber of Commerce
- Lutheran Church of the Resurrection Trust Fund Committee Member
- Past President of the Independence Rotary Club

Alan Read: Focus on Fitness Co-Coordinator

Abbreviated Vitae

Contact Information

Vernon Middle School
1350 4th Avenue Marion, Iowa 52302
319-377-9401 ext.4414
aread@marion-isd.org

Education:

- ❖ Bachelor of Arts in Physical Education/Health. Luther College 1990.
- ❖ Masters of Science. Emporia State University 2003.
- ❖ 15 hours additional hours from University of Northern Iowa.
- ❖ 45 additional hours from La Verne University.

Professional Experiences:

- ❖ Middle School Physical Education/Health Instructor 2000-Present
- ❖ 6-12 Physical Education/Health Instructor 1991-2000
- ❖ Head Baseball Coach
- ❖ Head Football Coach
- ❖ Athletic Director

Curriculum Development:

- ❖ Adopt-a-School Winner
- ❖ Grant Secretary
- ❖ Clinic Speaker
- ❖ Trim Kids Coordinator

Affiliations

- ❖ AAHPERD
- ❖ IAAHPERD
- ❖ Blue Zone Committee
- ❖ Turkey Trot Committee

Confirmation that CFDA#84.215F is NOT selected for Intergovernmental Review in the State of Iowa

From: Mabie, Kathy [IDOM] [mailto:Kathy.Mabie@iowa.gov]
Sent: Friday, March 08, 2013 2:58 PM
To: Sara Vinch
Subject: RE: US Department of Education's Carol M White Physical Education Program

Sara,

You do not need to do anything to comply with the requirements of EO 12372. Iowa is only reviewing applications from state agencies. Your application is not subject to review.

Kathy

From: Sara Vinch [mailto:svinch@rochester.rr.com]
Sent: Friday, March 08, 2013 1:44 PM
To: Mabie, Kathy [IDOM]
Subject: US Department of Education's Carol M White Physical Education Program

Ms. Mabie,

I am currently working with the Marion Independent School District in Marion, Iowa to prepare and submit an application to the US Department of Education's Carol M White Physical Education Program. Is this program being reviewed under Executive Order 12372?

**If so, please let me know what we need to do to comply with this requirement.
Thank you,**

Sara Vinch
Grant Writer
Insight Grants Development, LLC
(585)474-5547
Fax: (270)596-5330
svinch@insightgrants.com

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Applicant: Marian
 Independent School
 District
 Project Name: Focus on
 Fitness
 2013 PEP Grant Budget

| FEDERAL REQUEST | | | | | | | | | | LOCAL MATCH | | |
|---|----------------|-----------|------------|----------------|-----------|------------|----------------|-----------|------------|--------------|--------------|--------------|
| FEDERAL BUDGET | | | | | | | | | | | | |
| CATEGORY & LINE ITEM | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | | Year 1 Match | Year 2 Match | Year 3 Match |
| | Quantity | Unit Cost | Total Cost | Quantity | Unit Cost | Total Cost | Quantity | Unit Cost | Total Cost | (b)(4) | | |
| Personnel - 4.5% increases factored into Years 2 and 3 | | | | | | | | | | | | |
| Program Director Brian Barrz (1.0 FTE) - Will oversee the Program implementation | | | | | | | | | | | | |
| Project Co-Coordinator Steve Fish - Will assist PD in Program implementation and management. | | | | | | | | | | | | |
| Project Co-Coordinator Alan Reed - Will assist PD in Program implementation and management. | | | | | | | | | | | | |
| PE Teacher - Will fill in for the the Co-Coordinators teaching PE to release them for Project dedication. | 50 FTE | 30777 | 15389 | 50 FTE | 32162 | 16081 | 50 FTE | 33609 | 16805 | | | |
| Project Webmaster - Will oversee all online course technical development and management. | | | | | | | | | | | | |
| Project IT Assistant - Will assist the Webmaster in developing and managing the OnlinePE course website, assisting students and teachers | 50 FTE | 26425 | 13213 | 35 FTE | 27614 | 9665 | 25 FTE | 28857 | 7215 | | | |
| MISD Nurse - Will assist in data collection and in identification of students at risk for or already overweight/obese to refer into programming | | | | | | | | | | | | |
| YMCA Instructors for School Fitness Center (24 hours/week x 24 weeks x 2 trainers x \$10/day - 50% Federal, 50% In-Kind, District-supported) | | | | | | | | 285 | 10 | 2880 | | |

