

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 # S215F130109

Grants.gov Tracking#: GRANT11378417

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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



Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/11/2013

4. Applicant Identifier:

N/A

5a. Federal Entity Identifier:

N/A

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

B. APPLICANT INFORMATION:

* a. Legal Name:

School Board of Pinellas County, FL

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

596000799

* c. Organizational DUNS:

0105088440000

d. Address:

* Street1:

301 4th Street. SW

Street2:

* City:

Largo

County/Parish:

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

33779-2942

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Janet

Middle Name:

* Last Name:

Urbanski

Suffix:

Title:

Director of Special Projects

Organizational Affiliation:

* Telephone Number:

727-588-6299

Fax Number:

727-588-6331

* Email:

urbanskij@pcsb.org

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

Local Educational Agency

*** 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:**

PCS Being Fit Matters PEP Project

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	2,022,887.00
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

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

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

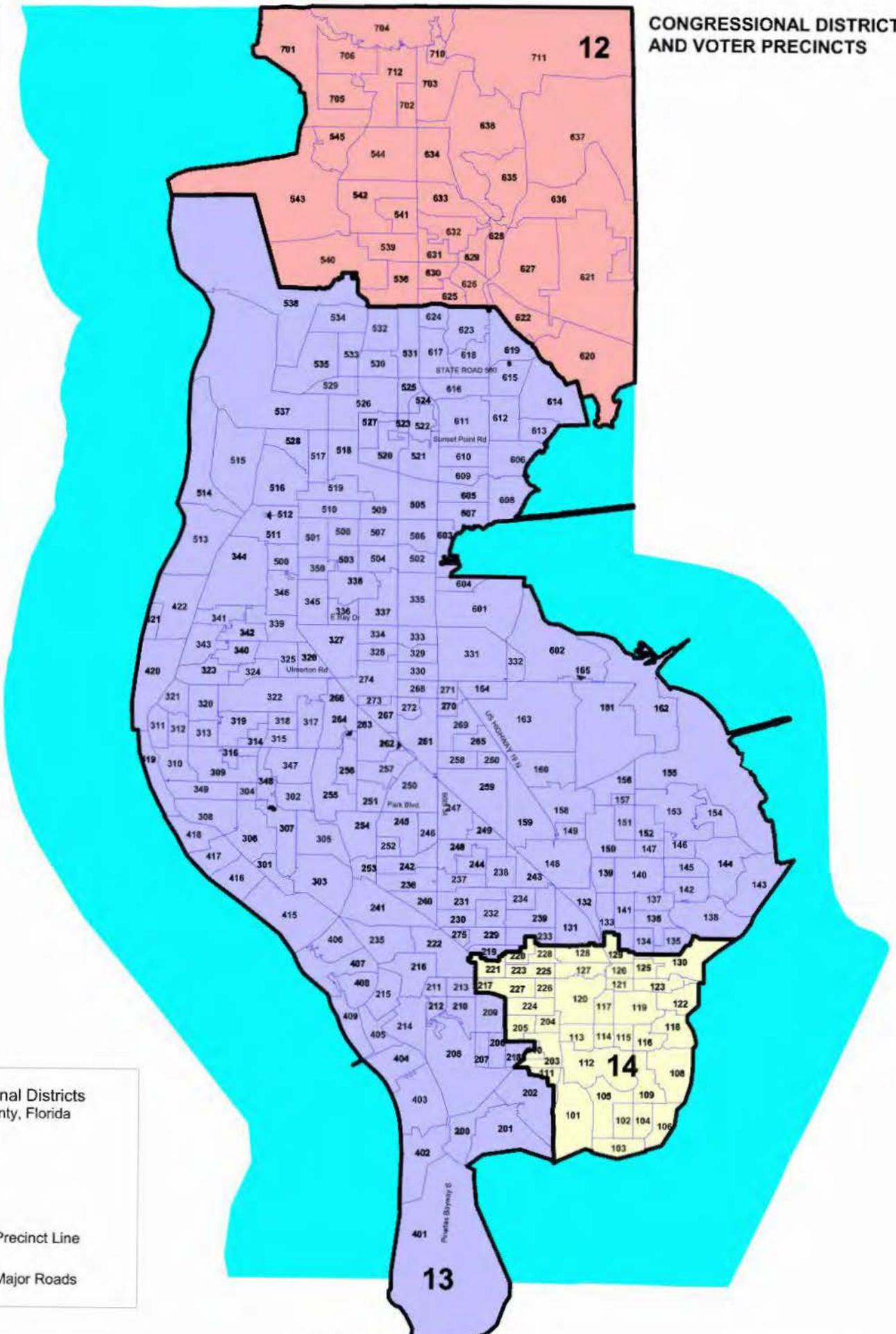
* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:



CONGRESSIONAL DISTRICTS AND VOTER PRECINCTS



Congressional Districts
Pinellas County, Florida

- 12
- 13
- 14

Precinct Line

Major Roads

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Neysa Jones</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>School Board of Pinellas County, FL</p>	<p>* DATE SUBMITTED</p> <p>04/11/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: School Board of Pinellas County, FL

* Street 1: 301 4th St. SW * Street 2: _____

* City: Largo * State: FL: Florida * Zip: 33770

Congressional District, if known: FL013

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____ C. 00
-----------------------------------------------------	-----------------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 _____ * Street 2 _____

* City _____ * State _____ * Zip _____

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

* Signature: Neysa Jones

* Name: Prefix Dr. * First Name Michael Middle Name _____
 * Last Name Grego Suffix _____

Title: Superintendent Telephone No.: 727-588-6299 Date: 04/11/2013

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPA_statement.pdf

Add Attachment

Delete Attachment

View Attachment

427 GEPA Provision

As detailed throughout this proposal, Pinellas County Schools will assure that **all** teachers, administrators, students, parents and community members participating in this project, including those with disabilities, those with limited English proficiency, and struggling readers have equitable access to project activities and materials. The program team will work collaboratively with the Exceptional Student Education Department, Student Services, Dropout Prevention, the English Speakers of Other Languages Office and subject area departments and to ensure adaptation of student assessments and value-added measures with appropriate utilization of resources to benefit every student. To assure full inclusion of **all** families, regardless of disability or the native language spoken in the home, written material will be provided in the parents' native language. All student lessons, professional development and parent training activities will be held in fully accessible locations, and training materials and presentation modes will be modified to address any physical or sensory barriers specific to the individual needs of program participants (for example: providing appropriate amplification and preferential seating; adapting or modifying training materials through text enlargement, providing for an alternative means of presentation/delivery of products, using interpreters -including sign language interpreters, etc). These same supports and adaptations will be provided to any staff member or teacher with a disability participating in this project, in compliance with the Federal General Education Provisions Act Section 427.

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	
School Board of Pinellas County, FL	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Michael Middle Name:
* Last Name: Grego	Suffix:
* Title: Superintendent	
* SIGNATURE: Neysa Jones	* 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:

Abstract

Nestled on a serene peninsula surrounded by the waters of Tampa Bay, Pinellas County's numerous sandy beaches and parks attract tourists and snow birds by the droves. However, in stark contrast, many of the Pinellas County schools are located in the inner-city area, where very high rates of poverty, unemployment, crime and delinquency, teen births and single parent families prevail.^{8,11,12} Ranking high among the alarming statistics is the high obesity rate among the district's students, particularly in middle school.

The Pinellas County Schools (PCS) Being Fit Matters (BFM) project will **serve 24,100** students in **24** schools, including those designated as **persistently lowest achieving and priority schools. (Comp Priority 1, Invitational Priority 2)**. The **proposed outcomes** of the project are to improve students' health-related fitness and nutritional habits, increase student and family participation in community physical activities and healthy nutrition, and expand partnerships with community-based organizations that will facilitate and sustain healthy lifestyle choices for all students and their families

Major **project activities** include the integration of the Presidential Youth Fitness Program, and fitness and health components designed around the Let's Move seven design filters (**Invitational Priority 1**). Physical Education and Health Education activities will be successfully implemented by staff and teachers equipped through a **Comprehensive Professional Development** program. In addition, extensive partnerships (**Competitive Priority 2**) with After School programs, Community Based Organizations, and Governmental groups will increase opportunities to empower healthier and more active students and families for years to come.

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](#)

Pinellas County Schools Being Fit Matters

INTRODUCTION: In 2012-13 school year, of the 22,700 students in the 23 Pinellas middle schools, 44.2% self-reported consuming 2 or less servings of **fruits and vegetables** each day, 39% are at-risk/overweight, and only 33.7 % met the healthy fitness zone in at least five of the FITNESSGRAM® Assessments. (PCS Middle School Health Survey) (Appendix C-18). These data indicate that our students have not been adequately equipped with sufficient information and opportunities to make beneficial Fitness lifestyle choices. A comprehensive but focused fitness program with multiple tiers of interventions at the individual, class, school, after-school, community, and policy levels is needed to empower our students to become healthy for a lifetime. Pinellas County has some unique geographic and societal factors that impact these fitness shortcomings. Pinellas is a peninsula located on the west coast of Florida with almost one million residents in 24 separate municipalities. Since Pinellas is the most densely populated county in Florida, there is virtually no agribusiness. With these disconnected communities and no direct access to grown foods, students need additional support to connect with physical activity and healthy produce opportunities. St. Petersburg (pop. 244, 769) is the largest municipality. The Pinellas County School District serves a total of 102,672 K-12 students housed within 118 schools. It is the 7th largest school district in the state and 25th largest in the nation. The student population is 62.2% Caucasian, 18.8% African-American, 9.4% Hispanic, 4.1% Asian, 0.3% Native American, and 5.1% Multi-Racial. Economically disadvantaged students comprise 52.78%, and students with disabilities comprise 13.0% of the district's total K-12 enrollment.

