

**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 # S215F130116**

**Grants.gov Tracking#: GRANT11378536**

OMB No. , Expiration Date:

Closing Date: Apr 12, 2013

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

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="04/11/2013"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**B. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="91-0948293"/>	* c. Organizational DUNS: <input type="text" value="8780962960000"/>
--	---

**d. Address:**

* Street1:	<input type="text" value="4202 South Regal Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Spokane"/>
County/Parish:	<input type="text" value="Spokane"/>
* State:	<input type="text" value="WA: Washington"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99223-7738"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Center for Prevention Programs"/>	Division Name: <input type="text" value="SLSS"/>
---	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Astri"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Zidack"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="509.789.3585"/>	Fax Number: <input type="text" value="509.323.2785"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

**Type of Applicant 2: Select Applicant Type:**

**Type of Applicant 3: Select Applicant Type:**

**\* Other (specify):**

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

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

**CFDA Title:**

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-022613-001

**\* Title:**

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

**13. Competition Identification Number:**

84-215F2013-1

**Title:**

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

Add Attachment

Delete Attachment

View Attachment

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

LinCo PEP Grant

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	826,824.00
* 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:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  Michael Dunn	* TITLE  Superintendent
* APPLICANT ORGANIZATION  NorthEast Washington Educational Service District 101	* DATE SUBMITTED  04/11/2013

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

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

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

\* Name: NorthEast Washington Educational Service District 101  
\* Street 1: 4202 South Regal Street Street 2:  
\* City: Spokane State: WA: Washington Zip: 99223  
Congressional District, if known: WA-05

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

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

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \* First Name Middle Name  
\* Last Name Suffix  
\* Street 1 Street 2  
\* City State Zip

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

Prefix \* First Name Middle Name  
\* Last Name Suffix  
\* Street 1 Street 2  
\* City State Zip

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

\* Signature: Michael Dunn  
\* Name: Prefix DE \* First Name Michael Middle Name  
\* Last Name Dunn Suffix  
Title: Superintendent Telephone No.: 509.456.2715 Date: 04/11/2013

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

PR/Award # S215F130116

## NOTICE TO ALL APPLICANTS

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

GEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA 427 statement**

### **Commitment:**

NorthEast Washington Educational Service District 101, the applicant for this consortium, pledges full compliance with 1) the requirements of GEPA Section 427, ensuring equitable access to, and participation in, programs by persons with special needs, and 2) Section 504 of the Rehabilitation Act. NEWESD 101 is required by its own policies and the laws of the State of Washington to provide equal access and opportunity for all students, employees and program beneficiaries. These mandates prohibit discrimination on the basis of gender, race, national origin, color, disability or age. The participating districts follow similar mandates.

Adherence to non-discrimination policies also will be required of all consultants or advisers retained during the life of this project. Non-discrimination language is a standard part of all NEWESD 101 contracts and agreements.

Strategies to address these barriers will include: 1) provide intentional outreach and recruitment of students, parents/guardians and staff identified under GEPA, who may present barriers which interfere with access to services by reducing the stigma of involvement with the project through universal prevention activities, classroom teaching and task forces; 2) produce brochures, forms and instructions in Spanish, as necessary to meet the needs of the Hispanic population to be served, coordinate services with the high school's English as a Second Language programs or other multi-lingual programs for students and parents and be cognizant of the images conveyed by graphics and photos, and ensure that all advertisements, brochures, etc. are racially and ethnically inclusive and representative of the influx of immigrant families into our service area; 3) use experiential learning strategies and other interactive modalities to teach knowledge and develop skills with Native American youth and others, whenever appropriate,

partner with tribal agencies for referral and aftercare, recruit bilingual/bicultural representatives from each community to participate and plan program activities; 4) provide accommodations for students with disabilities to have equal access to all components of the project by making sure that services are accessible and welcoming, such as: providing interpreters/guides for language, hearing and vision barriers. Teacher, student, and/or parent disabilities may create barriers to access, and, as such, project staff will make every effort to accommodate any known disabilities. All workshops will be provided in facilities that are ADA accessible; and 5) teach developmentally appropriate strategies for the target audience.

All activities outlined will occur within the public schools or in other public areas and, as such, will be open to any teacher, student, parent, and/or community member who desires to participate. The project design will not deny access as a result of gender, race, national origin, color, disability, or age, and the consortium will accommodate individuals needing special accommodations.

**Strategies beyond GEPA 427:** The project will ensure equitable access and treatment for eligible project participants, including those traditionally underrepresented. Indeed, the grant's promotional and outreach efforts also will target the widest possible range of school staff, including principals, teachers, and (as appropriate in each district) physical education directors, counselors, school nurses, special education directors, food service directors and directors of student services (e.g., alternative education, equity and diversity, English language learners, and community outreach).

By enlisting the assistance of a wide range of staff as project advocates and recruiters – staff reaching virtually every student in the participating schools – the project aim is to leave no stone unturned; to make the program available to every student audience. One audience

specifically targeted for inclusion and service will be students with disabilities and other health conditions (e.g., diabetes and asthma) whose fitness needs require special strategies.

Indeed, the promotion of vigorous physical activity could pose a barrier to participation by those with health and handicapping conditions. The project will eliminate this barrier through inclusionary strategies and activities discussed in the program narrative.

The project's success in reaching traditionally underrepresented participants will be reported in client profiles randomly sampled by the project staff and reported to the U.S. Department of Education.

###

## 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

NorthEast Washington Educational Service District 101

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Michael Middle Name:

\* Last Name: Dunn Suffix:

\* Title: Superintendent

\* SIGNATURE: Michael Dunn \* 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:

## Project Abstract

NorthEast Washington Educational Service District (NEWESD) 101 will implement LinCoPEP in partnership with three rural Eastern Washington school districts to benefit 1,229 students from Davenport, Odessa and Reardan-Edwall. The project will advance activities to support the following primary goals: (1) Implement a proven, comprehensive, and sequential physical education curriculum in targeted grade levels; (2) Implement a proven, comprehensive, and sequential health and nutrition curriculum in targeted grade levels; (3) Expand and enhance the coordination and collaboration between physical education, health, nutrition services, other school staff and community stakeholders; and (4) Expand and enhance the infrastructure to implement and support sustainable program change into the community.