| | | | | | | | | | |
|--|-----------------------|------------------|-------------------|-----------------------|------------------|-------------------|-----------------------|------------------|-------------------|
| FoodService Director - for coordination of the lunchroom with nutrition information, including signage, links with PE curriculum, links with the garden and utilization of garden produce in the MS | | | | | | | | | |
| Substitute teachers for Professional Development, travel and curriculum development days, and planning days (8 teachers x 10 days in Year 1 x \$155/day; 8 teachers x 4 days in Year 2 x \$120/day; 8 teachers x 4 days in Year 3 x \$125/day) | 80 | 115 | 9200 | 32 | 120 | 3840 | 32 | 125 | 4000 |
| Personnel Total | | | 37802 | | | 29586 | | | 30900 |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Fringe Benefits | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| <i>(FICA, Retirement, Unemp. Ins., Workers Comp., Health Insurance)</i> | | | | | | | | | |
| Project Director (calculated at 31% of salary) | | | | | | | | | |
| Project Co-Coordinator (calculated at 23% of salary) | | | | | | | | | |
| Project Co-Coordinator (calculated at 23% of salary) | | | | | | | | | |
| PE Teacher (calculated at 23% of salary) | 0 | 15389 | 3539 | 0 | 16081 | 3699 | 0 | 16805 | 3865 |
| Project Webmaster (calculated at 23% of salary) | | | | | | | | | |
| Project IT Assistant (calculated at 23% of salary) | 0 | 13213 | 3039 | 0 | 9665 | 2223 | 0 | 7215 | 1660 |
| FoodService Director (calculated at 23% of salary) | | | | | | | | | |
| Fringe Benefits Total | | | 6578 | | | 5922 | | | 5525 |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Travel | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| <i>(Travel are explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)</i> | | | | | | | | | |

(b)(4)

| | | | | | | | | | |
|--|-----|------|-------------|-----|-----|-------------|-----|-----|-------------|
| PE staff travel to schools/sites to assess best practices (50 miles/week x 50 weeks) | | | | | | | | | |
| Grantee Meeting in Washington DC. (\$500/2 round trip flights, Hotel \$200/2 nights/2 people. Per Diem \$40/2 people/2 days) | 2 | 1020 | 2040 | | | | | | |
| PE staff travel to model/collaboration program sites (400 miles, with yearly increase figured) | 400 | 0 | 160 | 400 | 0 | 172 | 400 | 0 | 180 |
| Per diem for collaboration day \$40/3 staff | 3 | 40 | 120 | 3 | 42 | 126 | 3 | 45 | 135 |
| PE staff travel to state (AAHPERD) conference (mileage, with yearly increase figured) | 300 | 0 | 120 | 300 | 0 | 129 | 300 | 0 | 135 |
| PE staff travel to national AAHPERD Conference (Flight with yearly increases figured) | 2 | 500 | 1000 | 2 | 550 | 1100 | 2 | 575 | 1150 |
| AAHPERD Hotel \$200/2 rooms/2 nights | 4 | 200 | 800 | 4 | 200 | 800 | 4 | 200 | 800 |
| Per Diem for 2 staff/3 days (with yearly increases figured) | 6 | 40 | 240 | 6 | 42 | 252 | 6 | 45 | 270 |
| Travel Total | | | 4480 | | | 2579 | | | 2670 |

| | | | | | | | | | |
|--|-----------------|------------------|-------------------|-----------------|------------------|-------------------|-----------------|------------------|-------------------|
| (b)(4) | | | | | | | | | |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Equipment | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| <i>HS indicates High School, MS indicates MS, FMI indicates Intermediate School, ES indicates Elementary Schools, ALL indicates Districtwide Usage</i> | | | | | | | | | |
| Outdoor Adventure Equipment - including obstacle course and team-building for ES | 1 | 14000 | 14000 | | | | | | |
| Equipment Total | | | 14000 | | | 0 | | | 0 |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Supplies | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| <i>HS indicates High School, MS indicates MS, FMI indicates Intermediate School, ES indicates Elementary Schools, ALL indicates Districtwide Usage</i> | | | | | | | | | |
| Physical Activity and Assessment Technology - to enable students to participate in individualized assessment of fitness indicators | | | | | | | | | |