I. NEED FOR THE PROJECT

Identifying the Gaps & Weaknesses: Comprehensive Self-Assessment

Pinellas County Schools' (PCS) **Being Fit Matters** (BFM) PEP Design Team conducted a

Pinellas County Schools Being Fit Matters

comprehensive needs assessment including an audit of current practice and programming, comparing results of the **School Health Index (SHI) for Elementary and Middle/High Modnles 1-4 (Requirement 1) (Appendix C-2)**, aggregated data results from all PCS **Healthy School Program (HSP) Inventories Alliance for a Healthier Generation(AppendixC-29)** from December, 2012 with the **Partnership for a Healthier America and the Let’s Move! Campaign’s 7 Design Filters** ⁹. Tables 1-4 depict the outcomes of the detailed self-assessment and clearly highlight the deficiencies, gaps and weaknesses that helped to develop the proposed program. First, table 1 shows gaps relative to national initiatives and the School Health Index.

Table 1: Audit Matrix- Are PCS Systems Meeting Components for Physical Activity and Healthy Eating?

Alliance for a Healthier Generation Healthy Schools Framework Healthy Schools Inventory PCS Aggregated Data Report, 12/2012	Partnership for a Healthier America and the Let’s Move! Design Filters <i>(Invitational Priority 1)</i>	School Health Index Modules 1-4 for Elementary & Secondary Schools, 12/2012	Currently Met by PCS	
			Yes	No
Students engage in moderate to vigorous physical activity at least 50% of PE class time	Focused on motivation and incentives	Students active at least 50% of class time (PA.7)		X
School connects students and families with physical activity opportunities in the community	Fun	Assignments encourage student interaction with family and community (CC.7)		X
Instruction is based on a written and sequential curriculum that is aligned to the national/state PE standards.	Geared toward physical activity recommendations on dosage (how much) and duration (how long)	Sequential physical education curriculum consistent with standards (PA.3)	X	
PE classes are appropriately modified or adapted to promote the participation of all students, in particular students with chronic health conditions and/or special needs	Designed to provide universal access	Address special health care needs (PA.13/A.1)		X
School provides fitness education, conducts annual health-related fitness assessments, and utilizes assessment results to direct instruction and create individualized fitness plans that include goal-setting and monitoring	Able to track progress, Individually and for the group	Individualized physical activity and fitness plans (PA.8)		Partially met

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All teachers who teach physical education receive annual professional development on effective practices in physical education for a minimum of 6 contact hours	Led by well-trained coaches and mentors	Professional development for teachers (PA.15)		Partially met
Health education curriculum and instructional strategies meet the diverse needs and interests of all students	Age appropriate	Promote community physical activities (PA.11)		X

Next, the BFM Team compared the past two years’ of middle school students’ **FITNESSGRAM®** data for all six assessments that now constitute the Presidential Youth Fitness Program (PYFP) Assessments (Table 2). This year, percentage of PCS middle school students meeting the Healthy Fitness Zone (HFZ) in each **FITNESSGRAM®** assessment decreased except for Body Mass Index. All other assessments ranged from only 32.21% to 43.43% of middle school students meeting the HFZ.

Table 2: Two Year Comparison of FITNESSGRAM® Data - Percentage of Middle School Students in the Healthy Fitness Zone for each Assessment

Fitnessgram Assessments	2011-2012	2012-2013
Body Composition: Body Mass Index	71.95%	75.03%
Aerobic Capacity: 20 Meter Pacer Test	45.73%	43.43%
Muscular Endurance: Curl-ups	52.02%	43.13%
Muscular Strength: Push-ups	49.77%	41.81%
Flexibility: Sit and Reach	41.61%	35.20%
Flexibility: Trunk Lift	33.99%	32.21%

Another audit conducted by the BFM Team was analysis of teacher practices through the district-developed Physical Education Walk-through Observation Instrument Data. PCS developed an observational tool to identify patterns of physical education (PE) teachers’ practices related to meeting the Standards established by the National Association for Sport and Physical Education (NASPE)¹. Other components for effective instruction across all disciplines

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(from national experts) were also included in the instrument. Table 3 shows the percentage of middle school PE teachers not meeting effective practices, identified by the walkthroughs.

Table 3: Percentages of Middle School PE Teachers Not Meeting Effective Practices

Effective Teaching Practices - PCS Walk-through Observation Instrument	% of Teachers Not Meeting Practice
Instruction aligned to Next Generation Sunshine State Standards (Florida’s PE Standards)	62.2%
Cross-Curriculum and Common Core State Standard Integration	90.1%
Student Engagement: Moderate to Vigorous Physical Activity (MVPA)	44.7%
Observable Student Performance factors: Students Personal Goals, Assessments	73.2%
Performance Feedback provided to students	82.1%
Questioning Techniques Used	97.3%
Are students having fun?	42.9%
Classroom Talk about the Performance Task	79.5%
Uses a variety of materials to enhance instruction	92%
Appropriate Accommodations and Modifications used	67%

Conclusively, table 4 summarizes the gaps in PCS policies, services, infrastructure that will be filled by the Being Fit Matters Program.

Table 4: Audit Matrix- Identified Gaps in PCS Policies, Services, Infrastructure, and Opportunities, 2013.

Identified Gaps	Gap Category
PE Grades do not include Student-owned Fitness Goal Attainment	Policy
PE Coaching & Mentoring by District Staff	Service
PE Peer Teacher PD Support	Service
Presidential Youth Fitness Program (PYFP) Implementation in All Middle Schools	Infrastructure
Recognition Systems for PYFP Pilot Achievers	Opportunity
Variety of Intramurals Offered in Every Middle School	Infrastructure
Fun PE Equipment and Materials to Engage All Middle School Students	Infrastructure
Find the Fun Now Promotion Physical Activity and Healthy Foods Across the Community	Opportunity
Partnerships with All Children’s Hospital’s Fit 4All Kids Educators	Opportunity
Partnership with After School Care Providers to Align Healthy Eating and Physical Activity with Middle School Programs	Opportunity

Taken together, these results were instrumental in exposing critical weaknesses and gaps that need to be improved upon by the BFM project. The assessment reveals that Pinellas County’s PE students (especially the middle school students--grades 6, 7, and 8) have fallen short of meeting HFZ standards and State Standards, Next Generation of Sunshine State

Standards for Physical Education (NGSSS) due to: **1) lack of evidence-based practice, 2) lack of adequate infrastructure to support achievement of state standards** (appropriate curriculum for all students including students with disabilities and virtual students and supportive professional development to change teachers' practices), **3) lack of student empowerment processes for students to own physical activity and healthy eating behaviors, 4) lack of adequate promotion to engage in physical activity both during and outside of the school day, and 5) gaps in policy and systems to build capacity and sustain project goals beyond the project timeline.**

The Being Fit Matters plan for addressing each of these gaps is discussed throughout the proposal. Two major components are emphasized below:

Improving Professional Development & Infrastructure: Currently, there is no standard utilization of the district's PE curriculum based on the NGSSS to support students' achievement of these standards. Teachers work in isolation to implement the curriculum into classroom practice. Within the past two years, professional development for PE has improved teachers' practices; however, students' fitness results have not followed because teachers need additional instructional strategies, fun engaging PE equipment and materials and enhanced training support. There is no system to gauge student performance toward attainment of these standards.

Being Fit Matters will implement a comprehensive Professional Development (PD) program to equip teachers in providing standards-based curriculum that is engaging, fun, effective and empowering to students. The PD design includes National experts and experienced local partners that will provide training to all staff. Through the BFM Project, all middle school PE teachers, including those that teach students in High Need Priority schools, will receive comprehensive Presidential Youth Fitness Program (PYFP) curriculum and grading guides, comprehensive

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professional development to expand their skill sets, and ongoing coaching and mentoring by district staff and peer teacher support systems, (PE Lead Teach), to build capacity for a high quality sustainable middle school physical education program. Materials developed for this project will align to NGSSS through the CDC's Physical Education Curriculum Analysis Tool and Health Education Curriculum Analysis Tool (PECAT and HECAT) (Appendix C 14-16). As a result, teacher practices will improve to include components of health related fitness driven by individual student created goals to improve students' fitness, motor skills and cognitive understanding.

Increasing Out-of-School time Fitness Activities

In Pinellas, elementary and high school students participate in year-long required PE, but middle schools students attend PE for only one semester each year. Therefore, it is imperative to **link middle school students to opportunities for physical activity *outside of PE class***.

Through BFM, community partners (**Competitive Priority 2**) will promote physical activity and healthy eating beyond the regular school day. A strong team of dedicated, enthusiastic community based organizations, local government agencies, sports teams, community health advisory groups, and afterschool agencies will join forces to provide additional fitness opportunities for students and families. Because these opportunities and resources will be infused within the communities where they live, students will be empowered to take ownership of their fitness and healthy eating... as a lifestyle, not just a simple school course requirement.