Through a well-developed action plan, LinCoPEP will build infrastructure and opportunities to yield results in the three rural communities beyond grant funding. This will be accomplished through: the adoption of physical education and nutrition programs; equipment purchases that support assessment and implementation of an adopted physical education and health curriculum; professional development opportunities for physical education, nutrition services and classroom staff; purchase of an online data management system to track student fitness and improve accountability; creation of SHACs in each district; audit and improvement of district physical activity, health and nutrition policies; creation of a project-wide stakeholders group to look at healthy policy issues at the community level, expand *54321 Let's Go LinCo!* into Odessa and Reardan.

Absolute priority activities include: (1) Instruction in healthy eating habits and good nutrition; and (2) All five of the stated physical fitness activities. The project will also

address the second competitive preference priority by forming a broad-based collaborative stakeholder group that includes all of the required partners: NEWESD 101 (the lead LEA), Davenport, Odessa and Reardan-Edwall school districts (partner LEAs), Empire Health Foundation and WSU Cooperative Extension Services (CBOs); Lincoln County Health Department (local public health entity); each school district's food service director; and Lincoln County Commissioners (local government).

As a result of this project, targeted students will increase their participation in moderate to vigorous activity for 60 minutes each day by 25%; key staff will receive professional development to implement the new curriculum; and increase by 25% students meeting the "healthy fitness zone" standard on the Presidential Youth Fitness Program. In addition, students will increase consumption of the recommended daily allowance of fruits and vegetables by 25% and opportunities for nutrition education will increase.

Project activities will occur in Lincoln County, Washington in various school district buildings: Davenport Elementary and Davenport Middle School (385 K-8 students); Odessa's P.C. Jantz Elementary and Odessa Middle and High School (212 K-12 students); and Reardan-Edwall's Elementary School and Middle/Senior High School (632 K-12 students).

## Project Narrative File(s)

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

Add Mandatory Project Narrative File

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

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

NorthEast Washington Educational Service District (NEWESD) 101, a local education agency, is submitting this proposal on behalf of three small school districts in rural Lincoln County, Washington: Davenport, Odessa and Reardan-Edwall (Reardan). The proposed LinCoPEP project will serve approximately 1,229 students. With a population of 10,437 residents, Lincoln County spans 2,310 square miles in Eastern Washington state (Census Bureau, 2012). Lincoln County is considered too small to even be classified as “rural” and is labeled “frontier” with a population density of 4.6 people per square mile compared to the national average of 80 people per square mile (Census Bureau, 2010). Small schools in Eastern Washington often form local consortia with their educational service district to effectively address local systemic needs and share resources efficiently. This project is also forming a broad-based collaborative stakeholder group to meet competitive preference priority #2 for this grant solicitation.

Needs assessment data for the LinCoPEP project was collected from the School Health Index (SHI), assessment of physical education and health education curricula, locally collected Body Mass Index (BMI) data, Healthy Youth Survey data and community health forums. Data from these sources were then compared with PEP grant absolute priorities and Washington state standards to determine local gaps in services, infrastructure and opportunities.

Lincoln County youth participated in the 2012 Healthy Youth Survey, a biannual state survey of students in 6<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> and 12<sup>th</sup> grades that measures a broad spectrum of health-related behaviors. Through this self-report survey at the 8<sup>th</sup> grade level, 25% of youth in Lincoln

County were considered overweight or obese, 50% were trying to lose weight, 72% ate three or less fruits or vegetables, 35% did not eat breakfast on the day of the survey and approximately 40% drank one or more sodas the day before the survey (not including diet sodas). The prevalence of students considered overweight or obese through nurse-collected BMI for age and gender among students in the consortium is 32%. The Lincoln County Health Department also conducted community forums in the three communities. One of the recurrent needs brought forward in these community forums involved lifestyle issues related to obesity prevention (including lack of access to fitness facilities, few physical activity opportunities for youth outside of school athletics and limited family evening activities). These small, rural communities have a paucity of physical activity resources. Rural roads make it difficult for safe walking and cycling. The school serves as the hub of the community, and is uniquely positioned to provide access and opportunities for physical activity, as well as increase opportunities for active transportation to school through bicycle and pedestrian safety and Safe Routes to School activities.

The LinCoPEP project will address all four of Washington's standards for health and physical education, commonly called Essential Academic Learning Requirements (EALRs) in order to address the gaps in services, infrastructure and opportunities that came from the SHI assessment. Adopted in December 2008, these EALRs define what all students should know and be able to do at each grade level: (1) Student acquires the knowledge and skills necessary to maintain an active life in movement, physical fitness, and nutrition; (2) student acquires the knowledge and skills necessary to maintain an active life – recognize dimensions of health, stages of growth and development, reduces health risks and lives safely; (3) student analyzes and evaluates the impact of real-life influences on health; and (4) student effectively analyzes personal information to develop individualized health and fitness plans.

By completing the first four modules of the SHI, each district was able to identify gaps in services, infrastructure and opportunities. SHI scores reflect similar strengths and weaknesses and are attached in the Appendix. Due to the rurality of LinCoPEP, most of the need pointed to gaps in infrastructure. Building infrastructure will be the primary goal of this grant, while still conducting activities to address services and opportunities. The gaps and weakness identified in module one were similar across the three districts. These include the lack of a representative school health committee that meets consistently, written school health and safety policies that do not reflect current best practices, and fundraising efforts during and outside of school hours that do not meet strong nutritional standards. In module two, the gaps and weaknesses include lack of a sequential health education curriculum consistent with standards, insufficient opportunities to practice skills and lack of professional development in delivering curriculum. Module three points towards lack of a sequential physical education curriculum consistent with standards, inconsistent use of individualized physical activity and fitness plans, and a lack of intramural programs or physical activity clubs. Finally, module four found two gaps and weaknesses- (1) sites outside of the cafeteria do not offer healthy food and beverage items; and (2) collaboration is minimal between nutrition services staff members and teachers.