| | | | | | | | | | |
|--|-----|------|-------|----|-------|-------|----|-------|-------|
| Downloadable Heart Rate Monitors (HRM) for students in the Online class (Year 2 for 12th grade, Year 3 for 11th grade) - HS | | | | 52 | 290 | 9280 | 52 | 290 | 9280 |
| Laptops for students in online class who do not have access to a computer at home (Year 2 for 12th grade; Year 3 for 11th grade) - HS | | | | 20 | 550 | 11000 | 20 | 550 | 11000 |
| Heart Rate Monitors, HS | 90 | 200 | 18000 | | | | | | |
| Activity Watches, HS | 60 | 100 | 6000 | | | | | | |
| iPAD, HS for teacher use | 3 | 800 | 2400 | | | | | | |
| Ipods Touch, MS for teacher use | 2 | 200 | 400 | | | | | | |
| iTunes Card, MS | 3 | 50 | 150 | | | | | | |
| HRM Class Pack, MS | 1 | 7800 | 7800 | | | | | | |
| HRM Straps, All | 200 | 30 | 6000 | | | | | | |
| Activity Watch, FMI | 30 | 100 | 3000 | | | | | | |
| Additional Physical Activity and Assessment Technology to be determined, purchased and implemented based on PECAT and HECAT assessments to be conducted at the end of Year 1, as to support aspects of the Online Learning Environment developed through application | | | | 1 | 25000 | 25000 | 1 | 20000 | 20000 |
| Lifetime Fitness, Muscular Strength & Conditioning/Fitness-Building Supplies | | | | | | | | | |
| Treadmill, HS | 4 | 3000 | 12000 | | | | | | |
| ArcTrainer, HS | 2 | 4000 | 8000 | | | | | | |
| Spin Bikes, HS | 6 | 900 | 3500 | | | | | | |
| Outdoor Bike Pack, HS | | 150 | 3600 | | | | | | |
| Outdoor Xski Pack, HS | 1 | 4500 | 4500 | | | | | | |
| Xctry Ski Machine, HS | 1 | 1900 | 3800 | | | | | | |
| TRX System - Body weight training for strength and fitness | 1 | 1500 | 1500 | | | | | | |
| Warrior Rope Training system - strength and fitness training | 1 | 1500 | 1500 | | | | | | |
| Dance Dance System- cardiovascular fitness through dance | 1 | 1800 | 1800 | | | | | | |
| Stability Ball Class Pack, HS | 1 | 900 | 900 | | | | | | |
| Kettle Bell w/Rack, HS | 1 | 900 | 900 | | | | | | |
| Outdoor Pursuit GPS System, HS | 1 | 1400 | 1400 | | | | | | |
| Functional Strength Class Pack, HS | 1 | 1000 | 1000 | | | | | | |
| Self Defense Class Pack, HS | 1 | 1500 | 1500 | | | | | | |

(b)(4)

| | | | | | | | | | |
|--|----|-------|-------|---|-------|-------|---|-------|-------|
| Spin Bike, Star Trek, MS | 2 | 800 | 1600 | | | | | | |
| Ellipticals, Matrix, MS | 2 | 2500 | 5000 | | | | | | |
| Treadmill Matrix, MS | 2 | 3500 | 7000 | | | | | | |
| Kids Fit Moto Tread, ES | 2 | 3695 | 7390 | | | | | | |
| Kids Fit Man Tread, ES | 1 | 1695 | 1695 | | | | | | |
| Element. Surf Trainer, ES | 1 | 2195 | 2195 | | | | | | |
| Cardio Platform/Plyo Steps, ES | 1 | 375 | 750 | | | | | | |
| Kidzcore Snowboarder, ES | 1 | 1995 | 1995 | | | | | | |
| Push Up Training Mat, ES | 6 | 36 | 216 | | | | | | |
| Crunch Tester, ES | 2 | 76 | 152 | | | | | | |
| Stability Ball Class Pack, ES | 1 | 829 | 829 | | | | | | |
| Kids Fit Recumbent Bike, ES | 2 | 1695 | 3390 | | | | | | |
| Kids Fit, Elliptical, ES | 2 | 2195 | 4390 | | | | | | |
| Kids Fit, Kneel/Spin, ES | 2 | 1895 | 3790 | | | | | | |
| Kids Fit Skier, ES | 2 | 2085 | 4170 | | | | | | |
| Kids Fit Starwalker, ES | 2 | 1895 | 3790 | | | | | | |
| Kids Fit Moonwalker, ES | 5 | 895 | 4475 | | | | | | |
| Action Based Learning Pckg, ES | 1 | 1149 | 1149 | | | | | | |
| Stability Ball Class Pack and Rack, ES | 1 | 1729 | 1729 | | | | | | |
| Custom Folding Mats, ES | 5 | 419 | 2095 | | | | | | |
| Additional Fitness Equipment that will be determined, purchased and implemented based on PECAT and HECAAT assessment data ascertained at the end of Year 1 | | | | 1 | 15000 | 15000 | 1 | 10000 | 10000 |
| Nutrition and Fitness Curriculum and Associated Equipment Packages | | | | | | | | | |
| Nutrition Tracker, HS | 60 | 100 | 6000 | | | | | | |
| My Plate Class Packs, ALL | 6 | 400 | 2400 | | | | | | |
| Five For Life Nutrition Kit, All | 6 | 300 | 1800 | | | | | | |
| Portion Size Visual, All | 6 | 170 | 1020 | | | | | | |
| Food Label Teaching, All | 6 | 130 | 780 | | | | | | |
| Nutrition Curriculum equipment, All | 6 | | 1800 | | | | | | |
| CATCH Curriculum equip, All | 6 | | 800 | | | | | | |
| Nutricize the Game, ES | 1 | 309 | 309 | | | | | | |
| Skillastic Board Game, ES | 1 | 259 | 259 | | | | | | |
| Heart Adventure Challenge, ALL | | | 4399 | | | | | | |
| Exergaming: Physically Active Video Games that are Engaging for Students and Promote Moderate to Vigorous Physical Activity | | | | | | | | | |
| GX Polar System HRM - HS | 2 | 10000 | 20000 | | | | | | |
| GX Polar System HRM - MS | 2 | 10000 | 20000 | | | | | | |
| Xbox 360 Pack, MS | 2 | 300 | 600 | | | | | | |
| Audio Visual Equipment to enhance and personalize the PE classroom setting and to enable teachers to address larger groups of students effectively | | | | | | | | | |
| Voice Audio System, HS | 2 | 1500 | 3000 | | | | | | |