II. SIGNIFICANCE: Likelihood the project will result in system change or improvement

The goal of BFM is to initiate change within the target schools physical education and health education programs, as well as, change across the school-community to promote healthy

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eating and physically active lifestyles lasting well beyond the grant period. Being Fit Matters will achieve these changes through: **1) a clear focus on middle schools, 2) a comprehensive plan to improve fitness and healthy eating learning opportunities (both curriculum and professional development)** for all students including, students with disabilities (SWD) and students enrolled in the Pinellas Virtual School(PVS) (GEPA), **3) aligning changes to quality district systems & Strategic Plans, 4) capitalizing on the extensive community resources across the county.**

Middle School Focus: Compelling district dynamics indicate that middle school is the best target for this project. For example, middle school students only have one semester of health in grades 6 and 8 and one semester of PE in grades 6, 7, 8 but by state law students can easily waive out of PE in grades 6, 7, and 8. Many middle school students still participate in after school programs so there is an opportunity to link to parents/families. Anecdotal data indicate many students would participate in after school Intramurals, another opportunity. By focusing on middle schools (including the districts four high needs priority schools (Bay Point, Azalea, John Hopkins, & Tyrone), changes will be institutionalized during the grant period, and then expanded to the other grade levels after the grant period. In anticipation of expansion to high school, BFM has selected the district's High school with the most highly receptive staff and administrators, to engage in a pilot Intramural program. Lakewood High , a persistently low performing school (**Competitive Priority 2**), will be equipped and trained to establish the intramural program for its 1400 students. This will serve as the introduction of the Being Fit Matters project into the high school population.

Inclusive Focus (SWD and Pinellas Virtual School Students): Thirteen percent of students in the district are classified as having a disability, and the district's State-mandated

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virtual education program is growing exponentially. In addition, many secondary level students are electing to take Physical Education online. Therefore, it is important to include these sub-population groups as part of this project when updating and refining instructional materials. Being Fit Matters will contract with knowledgeable Special Education experts to adapt the curriculum and collaborate with virtual school staff to update practices and training in order to effectively service our unique and valuable populations.

As a result of this grant, **ALL** middle school students will be impacted- regardless of whether a student attends brick and mortar schools, or Pinellas virtual school; regardless of whether the student has a learning disability or attends a high needs school. Through carefully selected **project activities** and **partnerships**, **ALL** students will be eating more fruits and vegetables both in school and out of school. **All** students will know and appreciate the health benefits of produce & local options for purchasing healthy produce. **All** students will be active both inside and outside of school. **All** students will be fitter as evidenced by a higher percent of students meeting 5 or more assessments in the HFZ on the PYFP. **All** students will know and appreciate the health benefits to being physically fit and know the options for physical activity within their community. They will say **PE is fun!** Equally as important, all students will be equipped to fully understand the PE grade they earn because they will be empowered to own their fitness plan and attainment of their fitness goals. Our vision... Being Fit Matters will so significantly shape the Fitness lifestyles of our students, that the state-mandated waiver to opt out middle school PE becomes obsolete, for lack of requests.

BFM Project Alignment with PCS District Strategic Plan

By March 1 of each year, the Superintendent submits for School Board approval a District Strategic Plan based on clear goals and objectives for the forthcoming school year. The plan is

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developed with vested input from all stakeholders, District staff, school staff, community, school board, and students. **The objectives of the District Strategic Plan are the focus and driving force for the district.** All decision-making, planning, resource allocations, and other activities affecting the current year and beyond must support these objectives.

The overarching goal of the Be Fit program is to develop and expand the physical education program through instruction in good nutrition and physical fitness (**Absolute Priority**). This aligns perfectly with the **PCS Strategic Plan Goal #3: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement. The alignment is significant because it will help ensure sustainability beyond the grant period.**

Prior Evidence of Success in System Change or Improvement

Being Fit Matters is poised for success because PCS has an outstanding history of institutionalizing wellness change through special project funding support. As a major partner with the Pinellas County Health Department for two significant grants (Steps to a Healthier US, 2003-08 and Communities Putting Prevention to Work, 11/2011- 6/2013) **Requirement 4**, the school district instituted a strong collection of program, policy, and systems changes.

Collectively, these changes: 1) helped the district's foods services department earn the first ever 100% from the Physicians Committee for Responsible Medicine, 2012 and 2) embedded FITNESSGRAM® files into the district's Student Information System so teachers can work anywhere on students' FITNESSGRAM® data and student fitness reports can be pulled by teachers, administrators, and school nurses to compare with other student indicators such as attendance, academics, and discipline data to connect students fitness/health to academic achievement.

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The district has many successful systems and processes in place that will add value to the BFM Project. The first is the well-organized School Health Advisory Committee (SHAC), mandated by School Board Policy to oversee the district's Wellness Policies/Guidelines. SHAC will serve as the oversight committee for this project. Under previous projects the district has successfully standardized all FITNESSGRAM® assessment equipment across all schools and has worked with Human Kinetics to purchase FITNESSGRAM® electronic files that are now embedded into the district's Student Information System (SIS). Extensive training has been provided to all PE teachers and existing FITNESSGRAM® reporting procedures are understood by all PE teachers. By building on existing effective systems, BFM will succeed.

Change through Community Stakeholders

Pinellas has many opportunities for students to be active and eat healthy foods within their communities, but these opportunities are not well-known, especially by students. Being Fit Matters will highlight and galvanize these resources for the students and families. St. Petersburg and Pinellas County have extensive parks and recreation opportunities including numerous trails for walking or riding, playgrounds, pools, beaches, produce markets, and many other opportunities that are all listed in the **Find the Fun Now** Website. This interactive website was developed by Salter Mitchell Communication + Behavior Change marketing firm under the CPPW Project to provide comprehensive information for fun activities and healthy eating to those that are in the readiness stage of change. BFM will fund customized updates of the website to ensure inclusion of events that interest our students. Included will be ideas for fun ,innovative student-led competitions, practical, free and cost friendly healthy eating and physical activity events located throughout the county. In addition, Pinellas has local national experts such as MORE HEALTH, Inc. and All Children's Hospital Johns Hopkins Medicine and district experts

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in the Food Services Department that will provide outstanding support for BFM. And lastly, collaboration with the after school care providers will help this project to succeed.

III. QUALITY OF THE PROJECT DESIGN

The PCS Being Fit Matters Project Design is summarized in the Logic Model (Appendix C1) **How BFM will build capacity and yield results extending beyond the grant period**

The BFM project components that will greatly impact capacity and yield lasting results are **Professional Development** (embedded and ongoing); **Curriculum and Assessment tools** (transformational); **Collaborative Community** partnerships (**Extensive**)

Table 5 Outlines the activities and partner roles that will accomplish the outcomes and sustain the project.

Table 5: Being Fit Matters Activities to Build Capacity and Yield Results

	Activity to Support Instruction in Healthy Eating & Physical Activity Habits (Absolute Priority 1)	Design Filter (Invit. Priority 1)	Requirements (Absolute Priority 2)	Partner Responsible (Competitive Priority 2)
Healthy Eating	Produce Power Lesson, Grade 6 Health Classes (<i>Match</i>) & Fit for Life Lesson Grade 8 Health Classes (<i>Match</i>)	2, 3, 5		Food Services & MORE HEALTH, Inc. Educators
	Purchase & Develop New Nutrition Ed Materials	2, 3, 5		BFM Coordinator
	Nutrition PD to all grade 6 & 8 HE to Improve Nutrition Instruction	2, 3, 5		All Children’s Hospital Nutrition Educator
	Nutrition PD to all AC Providers (2X/year) & Nutrition Lessons to After Care Students (<i>Match</i>)	2, 3, 5		All Children’s Hospital Nutrition Educator
	Student fruit and vegetable taste testing (<i>Match</i>)	1, 5, 6		FS Interns & Middle School HE
	Middle Schools’ Electronic Education on Healthy Eating in each Cafeteria (<i>Match</i>)	1, 4, 7		PCS Food Services staff
	School Gardens in 2 Priority MS (<i>Invitational Priority 2</i>)	1, 4		Edible Peace Patch
	GPRA Measure 3	6		BFM Coord. & HRiA

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Physical Activity	Develop/Refine PYFP Materials for Grades 6, 7, 8	2, 3, 4, 5	a, b, c	BFM Coord. & TSA
	PYFP Required PD to all MS PE teachers	2, 3, 4, 5	a, e	BFM Coord.,TSA (BER & NASPE)
	Purchase PE Equipment & Supplies	4, 7		BFM Coord. & Sec II
	GPRA Measures 1 & 2	2, 3, 6, 7	a	BFM Coord. & HRiA
	Coaching and Mentoring Region Lead PE PD	5	e	BFM TSA & PE Lead Teachers
	Voluntary Summer PE Workshops (beg. with SPARKfolio) for Both PE and AC	4, 5	e	BFM Coordinator & TSA w/SPARK, BER & NASPE
	AC Providers Implement SPARKfolio	2, 3, 5	b, c	BFM Coordinator & PCS Specialist for SWD & Online Ed.
	Intramurals in Middle Schools and Pilot Persistently low performing High School (Comp. Priority 1)	1, 4, 5	d	BFM Coord. & AC Providers
	PE Students Receive Awards from Professional Sport Teams and are Presented to the PCS School Board; Local Governments Proclaim Importance of Student Fitness	4, 7		BFM Coordinator & TSA, PE teachers and/or After Care (AC) Providers
	Find the Fun Now Competitions	1, 4, 7	d	BFM Coordinator
	Qualitative Data Collection and Analysis for BFM	6	e	BFM Coordinator & TSA, PE and HE and AC Providers
Program Design Filters		Absolute Priority 2 Requirements		
<ol style="list-style-type: none"> 1. Universal access to physical activity 2. Include a range of age appropriate activities 3. Aim to reach recommended guide. dosage and duration 4. Be engaging and fun for kids 5. Be led by well-trained coaches and mentors 6. Track progress, both individually and for the group 7. Provide consistent motivation and incentives 		<ol style="list-style-type: none"> (b) Instruction in a variety of motor skills and physical activities designed to enhance the development of every student; (c) Development of, and instruction in, cognitive concepts (d) Opportunities to develop positive social and cooperative skill (e) Opportunities for PD for teachers of PE to stay abreast of the latest research, issues, and trends in the field of physical education. 		