Results from the needs assessment and proposed project activities are highlighted below:

<b>Gap/Weakness</b>	<b>Activities</b>	<b>EALR</b>	<b>Magnitude</b>	<b>Nature</b>
1. PE and nutrition curricula do not provide a comprehensive, sequential approach at all grade levels.	Conduct the HECAT and PECAT; adopt a new curriculum; WSU continues to implement Food \$ense program in Davenport and Odessa.	1,2,4	PEP Absolute Priority	Infrastructure and Services
2. Teachers are not receiving adequate professional development to implement state	Provide training for the newly adopted curriculum; send staff to the annual WAHPERD conference; and train classroom	2,3	PEP Absolute Priority	Infrastructure and Services

standards.	teachers on implementing activity breaks during class.			
3. The current program does not provide adequate opportunities for nutrition education, access to fruits and vegetables, and occasions to practice nutrition skills.	Create nutrition education opportunities for students and staff during and outside of school hours, taste testing, family cooking classes, creation of school-community gardens.	3	PEP Absolute Priority	Opportunity and Services
4. There is a lack of quality physical activity and assessment equipment to implement a curriculum that aligns to state standards or promotes individualized physical activity and fitness plans.	The project will purchase physical activity equipment, assessment equipment and a Web-based information management system for student health and fitness data. This data to help create individualized physical activity and fitness plans.	1,2,3,4	PEP Absolute Priority	Services
5. There is a lack of physical activity opportunities beyond PE and interscholastic athletics	Implement structured recess; bicycle safety; safe walking routes to school; family fitness nights; classroom activity breaks and parent engagement to increase physical activity at home.	3	Absolute Priority	Opportunity and Services
6. There is a lack of coordination and collaboration between physical education staff, health and nutrition service staff and community stakeholders.	Create and support School Health Advisory Councils in each district; audit and improve school policies and procedures related to physical activity, nutrition and health to reflect current research and best practices.	1,2,3,4	Competitive Preference Priority 2	Infrastructure Services and Opportunity
7. The current program does not have the infrastructure to implement and support sustainable program change into the community.	Create a collaborative stakeholders group; assess community environmental policies to foster healthy choices; and expand <i>54321 Let's Go LinCo!</i> into Odessa and Reardan.	2,3	Competitive Preference Priority 2	Infrastructure and opportunity

Each district completed a preliminary assessment of its health and physical education curriculum which revealed many gaps and weaknesses in programming. Through the preliminary assessment process, the following two curriculum gaps were identified: Gap 1 – Physical education and health curricula do not provide a comprehensive and sequential approach to physical activity and nutrition at all grade levels and schools lack the equipment necessary to provide for functional physical education; Gap 2 – Teachers are not receiving quality professional development to ensure implementation of programs that meet state standards. These gaps represent deficiencies in infrastructure and services provided to youth in the participating districts. They also fall under PEP’s absolute priority activities: 1) Instruction in healthy eating habits and good nutrition; and 2) All five of the stated physical fitness activities. During the first three months of this project, and prior to curriculum adoption and purchase, the Health Education Curriculum Analysis Tool (HECAT) and Physical Education Curriculum Analysis Tool (PECAT) will be fully implemented in each district. In addition, annual training and technical support on the adopted curriculum will be provided and staff will attend the annual Washington Alliance for Health, Physical Education, Recreation and Dance (WAHPERD) conference.

Beyond the curriculum issues, the SHI assessment revealed additional gaps in service, opportunities and infrastructure (Gaps 3 – 7 on the chart). Gap 3 identified that the current programs do not provide adequate opportunities for nutrition education, access to fruits and vegetables and occasions to practice nutrition skills. To address this, the project will create in- and out-of-school nutrition education opportunities for students and staff, taste testing, family cooking classes, and creation of school-community gardens. Empire Health Foundation will also provide Mobile Chef Advisor and a financial impact analysis for districts to improve nutrition service offerings. Gap 4 shows a lack of equipment to implement any new curriculum that will

be adopted. Once curriculum is adopted, necessary equipment to meet student curriculum objectives will be purchased for each site along with a Web-based information management system during year one. This equipment and software will be instrumental as the new curriculum is implemented and will support the creation of individualized physical activity and fitness plans. Gap 5 revealed a lack of physical activity opportunities beyond PE and athletics and will be addressed with the addition of structured recess, bicycle safety courses, safe walking routes to school, classroom activity breaks and parent engagement activities designed to increase physical activity outside of school.

Gap 6 showed each district lacking a broad-based wellness committee that meets consistently to address district policy and program needs. While good information is being taught in physical and health education, alignment to state standards and nutrition services is lacking. Nutrition services staff do not go beyond providing breakfast and lunch, but are aware of their possible role in broader nutrition education for students and families. This gap will be addressed with the creation of a School Health Advisory Council (SHAC) in each district. These councils will audit and improve relevant school policies and procedures related to health, nutrition and physical activity, as well as follow the CDC guidelines for Coordinated School Health programs. Each SHAC will also seek ways to strengthen departmental collaboration and outreach to community partners.

Gap 7 highlighted a lack of infrastructure to implement and support sustainable program change in the community. This will be addressed through the creation of a collaborative stakeholders group to assess community environmental policies and foster healthy choices. In addition, *54321 Let's Go LinCo!* – a Davenport community initiative with a mission to

encourage everyone to make healthy choices such as moving more, eating healthy and practicing healthy habits – will be rejuvenated and expanded into the Odessa and Reardan communities.