(b)(4)

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|--|-----------------------|------------------|-------------------|-----------------------|------------------|-------------------|-----------------------|------------------|-------------------|
| Basic Physical Activity Supplies: These supplies will allow us to teach students a range of activities, games, and sports that allow for motor, locomotor, and sport skill development and opportunities for students to maximize PE class time for moderate to vigorous physical activity so they can achieve 60 minutes of daily physical activity (GPRA 1) | | | | | | | | | |
| Floor Mats, GSC, MS | 6 | 250 | 1500 | | | | | | |
| Gel Seats For Bikes, MS (bikes above) | 16 | 40 | 640 | | | | | | |
| Badminton Class Pack, MS | 1 | 900 | 900 | | | | | | |
| Pickle Ball Class Pack, MS | 1 | 1000 | 1000 | | | | | | |
| Tchoukball Pack, MS | 1 | 580 | 580 | | | | | | |
| BOSU Balls Class Pack, MS | 1 | 2300 | 2300 | | | | | | |
| Activity/Stability Balls, MS | 26 | 25 | 650 | | | | | | |
| Ball Racks, MS | 1 | 680 | 680 | | | | | | |
| Recess Pack, MS | 1 | 800 | 800 | | | | | | |
| Yoga Ball Set, MS | 1 | 800 | 800 | | | | | | |
| Storage and Transportation for proper handling of new Equipment and Supplies | | | | | | | | | |
| Dumbbells Set/Rack, MS | 1 | 2100 | 2100 | | | | | | |
| TV's/Cart, All | 8 | 500 | 4000 | | | | | | |
| Other Supplies | | | | | | | | | |
| Miscellaneous Office Supplies \$50/month, to include paper, computer diskettes and PE publications | 12 | 50 | 600 | 12 | 100 | 600 | 12 | 100 | 600 |
| Printing costs \$100/month | 12 | 100 | 1200 | 12 | 100 | 1200 | 12 | 100 | 1200 |
| Supplies Total | | | 257867 | | | 62080 | | | 52080 |
| Other Expenses | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| Phone, internet access, technical assistance for Project Coordinators (2 coordinators x 12 months each year) | | | | | | | | | |
| In-District administration and PE staff participation on PEP Advisory Committee (12 staff x 15 hours/year x \$25/hour + 3% years 2 and 3) | | | | | | | | | |
| Meeting rooms and technical/AV equipment and support for Professional Development (\$300/day x 12 days + 3% years 2 and 3) | | | | | | | | | |
| Program Publicity (12 newspaper articles and web site host x \$120 each, year 1 x 3% year 2 and 3) | | | | | | | | | |

(b)(4)