Collaborative Partner roles and descriptions are more thoroughly discussed and clarified in (Section IV, page 17) & (Section V, page 20) of this proposal.

Professional Development Plan: BFM’s comprehensive Professional Development program is designed to fill gaps in instructor knowledge and pedagogy exposed by the needs assessment.

The training matrix (Table 6) outlines the plan fulfilling **Absolute Priority PE fitness components (b) through (e) through evidenced based, ongoing Professional Development.**

Table 6: BFM Professional Development Training Matrix Years 1-3 (A/N =as needed)

Project Group		Lead Teacher			PE			HE			Aftercare Providers		
Project Year		1	2	3	1	2	3	1	2	3	1	2	3
Professional Development Opportunities	PEP Update	X	X	X	X	X	X	X	X	X	X	X	X
	HSP	X	X	X	X	X	X	X	X	X	X	X	X
	NGSSS PE	X			X	A/N	A/N				X	X	X
	NASPE/BER	X	X	X	X	X	X						
	PYFP	X	A/N	A/N		A/N	A/N						
	SPARK PE	X	A/N	A/N	X	A/N	A/N				X	X	X
	Using Moodle	X	A/N	A/N	X	A/N	A/N	X			X	A/N	A/N
	Using ELuminate	X	A/N	A/N	X	A/N	A/N	X					
	Nutrition Ed Lessons							X	X	X	X	X	X
	PE curriculum		X	X		X	X						
	PLC's	X	X	X	X	X	X	X	X	X	X		
	State/Nat./Reg.	X	X	X	X	X	X	X	X	X	X		

As discussed in other sections, this comprehensive PD plan will employ multileveled national, local and peer consultation, coaching and mentoring. Effective practices such as Professional Learning Communities (PLC)^{4,5}, use of Guided Curriculum Maps (samples in Appendix C-47), open-source web based collaboration tools (Moodle and ELuminate) will be harnessed to ensure intensive and embedded training throughout the grant period, and beyond.

Curriculum and Assessment Tools Design

Under BFM, staff will reanalyze HECAT on the 6-8 curriculum to identify gaps and determine needed resources and PD for teachers to ensure the middle school nutrition education programs meet ***Absolute Priority 1. Absolute Priority (2) will include (a) Fitness education and assessment to help students understand, improve, or maintain their physical well-being.*** Fitness Assessment is an integral Part of a Quality PE Program. The PYFP aims to help educators understand that a tool like FITNESSGRAM[®] (FG) serves as the foundation for an on-going effort to help students achieve and maintain health enhancing levels of fitness. FG is available to all schools and is embedded into PCS Student information system. Under BFM, a

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the mandatory license will be continued. Without the files, students’ fitness data will not drive the PE programs, as it should.

Curriculum and Instruction Aligned to State Standards: PECAT audit based on state standards, Next Generation of Sunshine State Standards for PE (NGSSS) with existing instructional materials/equipment will be used by PE Curriculum Writing Team to assist in enhance and expand PYFP curriculum and assessment guides with recommended aligned materials and PE equipment needed to meet the standards for instruction. Samples of current lesson guides are in (Appendix C-47). Additionally, all BFM curriculum and activities have been designed to align with specified Requirements of the application notice (Table7)

Table 7: Being Fit Matters Alignment with Requirements

Requirements	Being Fit Matters Project Alignment
<u>Requirement 2:</u> Nutrition and Physical Activity-Related Policies	<ul style="list-style-type: none"> • New Guidelines for PE Grade based on PYFP Goal Attainment • Assessment Recognition Processes • Review of School Wellness Goal in School Improvement Plan
<u>Requirement 3:</u> Linkage with Local Wellness Policies	<ul style="list-style-type: none"> • SHAC • PCS Wellness Guidelines
<u>Requirement 4:</u> Linkages with Federal, State, and Local Initiatives	<ul style="list-style-type: none"> • Michele Obama’s Let’s Move! Active Schools • PYFP • Find the Fun Now Website • BFM Community Partners • City Proclamations • AHG—Healthy Schools Inventory • School Health Index
<u>Requirement 5:</u> Updates to Physical Education and Nutrition Instruction Curricula	<ul style="list-style-type: none"> • HECAT Analysis • PECAT Analysis • HE Nutrition Lessons • PE Updated Curriculum Guides • PYFP Unit (Expansion)
<u>Requirement 7:</u> Increasing Transparency and Accountability	<ul style="list-style-type: none"> • Student-owned Fitness Improvement Grading • BFM Embed within Student Information System • School Improvement Plan—Goal PYFP • Individual Professional Development Plan • Students Analysis of GPRA data • Aftercare Provider Accountability • Increased of community opportunities

BFM’s Reflection of Up-to Date Knowledge from Research & Effective Practice

BFM incorporates a wide range of researched based practices in its design ^{6,7,10}.

Table 8: Components of BFM based on Evidence, Research, and Effective Practices

BFM Effective Practices Components & What they Address	Effective Practice	Researched	Evidenced
Presidential Youth Fitness Program (student fitness)		X	
Fitnessgram (student fitness)			X
Physical Best Instructional Materials (student fitness)		X	
Brockport Physical Fitness Test (fitness for SWD)		X	
Fit4AllKids – ACH training and lessons (healthy eating)		X	
MORE HEALTH, Inc. lessons (healthy eating)		X	
SPARK training and SPARKfolio materials (NGSSS)			X
HECAT from CDC (NGSSS)	X		
PECAT from CDC (NGSSS)	X		
SHI from CDC (CSH systems)	X		
AHG Framework (healthy eating and physical activity systems in schools)	X		
Let’s Move Campaign (healthy eating and physical activity systems)	X		
Find the Fun Now by Salter Mitchell (healthy eating and physical activity across the community)		X	
Common Core State Standards (teaching & learning standards)	X		
Walk Through Model (professional development)		X	
Coaching and Mentoring Model (professional development)		X	
Lead PE Teacher Model (professional development)	X		

PCS began using “Total Quality Management” concepts as a way of work in 1990. The locally coined “PDSA” (**Plan, Do, Study, Act**) is a continuous improvement cycle.^{2,3} This process requires employees to follow a **system of continuous quality improvement** where the responsible person **plans**, then implements (**do**) an activity. Afterwards, results are **studied**, and corrective **actions** taken to improve the activity and its effects. The PDSA process will be used in the implementation and evaluation of this project. When data indicate progress is inadequate, implementers will take corrective action to assure that continuous progress is achieved and intended outcomes are reached. During the funded period, the BFM Director, Coordinator, TSA, and Director of K-12 physical education programs, in conjunction with SHAC oversight will complete the PDSA cycle quarterly. Modifications to project activities, services and programs will be made based on the results of careful analysis.

IV. ADEQUACY OF RESOURCES

The costs of BFM are reasonable for the estimated **22,700 targeted students within 23, 90 PE teachers, 44 health education teachers within the middle schools, and 1400 students in the high school. Of that student number, 600 students will receive additional services in the school after care programs.** Based on the federal budget requested, this equates to an **average cost per student of \$84.** For critical oversight and management, the district will hire two full-time instructional staff to implement this project (BFM Coordinator and Teacher on Special Assignment). In addition, a part-time clerical staff will be hired to manage office procedures. Together this BFM staff team will complete all purchases of equipment, materials/supplies, and contracted services with community partners and national experts, provide coaching/mentoring and all other forms of professional development for both PE and health teachers, collaborate with PCS Food Services for nutrition education enhancements and taste testing, recruit and hire contracted services to develop/expand quality instructional materials (including materials for Students with Disabilities and PCS Virtual Online School students), coordinate extensive data collection processes with contracted evaluators, manage all communications about BFM, plan recognition events with the School Board and Professional Sport Teams, and collaborate with community partners for events such as Family Nights and Find the Fun Now competitions. Year one of the budget is significantly higher, as major expenditures for training and supplies are included. Subsequent year activities will be accomplished at almost half the cost.