***Significance: The likelihood the proposed project will result in system change or improvement.***

Goals and strategies for the LinCoPEP proposal were chosen carefully with stakeholders to reflect the needs of the districts and community, as well as strategies most likely to result in system change and improvement. Each partner is committed to the goals and objectives of this project and will contribute expertise, activities and funds that will expand and enhance the capacity of the LinCoPEP project while working toward long-term sustainability. The partners operate from the assumption that grant programs provide seed money to build infrastructure and kick-start new programs.

Several strategies will increase infrastructure and lead to long-term systems change including curriculum adoption, equipment purchase, professional development, school and community policy audit and enhancement, creation of SHACs in each district and a collaborative stakeholders group. The SHACs and stakeholder groups will provide the opportunity to work across domains in the district and community to integrate services and foster accountability. These partnerships will hold regular meetings and become permanent fixtures in each district's health and wellness program. Once the grant is under way, each SHAC and stakeholder group will consider additional sustainability/fiscal strategies, including expanded private-sector partnerships, seeking additional foundation grants and local funding. Empire Health Foundation will continue to be a standing partner with resources to facilitate future project activities. Sustainability strategies will be a standing agenda item at every partnership meeting, and result in a sustainability plan when grant funds end.

Through its unified consortium approach, the project ultimately presents a model that may be replicated in other rural districts. A common issue in rural districts is lack of critical mass – costs cannot be spread across a large base of students. The challenge can be effectively addressed by pooling resources with neighboring districts that share similar needs and goals.

To promote replicability, the project will share its findings with other entities including the U.S. Department of Education, SEAs and LEAs, human service organizations, community based organizations, higher education, research organizations and faith-based groups.

Dissemination tools will include the NEWESD 101 Web site (19,000 monthly visitors), NEWESD 101 quarterly regional newsletter (circulation, 8,500) and (with USDE concurrence) federal avenues including the What Works Clearinghouse.

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

The purpose of the LinCoPEP proposal is to build a comprehensive, sequential and coordinated physical education and health education program that addresses identified gaps and weaknesses from the SHI and aligns with Washington state EALRs. The selected goals and related objectives are aligned with federal PEP priorities and the Governmental Performance and Results Act (GPRA) measures. In order to achieve these goals, LinCoPEP will partner with several community-based partners, including: Empire Health Foundation and WSU Cooperative Extension Services (CBOs); Lincoln County Health Department (local public health entity); each school district's food service director; and Lincoln County Commissioners (local government). Partner buy-in and support for this project are strong, and roles and contributions were established with each partner prior to submitting this application. The action plan will improve and expand the consortium's effective, standards-based program to increase healthy outcomes for

students and families extending beyond the period of federal funding. The table below identifies goals, objectives and action plan, as well as the EALRs and gaps each objective meets.

Goal 1. Implement a proven, comprehensive, and sequential physical education curriculum in targeted grade levels.			
Objectives	Measurable Outcomes	Action Plan	EALRs
1.1 Increase participation in moderate to vigorous activity for 60 minutes each day.	<p>Targeted students will increase their participation in moderate to vigorous activity for 60 minutes each day by 25%, as measured through the use of pedometers and the 3DPAR instrument.</p> <p>The cost per student based on the number of students who meet the threshold of 60 minutes of vigorous activity will be reported annually.</p>	<ul style="list-style-type: none"> <li>-Conduct PECAT.</li> <li>-Adopt, purchase, and implement PE curriculum.</li> <li>-Purchase a web-based information management system for tracking student fitness and health data.</li> <li>-Purchase PE equipment in order to implement curriculum and activities.</li> <li>-Purchase assessment equipment.</li> <li>-Implement structured recess.</li> <li>-Provide training to students in bicycle safety and safe walking routes to school.</li> <li>-Provide family fitness nights and family engagement activities.</li> </ul>	<p>1,2,4</p> <p>Gaps 1,4,5</p>
1.2 Provide professional development to school staff in the implementation of the curriculum and state standards.	All school staff who implement the new curriculum will participate in professional development.	<ul style="list-style-type: none"> <li>-Provide training in curriculum delivery.</li> <li>-Send staff to annual WAPHERD conference</li> <li>-Provide training to all school staff about the relationship between exercise and learning, and classroom activity breaks.</li> </ul>	<p>2,3</p> <p>Gaps 2</p>
1.3 Increase the percentage of students that meet the standard of healthy fitness zone through the PYFP.	The percentage of students that meet the standard of “healthy fitness zone” on the PYFP will increase by 25% over baseline data.	<ul style="list-style-type: none"> <li>-Collect data on student performance on the PYFP.</li> <li>-Monitor student progress and adjust PE activities to meet student goals.</li> </ul>	<p>1,2,3</p> <p>Gaps 1,4</p>
Goal 2. Implement a proven, comprehensive and sequential health and nutrition curriculum in targeted grade levels.			
2.1 Increase the percentage of students who consume 2 or more fruits and 3 or more	The number of students that consume 2 or more fruits and 3 or more vegetables per day will	<ul style="list-style-type: none"> <li>-Provide food tasting events for students and families.</li> <li>-Provide fresh fruits and vegetables at school.</li> </ul>	3