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|--|-----------------------|------------------|-------------------|-----------------------|------------------|-------------------|-----------------------|------------------|-------------------|
| AAHPERD memberships for all PE staff (8 x \$120) | 8 | 120 | 960 | 8 | 120 | 960 | 8 | 120 | 960 |
| AAHPERD conference registration (2 x \$450) | 2 | 450 | 900 | 2 | 450 | 900 | 2 | 450 | 900 |
| IAHPERD conference registrations (8 x \$100) | 8 | 100 | 800 | 8 | 100 | 800 | 8 | 100 | 800 |
| Fruit and Vege Fridays - incorporate healthy nutrition lessons and tastings for students | | | | | | | | | |
| Community Recreation instructional activity opportunities for students (biking, outdoor activities, bowling, alley, golf) | | | 2000 | | | 2000 | | | 2000 |
| Other Total | | | 4660 | | | 4660 | | | 4660 |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Contractual | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| Evaluation Consultant (includes travel) | 1 | 15000 | 15000 | 1 | 15000 | 15000 | 1 | 15000 | 15000 |
| Marion YMCA 3-month fitness memberships (80 students/year) | 80 | 100 | 8000 | 80 | 100 | 8000 | 80 | 100 | 8000 |
| Fit Families/LEAN Kids/CATCH diet analysis, exercise programming and counseling screening for obese/at-risk students (100 screenings/year x \$25/ screening) | 100 | 25 | 2500 | 100 | 25 | 2500 | 100 | 25 | 2500 |
| Professional Development to train teachers (PE4 Life and equipment-specific training days) | 4 days | 850 | 3400 | 2 | 850 | 1700 | 2 | 850 | 1700 |
| SPARR and Atlas curriculum support (3 K-5 teacher kits, 2 6-12 teacher kits) | | | 2550 | | | | | | |
| Contractual Total | | | 31450 | | | 27200 | | | 27200 |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Direct Cost Total | | | 386836.92 | | | 132027 | | | 123035 |
| <i>Indirect Costs</i> are calculated at 2.71% of all allowable direct costs. | 2.03% | 356,837 | 7,244 | 2.03% | 127,027 | 2,579 | 2.03% | 108,035 | 2,193 |
| | Year 1 Request | | | Year 2 Request | | | Year 3 Request | | |
| Stipends | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> | <i>Quantity</i> | <i>Unit Cost</i> | <i>Total Cost</i> |
| Stipends Total | | | 0 | | | 0 | | | 0 |
| YEARLY GRAND TOTALS | | | 364081 | | | 134606 | | | 125228 |
| TOTAL FEDERAL REQUEST | | | 623914 | | | | | | |
| TOTAL LOCAL MATCH | | | (b)(4) | | | | | | |

(b)(4)

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

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

Name of Institution/Organization

Marion Independent 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 | 37,802.00 | 29,586.00 | 30,900.00 | | | 98,288.00 |
| 2. Fringe Benefits | 6,578.00 | 5,922.00 | 5,525.00 | | | 18,025.00 |
| 3. Travel | 4,490.00 | 2,579.00 | 2,670.00 | | | 9,729.00 |
| 4. Equipment | 14,000.00 | 0.00 | 0.00 | | | 14,000.00 |
| 5. Supplies | 257,867.00 | 62,080.00 | 52,080.00 | | | 372,027.00 |
| 6. Contractual | 31,450.00 | 27,200.00 | 27,200.00 | | | 85,850.00 |
| 7. Construction | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 8. Other | 4,660.00 | 4,660.00 | 4,660.00 | | | 13,980.00 |
| 9. Total Direct Costs (lines 1-8) | 356,837.00 | 132,027.00 | 123,035.00 | | | 611,899.00 |
| 10. Indirect Costs* | 7,244.00 | 2,579.00 | 2,193.00 | | | 12,016.00 |
| 11. Training Stipends | 0.00 | 0.00 | 0.00 | | | 0.00 |
| 12. Total Costs (lines 9-11) | 364,081.00 | 134,606.00 | 125,228.00 | | | 623,915.00 |

***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: 09/01/2012 To: 08/31/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 2.03 %.

(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 2.03 %.

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

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------|
| 1. Personnel | (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: |
| | Steve | | Fish | |

Address:

| | |
|-----------|-----------------------|
| Street1: | 777 South 15th Street |
| Street2: | |
| City: | Marion |
| County: | Linn |
| State: | IA: Iowa |
| Zip Code: | 52302 |
| Country: | USA: UNITED STATES |

| | |
|-------------------------------|-----------------------------|
| Phone Number (give area code) | Fax Number (give area code) |
| 319-981-1264 | 319-377-4692 |

Email Address:

| |
|----------------------|
| sfish@marion-isd.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 |
|--|----------------|-------------------|-----------------|