Through the thoughtful budget of the BFM, a unified collaboration of internal and community partners will come together and share resources. All health and PE teachers will expand their background knowledge, hone their teaching skills, and connect with external partners ,thereby building sustainable relationships. All middle school before and after school

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care providers will build capacity of their staff and their students to sustain healthy behaviors.

All Children’s Hospital Johns Hopkins Medicine (ACH) will be a significant partner for both school district and after care providers. With their expertise from the Fit4AllKids program, they will provide rich experiences for both teachers and students, constituting a large part of the

professional development budget (b)(4)

(b)(4)

(b)(4)

(b)(4) The **Tampa Bay**

Buccaneers and Rays will both donate resources (tickets/ videos). **PCS district specialists** for Students with Disabilities and Pinellas Virtual School will assist BFM staff free of charge to develop appropriate instruction for all students to be physically fit and eat healthy foods

An important item of BFM is the new Intramural Programs at each middle school. Currently, the district provides interscholastic athletics for both boys and girls in three sports, volleyball, basketball, and track & field. Typically, 100 students will try out for a volleyball team, yet only 15 students make the team leaving the remaining 85 students without additional physical activity. By providing start-up resources in Project Years 1 and 2 for all middle schools to select three sports from an extensive list and then operate a 6-week series for each sport, all students will have additional opportunity to enjoy friendly competitive activity. The district will be able analyze the cost vs. benefit of Intramurals compared to Interscholastic Sports and options to fund Intramurals beyond the Project (district budgets and/or community resources). In addition, the inclusion of the high school intramural pilot will set the stage for the expansion BFM to the older kids.

V. QUALITY OF THE MANAGEMENT PLAN

The BFM Design Team has clearly identified what will be done, by whom, and by when, to accomplish the goals and objectives of the BFM Project.

Table 9: Defined Responsibilities, Timelines, and Milestones for Accomplishing Project Tasks

Being Fit Matters Milestones (Tasks)	Who is Responsible for Task & Cost Control	By When
Hire B FM Staff: Coordinator, Teacher on Special Assignment (TSA), & Secretary II	Peggy Johns	12/2013
Establish All Contracts, and Purchase Required Materials/Equipment/Supplies for all GPRA Measures	BFM Coordinator & Sec II	1/2014
Produce Power Lesson, Grade 6 Health Classes (<i>Match</i>) & Fit for Life Lesson Grade 8 Health Classes (<i>Match</i>)	Food Services & MORE HEALTH, Inc. Educators	3/2014 – 6/2016
Purchase & Develop New Nutrition Ed Materials	BFM Coordinator	6/2014
Develop New Nutrition Ed Materials for SWD and Virtual Students	BFM Coordinator & PCS Specialist for SWD & Online Ed.	8/2014 – 12/2014
Nutrition PD to all grade 6 & 8 Health Teachers to Improve Nutrition Instruction	All Children’s Hospital Nutrition Educator	2, 6, 8 /2014, 2, 6, 8 /2015 2, 6 /2016
Nutrition PD to all After Care Providers (2X/year) & Nutrition Lessons to After Care Students	All Children’s Hospital Nutrition Educator	2/2014 – 6/2016
Student fruit and vegetable taste testing (<i>Match</i>)	FS Interns & Middle School Health Teachers	Monthly from 3/2014 – 6/2016
Middle Schools’ (MS) Electronic Education on Healthy Eating in each Cafeteria (<i>Match</i>)	Food Services staff	Daily beginning 8/2015 – 6/2016
School Gardens in 2 high needs priority MS		3/2014 – 6/2016
GPRA Measure 3 Students Consuming More Fruits and Vegetables	BFM Coordinator & Health Resources in Action (HRiA)	2, 5, 9, 12 /2014 2, 5, 9, 12 /2015 2, 5 /2016
Develop/Refine PYFP Materials for Grades 6, 7, 8	BFM Coordinator & TSA	1/2014
PYFP Required PD to all MS PE teachers	BFM Coordinator & TSA w/BER & NASBE	2/14, 8/14, 2/15, 8/15, 2/16, 8/16
Purchase PE Equipment/materials & Supplies	BFM Coordinator & Sec II	5/2014
GPRA Measures 1 & 2 Students are Physically Active and Meeting HFZ in PYFP	BFM Coordinator & HRiA	2, 5, 8, 12 /2014 2, 5, 8, 12 /2015 2, 5 /2016
Coaching and Mentoring & Regional Lead PE Teachers PD	BFM TSA & PE Lead Teachers	2/2014 – 6/2016
Voluntary Summer PE Workshops (beginning with SPARKfolio) for Both PE Teachers and After Care Providers	BFM Coordinator & TSA w/SPARK, BER & NASPE	6/2014, 6/2015, & 6/2016
Develop Fitness Materials for SWD and Virtual Students	BFM Coordinator & PCS Specialist for SWD & Online Ed.	8/2014 – 12/2014

Pinellas County Schools Being Fit Matters

After Care Providers Implement SPARKfolio	BFM Coordinator & After Care Providers	8/2014-6/2016
Intramurals in Middle Schools	BFM Coordinator & TSA, PE teachers and/or After Care Providers	8/2014 – 6/2015 8/2015 – 5/2016
Students are Recognized for Fitness Achievements PE Students Receive Awards from Professional Sport Teams (<i>Match</i>) and are Presented to the PCS School Board; Local Governments Proclaim Importance of Student Fitness	BFM Coordinator	8/2015 & 8/2016
Fine the Fun Now Competitions	BFM Coordinator & TSA, PE and Health Teachers and After Care Providers	8/2014 – 6/2016
Qualitative Data Collection and Analysis for BFM	BFM Coordinator & HRiA	8/2014 – 6/2016

The Being Fit Matters staff and contributing partners that will provide services and support are:

◆ **Peggy Johns, Pre K-12 Health Education Specialist, (Resume, Appendix B-1)** will serve as the district administrator for this Project; BFM staff will report to her. Ms. Johns is a former middle school health and PE teacher. Since 1995, she has overseen the health education and wellness programs for PCS. She routinely uses data from her locally modified YRBS, annually administered to secondary health education classes, to drive improvements for the health education program. She serves on numerous local and state committees, has been a writer for the Florida’s health education standards, and presented at the America School Health Association and the American Alliance for Health, Physical Education, Recreation, and Dance. Her awards include: Florida’s Health Educator of the Year, FAHPERDS; Healthy Schools Program Champion, Alliance for a Healthier Generation; and Steps to a Healthier US Community Hero Award, CDC. Peggy holds three degrees from the University of South Florida: M.A. in Educational Leadership, M.A. in Public Health, and B.A. in Physical Education. (*Match*)

◆ **Coordinator Other (Health Education and Wellness)** – Full-time staff to serve as the BFM project coordinator overseeing budget, contracts/partnerships, events, communications, and data collections and reports.

Pinellas County Schools Being Fit Matters

◆ **Teacher on Special Assignment (Pre K-12 Health and Physical Education)** – Full-time staff to assist the coordinator, provide training, and be the coach/mentor to middle school PE.

◆ **Secretary II** - Part-time staff to perform clerical tasks and assistance in administrative duties.

(b)(4)

◆ **Bureau of Education & Research (BER)** is the leading provider of staff development and training resources for educators in North America. Founded by educators in 1976, BER has grown to provide training programs across the entire United States and Canada. They will provide trainings for high quality PE.

◆ **National Association for Sport and Physical Education (NASPE)** is the non-profit professional membership association that sets the standard for best practices in quality physical education and sport. NASPE is part of the American Alliance for Health, Physical Education, Recreation and Dance. They provide a series of evidence-based trainings for K-12 teachers. They will provide trainings for high quality PE.

◆ **SPARK©** has been countering childhood obesity since 1989 as a research-based, public health organization of San Diego State University Research Foundation (disseminated by School Specialty, Inc.). SPARK strives to improve the health of children and adolescents through evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers and recreation leaders serving Pre-K through 12th grade students. They will provide single-source trainings for high quality PE and physical activity.

◆ **All Children’s Hospital - Johns Hopkins Medicine (ACH)** is the only specialty licensed children’s hospital on Florida’s west coast. As such, it is a leading pediatric referral center

Pinellas County Schools Being Fit Matters

dedicated to advancing treatment, education, research and advocacy in child health. ACH is the first U.S. hospital outside of the Baltimore/Washington, D.C. to become integrated with Johns Hopkins Medicine. ACH has a commitment to childhood obesity through its **Fit4Allkids program**. A task force of pediatric physicians, dietitians, physical therapists, educators and advocates developed Fit4Allkids to help children maintain a healthy weight/ body size, and be more active and fit. Staff from Fit4Allkids will train health teachers and after care providers on nutrition and lessons on healthy eating directly to students in after school care programs.

◆ **MORE HEALTH, Inc.**, a non-profit organization, provides exciting health education lessons to students through funding from local businesses/ foundations. *Healthy, safe, strong children, teens and adults* has been the MORE HEALTH vision since 1989. They provide lessons on nutrition, and physical fitness in all 8th grade health classes. (*Match*)

◆ **Health Resources in Action (HRiA)**, a non-profit organization located in Boston, collaborates with schools, non-profits, foundations, and government agencies across the U.S. to provide valid, reliable data for developing, implementing, and improving health programs. (Resumes, Appendix B -10,16) HRiA's. They will serve as the external evaluators.