vegetables per day.	increase by 25%, as measured by a student questionnaire that is aligned with the Youth Risk Behavior Survey.	-Provide Mobile Chef Advisor. -Participate in Financial Impact Analysis for sustainability of nutrition program.	Gaps 3
2.2 Provide professional development for school staff in the implementation of the health and nutrition curriculum and state standards.	All school staff who implement the new curriculum will participate in professional development.	-Provide training in curriculum delivery. -Provide training to all school staff about the relationship between good health, nutrition and learning.	2,3  Gaps 1,2,3
2.3 Increase the opportunities for nutrition education.	The number of opportunities for nutrition education will increase 10% from baseline.	-Conduct the HECAT -Adopt, purchase, and implement health and nutrition program. -Provide family nutrition education opportunities. -Provide healthy cooking classes. -Participate in community garden activities.	3  Gaps 3
<b>Goal 3. Create SHACs to expand and enhance the coordination and collaboration between physical education, health, nutrition services, other school staff and community stakeholders.</b>			
3.1 Create and formalize a School Health Advisory Council in each school district.	SHACs convened in each district, to expand collaboration. Policies and procedures will be established or improved to reflect proven-effective practices.	- Audit and improve school policies and procedures related to physical education and health and nutrition to reflect proven research practices. -Provide opportunities for school staff to plan multiple, active and healthy student and family activities.	1,2,3,4  Gaps 5,6
<b>Goal 4. Expand and enhance the infrastructure to implement and support sustainable program change into the community.</b>			
4.1 Establish a project-level collaborative stakeholder group.	Stakeholder group membership will increase from baseline, 54321 <i>Let's Go LinCo!</i> activities will expand to Odessa and Reardan communities, increase community	- Create stakeholder group. - Expand 54321 <i>Let's Go LinCo!</i> into Odessa and Reardan. -Plan activities in the community for out-of-school time.	2,3  Gaps 5,7

	policies related to health over baseline.	- Build on opportunities for community level policy change.	
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This action plan will increase infrastructure and build the capacity to yield results in three rural communities beyond grant funding. The design builds upon the need to create strong infrastructure to accomplish the needed services and opportunities. Infrastructure activities lend themselves well to sustainability of project goals and include: adoption of physical education and nutrition programs; purchase of equipment to support assessment and implementation of adopted physical education and health curriculum; professional development opportunities for physical education, nutrition services and classroom staff; purchase of an online data management system to track student fitness and improve accountability; creation of SHACs in each district; audit and improvement of district physical activity, health and nutrition policies; creation of a project-wide stakeholders group to look at healthy policy issues at the community level, expansion of *54321 Let's Go LinCo!* into Odessa and Reardan and support sustainable program change in the community. Nutritional services in each district will be improved by offering healthier food choices and improving the quality of meals provided, including increasing access to fresh fruits and vegetables during the school day. Access to healthier foods will occur, in part, through student participation in the community gardens project, Mobile Chef Advisor, and Family Nights that focus on physical activity, food tasting and family cooking classes. Empire Health Foundation will provide financial assessment services to determine how providing healthy and fresh meals from scratch can be economical to school districts and sustainable over time.

Once infrastructure is established, the schools, through their SHACs and the collaborative stakeholder process, can then look to increasing locally driven services and opportunities. All three districts will implement a classroom activity break program to provide opportunities for physical activity during the day, as well as family fitness nights, taste testing and structured

recess programs. Reardan already implements a highly successful, active bicycle safety course that considers rural issues. This program will be extended into the other two districts. While collaborating together and sharing successful strategies, each district will have the ability to make decisions around parent engagement opportunities, family cooking classes and community/school gardens.

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

The LinCoPEP project design merges up-to-date knowledge from research and effective practice in reducing childhood obesity with the cultural considerations of rural schools in Washington farming communities (National Association of State Boards of Education, 2009). Outside of the home, schools provide an ideal venue to encourage and effect change with respect to children's health-promoting behaviors (Institute of Medicine, 2007) and research shows that healthy students also make better learners (Centers for Disease Control, 2012).

Many of the strategies chosen for this proposal are considered best practice by the GENYOUth Foundation, a public-private partnership committed to child health and wellness. It's recent report, *The Wellness Impact: Enhancing Academic Success through Healthy School Environments* (2013) contains the following project strategies: high quality, standards based physical education and health education; in-class activity breaks for all students; communicate the link between nutrition, physical activity and academic achievement; establish SHACs; audit and improve school policies related to wellness; and provide additional opportunities for students to be physically active. Another source of effective strategies proposed in this application is the recently released, *School Wellness Policy Best Practices*, from Washington's Office of the Superintendent of Public Instruction (OSPI, 2013).

LinCoPEP schools have expressed interest in two different comprehensive curricula, both of which are recommended by NASBE and the CDC and meet the national and state standards for physical and health education. Classroom physical activity breaks are shown to increase test scores (Donnelly, et al. 2009). Structured recess programs, active transportation to school, coordinated out of school activities and family engagement are also shown to prevent childhood obesity (National Association of State Boards of Education, 2009).

Empire Health Foundation will support the Mobile Chef Advisor, who will provide ongoing technical assistance to Davenport's nutrition services in order to assist with successful and sustainable implementation of healthy "from scratch" school meals. The Mobile Chef Advisor will be made available to provide professional development and technical assistance to Odessa and Reardan schools. Recent research suggests that the impact of healthy menu choices that are fresh, nutritious, colorful, good quality and good tasting on school nutrition programs plays a vital role in preventing obesity and improving the overall health and learning of children (National Food Services Management Institute, 2012, [www.nfsmi.org/documentlibraryfiles/PDF](http://www.nfsmi.org/documentlibraryfiles/PDF)). This research brief also suggests that the most important barriers to providing fresh foods during school are the costs associated with purchasing and storing the food, professional development for school food service staff and the increased time. For this project, Empire Health Foundation will provide school districts with individualized Financial Impact Analysis research and technical assistance to ensure the financial sustainability of the new school food program.

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

The proposed LinCoPEP project is clearly aligned with the statutory purpose of providing grants to LEAs to initiate, expand and improve physical education in grades K-12. Details for each of the requirements follows and project partners are clearly committed to these assurances. Each school district already has completed the first four modules of the SHI as stated in *Requirement One*, which resulted in clear needs for the districts and a matching project design.