◆ **Rays Baseball Foundation: Tampa Bay Rays** is committed to supporting youth and education programs throughout the Tampa Bay region. Under this project, the Rays will provide the most improved boy and girl and highest achieving boy and girl in each middle school's PYFP tickets to a Rays Baseball game.

◆ **Tampa Bay Buccaneers/Community** is a collection of charitable groups sponsored by the Tampa Bay Buccaneers. The Bucs Community will donate resources including professional Football Players/Coaches to produce a BFM video on health-related fitness that will be used in all middle schools as part of the PYFP instruction.

♦ **Edible Peace Patch Project** is a non-profit corporation dedicated to the development of sustainable urban agriculture, healthy food systems, and experiential educational programming on the south side of St. Petersburg. They will establish school gardens in two St. Petersburg schools that are classified as high needs priority schools and do not presently have gardens.

VI. EVALUATION

The Pinellas County Schools will be partnering with an external evaluator, Health Resources in Action (HRiA) for this grant. HRiA is a non-profit organization serving health-oriented non-profit and governmental organizations across the country. HRiA has a long history of engaging in projects that are similar in size and scope to the proposed Be Fit project. A few of the many projects showcasing HRiA's experience in evaluation include:

- Evaluation of Carol M. White PEP grant, El Paso Independent School District, 2010
- YWCA, El Paso Region, Afterschool Health and Fitness , 2009
- School Health Initiative Program, Williamsburg, VA 2006-2009

HRiA's evaluation work focuses on examining the multiple domains that influence health behaviors and outcomes. To this end, HRiA generally utilizes a mixed-methods approach of both qualitative and quantitative data collection in its evaluation studies. This approach gives program planners a more comprehensive picture of the situation, by supplying the quantitative data to set programmatic benchmarks and determine progress, and the qualitative data to provide the context and narrative of people's experiences involved in the program.

HRiA has partnered with PCS in developing a project and evaluation designed to maximize resources and minimize participant burden and build on existing data collection activities already being implemented in PCS. (Complete Preliminary Evaluation Proposal in Appendix B-18)

The following provides an overview of the goals, objectives, outcomes and methods proposed for the overall evaluation of PCS's Carol M. White Physical Education program.

Table 10 Goals and Objectives:

<p>Goal 1: Increase physical activity. Objective 1.1 – By October 2016, the percentage of students who engage in 60 minutes of physical activity daily as measured by pedometers will increase by 20% (5% Yr 1; 5% Yr 2; 10% Yr 3) (GPRA) Objective 1.2 – By October 2016, the percentage of middle school students who engage in 60 minutes of daily physical activity as measured by 3DPAR will increase by 20% (5% Yr 1; 5% Yr 2; 10% Yr 3) (GPRA)</p>
<p>Goal 2: Increase health-related physical fitness. Objective 2.1 – By October 2016, the percentage of students who meet the standard of the healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of the assessment will increase by 15% (5% Yr 1; 5% Yr 2; 5% Yr 3) (GPRA).</p>
<p>Goal 3: Increase students’ consumption of fruits and vegetables. Objective 3.1 – By October 2016, the percentage of students in grades 6-12 who consume fruit two or more times per day and vegetables three or more times per day as measured by the PCS modified YRBS will increase by 15%. (5% Yr 1; 5% Yr 2; 5% Yr 3) (GPRA)</p>

Methods: Table 11 is an overview of the BFM plan to determine whether the goals and objectives have been met. All **Baselines** will be established prior to project start date.

Table 11: BFM Evaluation Plan

Key Indicator(s)	Methods	Timeframe for Data Collection	
		Year 1	Years 2 and 3
1. The percentage of students K-12 served by the grant who engage in 60 minutes of daily physical activity (GPRA Measure 1).	Pedometer and Student Logs	February and May, 2014	September, December, February, and May
2. The percentage of students served by the grant in who engage in 60 minutes of daily physical activity (GPRA Measure 1).	3-Day Physical Activity Recall Survey	February and May, 2014	September, December, February, and May
3. The percentage of students served by grant who achieve meet the age appropriate Healthy Fitness Zone in five of the six fitness areas of the Presidential Youth Fitness Program (GPRA Measure 2).	Presidential Youth Fitness Program/FITNESSGRAM®	February and May, 2014	September, December, February, and May
4. The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more time per day. (GPRA Measure 3).	Modified YRBS survey	February and May, 2014	September, December, February, and May

Elaboration On Methods:

1. **Pedometers and student logs: (GPRA Measure 1)**

To gather data on students' daily physical activity (GPRA Measure 1), all students served by the grant will receive pedometers for a four-day period , according to the timeframe in Table 11.

PCS will spearhead efforts in working with teachers to ensure that all parents are aware of this program and that students are sent home with pedometer, student log, and instructions during a four-day period. HRiA will conduct analyses after receiving the electronic data file from PCS. Analyses will examine the percentage of students who engaged in 60 minutes of daily physical activity as defined by GPRA guidelines.

2. 3Day Physical Activity Recall (3DPAR (GPRA Measure 1)).

In addition to data collected through pedometers, HRiA will work with PCS to gather data on the types of physical activity students engage in over a three day period. Data will be gathered from all students served by the grant though a survey that will be conducted in health and physical education classes , according to the timeframe in Table 11.

3. Participation reports: Student and school participation rates

HRiA will work with PCS staff to report out any additional implementation data that are available from PCS. For example, if PCS staff already compiles records on attendance or program implementation, this information can be incorporated into HRiA's final report.

At the middle school level, PCS currently collects data from students on their fitness levels (via FitnessGram) during semester long physical education classes. During each semester FitnessGram is administered at the beginning of the semester as a pre-test for all students enrolled in physical education that semester and then again as a post-test at the end of the semester for the same set of students. Analyzing these data can help identify whether grant-related benchmarks have been achieved, specifically the percentage of students each semester who achieve the age appropriate Healthy Fitness Zone in five of the six fitness areas of the test.

4. Modified YRBS Survey

HRiA will work with PCS to modify the existing Youth Risk Behavior Survey (YRBS) tool used in the District. This will be a hard-copy instrument that students will complete. PCS will be responsible for copying the survey, administering it via classroom teachers, entering the data per HRiA’s suggested data entry guidelines, and sending the electronic file back to HRiA. HRiA will analyze and report on the results.

Additional PCS Objectives: As part of the Being Fit Matters, PCS has proposed an additional set of additional objectives to be addressed. These objectives include:

Table 12

Professional Development – By October 2016, 100% of middle school Physical Education and Health staff will utilize new resources and curricula.

Family Involvement – By October 2016, the percentage of students and families participating in community –based healthy eating and active living programs will increase.

Student Incentive/Recognition – By October 2016, the # of students being recognized by community based organizations for health-related achievement will increase.

Evaluation Reports: Schedule and Use in Project Monitoring, Accountability and Replication

Each year, HRiA will integrate all of the findings of the various evaluation tasks into an overall evaluation report for PCS and a smaller report for the Department of Education (per reporting guidelines). The Department of Education report will focus on the required outcomes for the grant. The overall evaluation report for PCS will serve as the main deliverable for the evaluation of the Carol M. White Physical Education grant.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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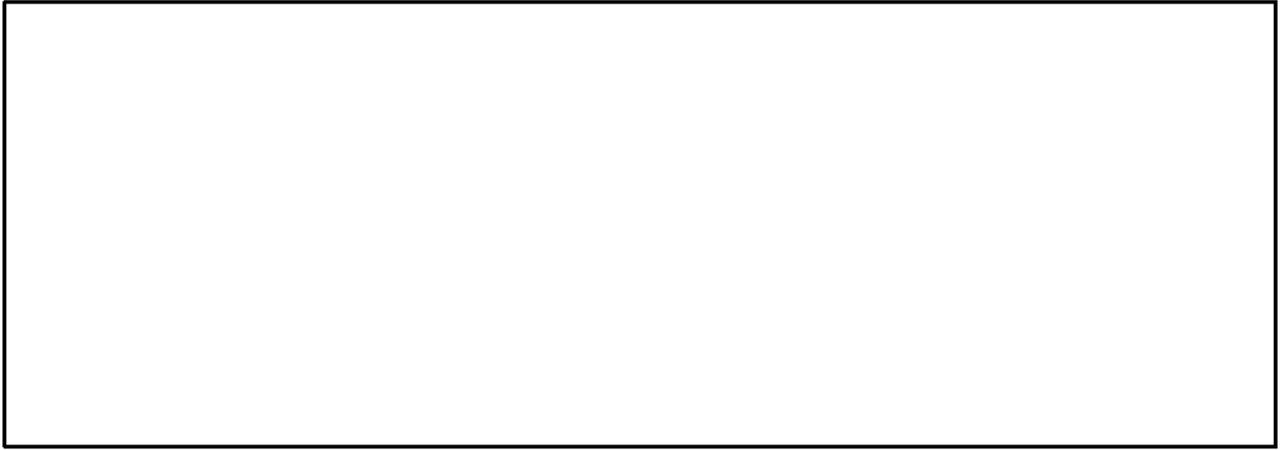
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Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3	
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost	
Category : Personnel										
Project Director: (0.20 FTE) Pre K-12 Health Education Specialist to oversee and support project staff and project activities, conduct school site visits to support implementation, participate in ongoing project evaluation for continuous improvement: .20 x \$81,000 (Match)	0	(b)(4)	0	(b)(4)	0	(b)(4)	0	(b)(4)	\$0	(b)(4)
Project Coordinator: (1.0 FTE) Full-time position dedicated to the PEP project to assure high fidelity implementation of project activities, maintain clerical and bookkeeping activities for the project, assist with development of curriculum, support Physical Education (PE) & Health Education (HE) Professional Learning Communities (PLC), coordinate and support professional development, and monitor essential evaluative activities in coordination with the external program evaluator at the PEP schools. 1.0 FTE X \$78,886	\$78,886		\$78,886		\$78,886		\$ 236,658			
Teacher on Special Assignment: (1.0 FTE) Full-time position dedicated to the implementation of the PEP activities, staff training, curriculum development and assist with evaluative activities in coordination with the external program evaluator at PEP schools. 1.0 FTE X \$ 37,850	\$37,850		\$37,850		\$37,850		\$ 113,550			
Menu Planner, Nutrition Educator (0.20 FTE) dedicated to developing and implementing nutrition education program in K-12. 0.20 FTE X \$28,940 (Match)	0		0		0		\$0			
Clerical: (0.40 FTE). Part time Position: to conduct correspondence and bookkeeping for the grant. 0.40 FTE X \$25,000	10,000		10,000		10,000		30,000			

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
Teacher Pay: One- Day Summer Institute Professional Development Opportunity. This voluntary training is open to all HE and PE teachers, with priority given to teachers in Persistently low performing and Priority schools. It will include extra training in meeting the needs of high needs students, nutrition lesson development with focus on HECAT gaps; PE teachers will receive additional support in fitness lesson development using new equipment with focus on PECAT gaps. (This training is above and beyond the other comprehensive PD provided for all teachers in the project.) PCS pays Daily rate of \$60 for summer stipends. 65 teachers (PE and HE) X \$60 day	\$3,900	(b)(4)	\$3,900	(b)(4)	\$3,900	(b)(4)	11,700	(b)(4)	
Teacher Pay: PE and Nutrition Curriculum Writers: Select teachers will examine curriculum in light of HECAT/ PECAT and revise to close gaps relative to Common Core, Skills, and Cognitive Areas. PCS pays daily rate of \$82.50 for non-teaching work. 16 days X 10 teachers X \$82.50	13,200		0		0		13,200		
Contracted Services Regional Lead PE Teacher(6): to provide Ongoing collaborative facilitation, curriculum development coordination, peer coaching/mentoring and evaluation data collection for teachers in each of the three PCS district regions. For work beyond the contract day to attend quarterly lead teacher district meetings with PE Resource Teacher and Project Coordinator. To plan monthly Professional Learning Community (PLC) meetings for the regional PE peers. Calculation: 6 Lead PE teachers @ \$13/hr x 8hrs./month x 10months for a total = \$6,240			\$6,240		\$6,240		\$ 12,480		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Total Project Cost
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	
Contracted Services: Adaptive Curriculum Development and Design: PCS ESE Department teachers will modify and adapt PE and Health Education curriculum for Student with Disabilities (GEPA): Calculation: 450hrs.X \$13.00	\$5,850	(b)(4)		(b)(4)		(b)(4)	\$ 5,850	(b)(4)	
Staff to Implement School Intramural Programs; Site Director @ \$1150/school X 24Schools (23 middle & 1 high)= \$ 27,600 Plus Activity Support @ \$468 /school X 24 Schools = \$11,232	\$0		\$38,832		\$38,832		\$ 77,664		
Subtotal	\$149,686		\$175,708		\$175,708		\$ 501,102		
Category: Fringe									
Fringe on Matched Salaries: PCS pays fringe at rate of 12.93% (SS/Medicare/Retirement) : Calculation: \$21,988 X 12.93%									
Fringe on Teacher Pay for Summer Institute . PCS pays a stipend fringe rate for this activity @ 7.65%. Calculation: \$3,900 X 7.65% = \$298	298		298		298		894		
Fringe on Full Time Personnel: PCS pays fringe at 12.93% (Retirement, SS and Medicare) Calculation: (\$78,886 +\$37,850) X 12.93% =\$15,094	\$15,094		\$15,094		\$15,094		\$ 45,282		
Life & Health Insurance for Full time employees PCS pays Insurance at \$7,965/FTE Calculation: 2 X \$ 7965=\$15,930	\$15,930		\$15,930		\$15,930		\$ 47,790		
Fringe on Part Time Clerical Personnel: Calculation: \$10,000 X 12.93% = \$1,293	\$1,293		\$1,293		\$1,293		\$ 3,879		
Fringe on Teacher Pay for PE Curriculum Revisions PCS pays a stipend fringe rate for this activity @ 7.65% . Calculation: \$13,200 X 7.65% = \$1,010	\$1,010						\$ 1,010		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
Fringe on Contracted Services: Regional Lead PE Teachers. PCS pays a stipend fringe rate for this activity @ 7.65%. Calculation: \$6240 X 7.65% = \$477 (For years 2 & 3 only)		(b)(4)	\$477	(b)(4)	\$477	(b)(4)	\$ 954	(b)(4)	
Fringe on Contracted Services: Adaptive Curriculum: ESE Dept. PCS pays a stipend fringe rate for this activity @ 7.65%. Calculation: \$5850 X 7.65% = \$448	\$448						\$ 448		
Subtotal	\$34,073		\$33,092		\$33,092		\$ 100,257		
Category : Travel									
Out of County Travel: Per Application Requirements: Travel for Project Coordinator to attend one-day new grantee meeting in Washington, DC for lodging, transportation and meals - Average \$ 2,000 For National Conferences PCS allows \$1000 airfare;\$500 lodging/day;\$500 transportation and meals	\$2,000		\$2,000		\$2,000		\$ 6,000		
Out of County Travel: for PEP project staff and participating PE and HE teachers and food services staff to attend high quality national, state and regional conferences and workshops directly supporting PEP project activities and goals(registration, transportation, lodging, and meals): - State Conferences PCS allows \$1,000 per person (Transportation & Meals \$500;Lodging \$500) x 4 persons= \$ 4,000 - National Conferences - (avg. \$2,000 per person x 4) = \$ 8,000	\$15,000		\$10,000		\$10,000		\$ 35,000		
In County Travel: Travel for project coordinator and Teacher on Special Assignment to collaborate with community and serve 24 schools. PCS mileage rate is .55/mile (Estimated mileage: year1 5500 miles/yr; years 2-3 & 3,500 miles/yr)	\$3,025		\$1,925		\$1,925		\$ 6,875		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Total Project Cost
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	
Subtotal	\$20,025	(b)(4)	\$13,925	(b)(4)	\$13,925	(b)(4)	\$ 47,875	(b)(4)	
Supplies: Physical Activity equipment									
GOPHER-FitstepPro Pedometers: digitally-precise steps reporting required for project data collection (GRPA) Calculation: \$25/pedometer X 3500 units = 87,500 Match Amount : Training and Shipping included as a match \$2,000 for training and 17% shipping (\$15,000)	\$87,500						\$ 87,500		
Intramural Equipment Needed to implement the intramural activities. (Example includes equipment for football, volleyball, basketball intramural competition. Calculation: \$300/school x 24 schools (23 middle and 1 high)			\$7,200		\$7,200		\$ 14,400		
PE Equipment to support individual student fitness experiences. Schools choose from innovative, fun PE Equipment based on school need. Sample choices may include: Disc Golf Program: \$2699 iPower Trainer: \$7495 HR Monitors : \$2119 Ultrafit Pro Trainer System: \$9599 Climbing Wall \$7399 Each Middle school will select items up to \$10,000, based on student and staff input. \$10,000 X 23 schools	\$230,000						\$ 230,000		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Total Project Cost
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	
Subtotal	\$317,500	(b)(4)	\$7,200	(b)(4)	\$7,200	(b)(4)	\$ 331,900	(b)(4)	
Supplies: Curriculum Supplements/ Office/Printing									
SPARKfolios Curriculum materials: Additional Sole-Source materials for curriculum reinforcement for each school's PE program and Middle School Aftercare programs .Calculation: 38 x \$255 = \$9,690	\$9,690						\$ 9,690		
Supplemental materials needed to implement physical education activities at 6 Rclub After School sites. Sites are located at target middle schools., and serve an average of 50 students / site. Materials include curriculum and equipment to support nutrition and physical activities provided for the students.	\$3,000						\$ 3,000		
Supplemental Materials needed to implement physical education activities at 2 Coordinated Child Care of Pinellas After School Program sites. Sites are located at target middle schools & serve an average of 50 students/site. Materials include curriculum and equipment to support nutrition and physical activities provided for the students attending the afterschool program	\$1,000						\$ 1,000		
Supplemental Materials needed to implement physical education activities at 4 YMCA of Greater St. Petersburg sites. Sites are located at target middle schools, and serve an average of 50 students/site. Materials include curriculum and equipment to support nutrition and physical activities provided for the students attending the afterschool program.	\$2,378		\$2,378		\$2,378		\$7,134		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
Supplemental Materials needed to implement physical education activities at Pinellas Co. Health Department's Pinellas Carrera After School Program. Carrera serves an average of 60 students. Materials include curriculum and equipment to support nutrition and physical activities provided for the students attending the afterschool program.	\$2,000	(b)(4)		(b)(4)		(b)(4)	\$ 2,000	(b)(4)	
Instructional materials and supplies at each school: FitnessGram Limited materials and supplies necessary to strengthen implementation of the Presidential Youth Fitness Program FitnessGram supplies: • 20 meter Pacer CD @ \$15 x 23 x 2 = \$690 • 4.5" Curl-Up Strip @ \$4.50 x 23 = \$ 123.50 • Healthy Fitness Zone Wall Chart @\$18 x 46 (Male & Female) = \$ 828	1,642						1,642		
Instructional materials and supplies at each school: Student Fitness Notebooks to support students in retaining cognitive fitness concepts for cognitive assessments. Calculation 25,000 notebooks x .50	\$12,500						12,500		
Instructional materials and supplies at each school: mobile white board easles necessary to strengthen cognitive instruction as teachers & students move from the classroom to gymnasium to outdoor settings: \$625 X 23 middle schools.	\$14,375						\$ 14,375		
Instructional materials and supplies at each school: Nutrition education materials to promote concepts in middle school health classrooms. Calculation: 23 schools x \$2,000 = \$46,000	\$46,000						\$ 46,000		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
Instructional materials and supplies at each school: Human Kinetics; <u>Physical Best</u> books for 90 MS teachers to promote the Presidential Youth Fitness Program . Calculation: \$29.00/book X 90 teachers = \$2,610.	\$2,610	(b)(4)		(b)(4)		(b)(4)	\$ 2,610	(b)(4)	
Instructional materials and supplies for Health classes: Teen Cuisine Cooking Show DVD to promote healthy nutrition. Calculation: 250 DVDs X \$5.32/ each = \$1330 + one \$75 set up/District	\$1,405						\$ 1,405		
Food Service Electronic Nutrition Education Virtual Signage: Nutrition Education in the Cafeteria. Match: The PCS Food Service Department will provide digital messaging displayed on an electronic board , to promote nutrition facts and healthy eating while students engage in lunchtime. Calculation: \$5,500/school x 21 = \$115,500 (already present in 2 schools)							\$ -		
Office Supplies: Laser printer for project office: - 1 x Laser Printer@ \$532 (Year 1) - 3 x Printer Cartridges@ \$242 = \$ 726 (Yrs 1-3) Match: PCS will provide office furniture and computer for project coordinator at no cost to project. Calculation Costs from PCS bid list: Dell Desktop workstation \$500, Office furniture (Bookcase, Credenza, Chair: \$1000)	\$1,258		\$726		\$726		\$ 2,710		
Office Supplies: Office supplies such as pens, paper, phone service, etc. to operate Project Coordinator's and Teacher on Special Assignment offices.	\$1,000		\$1,000		\$1,000		\$ 3,000		
Printing & Copies: new health curriculum materials for all students- Teen Cuisine Recipe Book - 250 @ \$7.15 / book for health classes promoting healthy eating alternatives for 22,000 students	\$1,788						\$ 1,788		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)	Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
Printing & Copies: Adaptive Instructional materials and supplies at each school: Fitness and Nutrition materials adapted for students with learning disabilities (SWD)	\$5,000	\$5,000	(b)(4)	\$5,000	(b)(4)	\$ 15,000	(b)(4)	
Printing & Copies: Fitness Curriculum to provide a Teachers Guide for 90 teachers x \$ 10.00/guide = \$900	\$900	\$900		\$900		\$ 2,700		
Instructional Materials & Printing : to promote new curriculum materials, assessments, and guidelines, using flip charts displaying cognitive fitness information (\$225) & printing of curriculum materials (\$225). Calculation: \$450 x 90 teachers = \$40,500	\$40,500					\$ 40,500		
Subtotal	\$147,045	\$10,004		\$10,004		\$ 167,053		
Category: Contractual								
Training Consultants/NASPE Pipeline & Bureau of Education & Research (BER): Expert training consultants to train project staff and PE teachers to empower teachers with deeper understanding of district curriculum to meet the needs for Common Core State Standards. Cost covers the fee for the consultant to train to 50 middle school teachers .	\$5,000	\$5,000		\$5,000		\$ 15,000		
Spark© After School Care Programs Staff Training: to provide a SPARK trainer to implement an onsite training for After School Care Providers: Cost includes travel and materials.	\$5,000	\$5,000		\$5,000		\$ 15,000		
Fitnessgram® Technology Support: to provide an annual license for formulas to integrate with PCS Student Data Systems. (PCS Match)						\$0		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
Pinellas County Health Department: to provide technical support for the Find the Fun website that will be used to promote fun and engaging Physical Activities beyond the school hours. Cost includes \$5,000 annual maintenance fee.	\$5,000	(b)(4)	\$5,000	(b)(4)	\$5,000	(b)(4)	\$ 15,000	(b)(4)	
Nutrition Consultant / All Childrens Hospital (ACH): ACH is the primary provider of Nutrition Education Training and Direct Services for the (13) After School Care Providers including materials and supplies. ACH will also provide specialty training for the PCS district middle school health teachers.	\$186,080		\$186,080		\$186,080		\$ 558,240		
Free Fruits and Vegetables provided by PCS Food Service. \$100/month/school 23 schools. X 9mos. X \$100 = \$20,700 (Match)							\$0		
The Edible Peace Patch Project: to install and operate school gardens at two priority middle schools; provide lessons in health and nutrition and provide experiences in preparing the food grown in their Wellness Kitchen Program. The cost includes wellness program instructor & curriculum. Note :Edible Peace Patch will provide gardening supplies & seeds no cost to the grant .	\$16,425		\$16,013		\$19,700		\$52,138		
Pinellas County Parks and Conservation Resources: The Match includes: providing information to the targeted schools on the county parks and provide presentations for schools to participate in the Pinellas Trail Adopt-A-Mile program.							\$0		