To address *Requirement Two*, the school districts will establish SHACs consisting of administration, physical education and health teachers, school nurse, nutrition services, school counselor, parents, students, and other interested stakeholders in order to review and improve school policies related to physical education and nutrition. Policies will be developed, updated or enhanced to meet state and national standards, as well as best practices. Policy considerations will include recess before lunch, healthy fundraising, healthy snacks in the classroom, structured recess, joint-use agreements and safe routes to schools. In addition, the implementation of the policies will be monitored during the project period for effectiveness in reaching and sustaining the goals and objectives.

As stated in *Requirement Three*, this proposal aligns well with each district's wellness policy and the LinCoPEP goals, objectives and priorities. The school districts have all adopted policy and procedure 6700: Nutrition and Physical Fitness, to comply with state mandates and the National School Lunch Act. The policy and procedure covers nutrition content of foods served, school cafeteria environment, nutrition education, physical education, staff development, family and community involvement, advisory committee and program evaluation. The LinCoPEP project complements and enhances the ability of the schools to meet the requirements stated in their wellness policy by providing the necessary resources to implement quality,

sequential and comprehensive physical education and nutrition programs, professional development and the bringing together of stakeholders to engage parents and the community.

This proposal links with federal, state and local initiatives as specified in *Requirement Four*. The only two initiatives currently happening in any of the project schools are the *54321 Let's Go LinCo!* in Davenport and the surrounding community and the Food Sense program in Davenport and Odessa. The Lincoln County Health Department received one of only 10 quality improvement grants nationwide from the National Initiative for Children's Healthcare Quality to address obesity – which led to a Davenport community partnership and the creation of *54321 Let's Go LinCo*. While that grant has ended, the health department is eager to share lessons learned and expand the campaign to Odessa and Reardan. The Partnership for a Healthy Davenport will be reconvened and built upon to include members from Reardan and Odessa and serve as the collaborative stakeholder group for this application. Food Sense, an education program of the Supplemental Nutrition Assistance Program, is currently in Davenport and Odessa. The WSU Cooperative Extension Office offers this program and will partner with us to assure there is not duplication of efforts in these schools. Additionally, each district will look towards completing the HealthierUS Schools Challenge application process, and become a Team Nutrition School through USDA's Food and Nutrition Service during the funding period.

Each school district will complete the PECAT and HECAT during the first three months of the grant period to meet *Requirement Five*. These tools will determine how well each district's programs align with national standards for high-quality physical and health education and assist staff in the selection of new curricula. Once new curricula are selected and adopted, per *Requirement Six*, purchases of equipment with PEP funds will be aligned with the curricular components of the proposed physical education and nutrition program. Equipment purchases will

include pedometers and other materials necessary for assessment of GPRAs, as well as functional fitness equipment that will align with adopted curricula.

An online data management system will be used to collect individual student data, aggregate, and report the information required for this project. Information regarding student progress, key program indicators and the GPRA measures will be collected and reported annually and as defined in the application. Unique project-level goals and objectives will be addressed in each required progress report and final report. To further meet *Requirement Seven*, on increasing transparency and accountability, each school will post results regarding its progress in meeting the stated LinCoPEP goals and objectives on their Website and other appropriate avenues. The schools and community-based partners will share progress and results at the collaborative advisory meetings and other community meetings in Lincoln County.

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

The LinCoPEP project will be implemented in three small rural districts with 1,229 total students in an isolated region of Eastern Washington. Implementing systemic change in infrastructure requires significant costs during year one. In order to adopt new curriculum, adequately train staff, and purchase the necessary equipment and data management systems to meet the objectives of this project, new resources will be needed in the three school districts. The budget also funds the necessary staff to oversee project goals and requirements and complete the evaluation. Although these districts are small, they have similar equipment needs as larger districts. The resources discussed in this project are adequate and efficient to meeting the requirements stated. The average annual cost per persons served over the three year grant is \$207, and includes students, teachers and administrators. This is deemed reasonable as it falls

within the range of similarly funded projects from the 2011 competition. The cost per student based on the number of students who meet the threshold of 60 minutes of vigorous activity will be reported annually.

Cost, however, is just one aspect of effectiveness. Equally strong consideration will be placed on program results and the benefits to students. The initial investment of federal and matching dollars will create a sustainable program that delivers valuable physical education and nutrition education to Lincoln County youth and families for years to come. This will be accomplished through changes in infrastructure, opportunity and services that will impact all stakeholders, students, families, school staff and community members. The members of the SHACs in each school will contribute hours toward this initiative and increase staff knowledge and skills in each of the three school districts. The project-level collaborative stakeholders group will also contribute matching funds and share valuable resources, both monetary and in the form of supplies and materials.

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

The management plan for the LinCoPEP project will use resources wisely and according to regulations, while supporting achievement of the goals and objectives. As fiscal agent, NEWESD 101 has more than 40 years of experience in the management of large federal grants. Federal awards, collectively exceeding \$60 million in value, have been received from the U.S. departments of Education; Labor; Health and Human Services; Justice; Environmental Protection Agency, and Corporation for National and Community Service. The institutional capability of NEWESD 101 reflects vast experience in fiscal and program controls and outcomes that often

exceed state and federal requirements. This project will be subject to the same rigorous internal and external review standards, both programmatic and fiscal, as other NEWESD 101 programs.

NEWESD 101, the applicant on behalf of the consortium, will provide overall program and fiscal oversight. One of the benefits of these consortiums is the strong collaboration and relationships that exist. NEWESD 101 staff already work closely with each of these districts on various projects and is able to clearly facilitate this project. The implementation team will include: the project director; evaluation team; school administration, physical and health education staff and nutrition services staff at Davenport, Odessa and Reardan; Empire Health Foundation; Lincoln County Health Department; Lincoln County Commissioners; and the WSU Cooperative Extension Office.

Tricia Hughes, project director, has worked for NEWESD 101 for 12 years, with experience in managing local, state and federal grants. She holds dual bachelors in Community Health and Interdisciplinary Nutrition, as well as a Masters in Health Policy and Administration. Ms. Hughes currently serves as a board member on the Let's Move Cheney Coalition and Step Up and Go-Spokane, community-based obesity prevention efforts. She is a past-board member for the Washington State Alliance of Health, Physical Education, Recreation and Dance. She will be responsible for overall project oversight; alignment of activities to grant objectives, timelines and federal priorities; project budget development and monitoring; coordination with grant partners and the evaluator; and federal reporting requirements.

Dr. Astri Zidack, a 13-year NEWESD veteran, will serve as the lead evaluator. She has completed multiple evaluations and data analysis on myriad federal grants from the U.S. departments of Education, Justice and Labor. She holds a Masters in Rehabilitation Counseling, Washington State K12 Program Administrator certificate, and a doctoral degree in Education. In

addition to providing leadership for evaluation services in quantitative and qualitative measures, she will monitor and provide technical assistance to the project partners about progress toward meeting goals and objectives.

Angelique Heinzen will be responsible for conducting quantitative evaluation analysis. Her past experience includes conducting evaluations for multiple federal- state- and privately-funded NEWESD projects including a federal College Access Challenge grant, a Spokane County P – 3 project, a USDA Farm-to-School grant and an infant and toddler regional planning and assessment project for Washington’s Department of Early Learning. She currently supports project evaluation efforts for an ED-funded Advanced Placement Incentive grant. Ms. Heinzen holds bachelor’s and master’s degrees from Gonzaga University.

Administration, physical education, health education and nutrition services staff at Davenport, Odessa and Reardan school districts will: implement the LinCoPEP action plan; adhere to regulations; assess individual student progress toward objectives and GPRA measures; design, plan and implement family activities; participate in evaluation process; and support school staff in systemic and sustainable change. Each district will also hold monthly SHAC meetings, participate in the collaborative stakeholders group and contribute to non-federal match.

The Empire Health Foundation will expand services from Davenport to Odessa and Reardan to include Mobile Chef Advisor, Financial Impact Analysis, provide technical assistance on sustainability, provide matching funds for programs/activities and participate in the stakeholder collaborative. The Lincoln County Health Department will implement and expand the 54321 *Let’s Go LinCo!* Initiative to Odessa and Reardan and participate in the stakeholder collaborative. The Lincoln County Commissioners will support LinCoPEP activities and 54321 *Let’s Go LinCo!* awareness in the communities, and look to make changes in county policies for

a healthier community. The WSU Cooperative Extension will participate in the collaborative stakeholders meetings and offer experience, resources and support for activities.

Additional NEWESD 101 staff funded under this application are: a compliance analyst, responsible for compliance with local, state and federal regulations, federal EDGAR requirements and OMB cost principles; specific grant requirements, and all applicable Washington state rules and regulations. This position, written into all NEWESD 101 grants to ensure adherence to budget and legal requirements, is filled by Heather Dauphin, who holds more than 13 years of experience in governmental accounting. The data collection specialist will be responsible for collecting data required by the project’s evaluation and GPRA measures. A program assistant will be responsible for overall project support including paper flow, contracts, purchases, travel, communications and direct support to the project director.

The timeline, key project milestones and person(s) responsible are in the table below:

Date of Implementation	Key Activities and Milestones	Person Responsible
October 2013, and ongoing	Convene stakeholder meeting to review goals and objectives, activities, evaluation and timeline. Meet with evaluation team to prepare assessment tools, select data management systems and protocols. Convene SHAC to provide training on goals, objectives and project expectations; framework for planning and implementing a Coordinated School Health approach.	Project director, evaluation team, school district principals, PE teachers and nutrition services staff, community partners.
October 2013, 2014, 2015	Attend annual WAHPERD Conference.	Project director and school PE teachers
November 2013	Conduct PECAT and HECAT assessments and review proven-effective curriculum choices.	Project director, school principals, PE and health teachers, and nutrition services staff.
December 2013	Adopt and purchase physical education and health curriculum.  Research and purchase Year 1 equipment.	Project director, school principals, PE and health teachers, and nutrition services staff, evaluators

December 2013, annually near the end of Fall and Spring semesters	Conduct baseline GPRA assessments and two annual assessments.	School PE teachers
January 2014, 2015 and 2016	Conduct two-day physical and health education curriculum training.	School PE teachers
February 2014, and ongoing	Evaluation plan in place with monthly feedback to SHACs and collaborative stakeholders groups.  Begin process for sustainability of project services/ programs and the creation of a sustainability plan.	Evaluators, project director  Evaluators, project director, SHACs and community partners
March 2014, ongoing	Begin process of auditing school district health, wellness and nutrition related policies.	SHACs, project director
April 2014, 2015, 2016	Implement family fitness and cooking nights.	Administrators, school staff, SHACs
April 2014, 2015, 2016	Attend AAPERD conference.	Project director
May 2014, 2015, 2016	Conduct two-day physical and health education curriculum training.	School PE teachers
September 2014, annually	Submit annual report to project officer and communicate and share results with students, families, community and stakeholders.	Evaluator, project director
September 2014, 2015	Implement family fitness and cooking nights.	Administrators, school staff, SHACs
October 2015	Provide training for implementation of classroom activity breaks. Apply for Healthier US Schools Challenge and Team Nutrition School.	Project director, school administrators and classroom teacher
October 2015	Purchase bicycles, trailer and helmets and provide training in bicycle safety curriculum. Purchase Year 2 equipment.	Project director, PE teachers
Fall 2016	Submit Final report to federal project officer and communicate and share results with students, families, community and stakeholders.	Evaluator, project director

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

Quantitative and qualitative evaluation for this project will be completed internally by two experienced NEWESD 101 staff members: Astri Zidack, Ed.D., and Angelique Heinzen, MA, whose qualifications are detailed in the management section. By utilizing an internal

evaluation team, assessment tools and protocols will be developed from the beginning of grant implementation. The evaluation team will meet monthly with project staff for the first year, and at least quarterly thereafter. In addition, the lead evaluator will be a member of the collaborative stakeholder group. The evaluation plan will shape the development of the project from the beginning of the grant period and measure project effectiveness in two areas: (1) Progress towards GPRA performance measures; and (2) progress towards project goals, objectives and outcomes. Data will be promptly analyzed to support continuous quality improvement and to provide information for scheduled reports.