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Federal Cost	Match	Total Project Cost
City of St. Petersburg Recreation Family Nights: Recreation staff will provide family education on Healthy eating and recreational activities, and opportunities for families to participate in fun family fitness activities and healthy eating in 18 recreational facilities within the targeted area. The match will include the printed information identifying the dates/times and locations of the Family Nights	\$2,250	(b)(4)	\$2,250	(b)(4)	\$2,250	(b)(4)	\$ 6,750	(b)(4)	
MORE Health Inc. The Match will provide a Fit for Life lesson in 150 MS classrooms for approximately 4,000 students. This includes materials, travel, salary and administrative costs.							\$0		
Tampa Bay Buccaneers Community: Match: will produce a video using professional player(s) and students highlighting the Fitnessgram Assessments.							\$0		
* External Evaluator: Outside evaluator to conduct unbiased annual reporting and feedback.	\$34,580		\$48,740		\$48,740		\$ 132,060		
Subtotal	(b)(4)								
Category: Construction									
None									
Subtotal									
Total Direct Cost									
Modified Direct Cost									
A modified direct cost (MDC) is used to calculate indirect cost. MDC is calculated as Direct Cost - \$25,000 per contract for each contract over \$25,000. Calculation: Yr 1:Direct Cost -\$50,000 , Yr 2-3: Direct Cost -\$25,000									

Pinellas County Schools
 Carol M. White Physical Education Program Grant
 3-Year Budget Narrative

Description	Year 1 (2013-14)		Year 2 (2014-15)		Year 3 (2015-16)		Years 1-3		Years 1-3
	Federal Cost	(b)(4)	Federal Cost	(b)(4)	Federal Cost	(b)(4)	Federal Cost	(b)(4)	Total Project Cost
Indirect Cost									
4.37% State Approved Rate	\$38,135		\$21,108		\$21,269		\$ 80,512		\$ 80,512
Total Costs									
	\$960,799		\$529,120		\$532,968		\$2,022,887		
Annual Totals	(b)(4)								
Match Percentages:	Year 1	(b)(4)	Year 2	(b)(4)	Year 3	(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

School Board of Pinellas County, FL

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	149,686.00	175,708.00	175,708.00			501,102.00
2. Fringe Benefits	34,073.00	33,092.00	33,092.00			100,257.00
3. Travel	20,025.00	13,925.00	13,925.00			47,875.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	464,545.00	17,204.00	17,204.00			498,953.00
6. Contractual	254,335.00	268,083.00	271,770.00			794,188.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	922,664.00	508,012.00	511,699.00			1,942,375.00
10. Indirect Costs*	38,135.00	21,108.00	21,269.00			80,512.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	960,799.00	529,120.00	532,968.00			2,022,887.00

***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: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Florida Department of Education

The Indirect Cost Rate is 4.37 %.

(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 4.37 %.

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

1. Project Director:

Prefix: Dr.	First Name: Janet	Middle Name:	Last Name: Urbanski	Suffix:
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Address:

Street1:	301 4th St. SW
Street2:	
City:	Largo
County:	Pinellas
State:	FL: Florida
Zip Code:	33770
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
727-588-6299	727-588-6331

Email Address:
urbanski.j@pcsb.org

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

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

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