The evaluation will rigorously collect and analyze data related to all of the GPRA performance measures. If appropriate and pre-approved by the Department of ED, the evaluation will employ a valid sampling protocol based on best practices. GPRA One: The percentage of students served by the grant who engage in 60 minutes of daily physical activity will be measured through pedometers and 3-day physical activity recall (3DPAR). Participating students will be asked to wear pedometers for three consecutive days and complete a log detailing daily steps; students in grades 5-12 will concurrently complete a 3DPAR log. Students will be counted as meeting the standard if (1) they record at least 9,100 steps daily; or (2) they report 60 minutes of moderate to vigorous daily physical activity on the 3DPAR (for students in grades 5-12). The evaluation will strive for a target response rate of no less than 80% of the sample. Activity data will be collected three times in year one – baseline in the fall and at the end of each semester in the winter and spring; in years two and three, data will be collected twice – at the end of each semester in the winter and spring.

GPRA Two: The percentage of students served by the grant who meet the standard of a healthy fitness zone based on the Presidential Youth Fitness Program in at least five of the six

fitness areas. Data on aerobic capacity, body composition and muscular strength, endurance and flexibility will be collected. The percentage of students who meet the standard of healthy fitness zone on at least five of the six measures (aerobic capacity performance standards are not available for students younger than 10) will be reported, with these data providing the opportunity to look at trends over three years. Baseline data will be collected in the fall of year one. Assessment data will be collected at the end of each semester in the winter and spring in all three years.

GPR A Three: The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day, will be measured using a survey instrument based on questions from the Centers for Disease Control’s Youth Risk Behavior Survey (CDC YRBS). A version of these items will be adapted for middle school students, and food frequency logs will be used for elementary students.

GPR A Four: The cost per student based on the number of students who meet 60 minutes of moderate to vigorous daily physical activity. This will be calculated by taking all of the students who meet GPR A One and dividing total federal dollars spent that year. Performance for all of these measures will be reported on the ED 524B form on an annual basis.

A comprehensive set of quantitative and qualitative data will be collected and analyzed to evaluate project-specific goals, objectives and outcomes. The following table depicts these goals and outcomes with related measurements to evaluate progress. All quantitative data, including student demographic variables, will be collected through an online system and compiled into a database aligned with FERPA requirements.

Goal	Outcomes	Measurement
Implement a proven, comprehensive, and sequential physical	Targeted students will increase their participation in moderate to vigorous activity	Pedometer; 3DPAR; cognitive pre- and post-assessments to measure students’ understanding of the components of

education curriculum in targeted grade levels.	for 60 minutes each day by 25%.	fitness and their relationship to long-term health; pre- and post-surveys to identify students' perceived activity levels and attitudes toward health, nutrition and fitness and descriptions of PE activities.
	The cost per student based on the number of students who meet the threshold of 60 minutes of vigorous activity.	
	All school staff who implement the new curriculum will participate in professional development.	Number of staff completing professional development; pre- and post-surveys to identify teachers' perception of standards-based curriculum alignment, attitudes toward program revision, and implementation barriers.
	The percentage of students that meet the standard of "healthy fitness zone" on the PYFP will increase by 25% over baseline.	Number of students meeting standard of healthy fitness zone in five of six PYFP measures.
2. Implement a proven, comprehensive, and sequential health and nutrition curriculum in targeted grade levels.	The number of students who consume 2 or more fruits and 3 or more vegetables per day will increase by 25%.	CDC YRBS questions for high school and adapted to middle school; food frequency logs for elementary students; cognitive pre- and post-assessments to measure students' understanding of nutrition and its relationship to current and long-term health.
	All school staff who implement the new curriculum will participate in professional development.	Number of staff completing professional development; pre- and post-surveys to identify teachers' perception of standards-based curriculum alignment, attitudes toward program revision, and implementation barriers.
	The number of opportunities for nutrition education will increase 10% from baseline.	Number of family nutrition activities; number of cooking classes; number of school/community gardens created.
3. Create SHACs to expand and enhance the coordination and collaboration between physical education, health, nutrition services, other school staff and community stakeholders.	SHACs will be convened in each district, to expand collaboration. Policies and procedures will be established or improved to reflect proven effective practices.	Creation of SHACs (membership roster, meeting agendas and minutes); copies of updated school policies related to health, nutrition and physical activity; SHI completed in districts at the conclusion of the project.
4. Expand and enhance the infrastructure to implement and	Stakeholder group membership will increase from baseline, <i>54321 Let's Go LinCo!</i> activities will	Creation of stakeholder group (membership roster, meeting agendas and minutes); numbers and types of <i>54321 Let's GoLinCo!</i> activities

support sustainable program change into the community.	expand to Odessa and Reardan communities, increase community policies related to health from baseline.	completed in Odessa and Reardan; number and copies of updated community policies related to health.
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The qualitative evaluation will provide the contextual, descriptive data and is designed to complement the quantitative evaluation. The overarching goal will be to document participants' experiences and processes over the three-year project period. The evaluation team will work directly with project personnel and school staff to design tools and protocols for collecting and sharing back qualitative data, and will implement a monthly report format to assure timely collection and reporting of continuous quality improvement data. In addition, the evaluation design will facilitate program implementation through on-going feedback. Qualitative evaluation methods will include focus groups, semi-structured in-depth key informant interviews, classroom observations and document review. Thematic areas to be assessed include: environmental (instructional spaces, school resources, policy support), logistical (organization of class instruction, class size), perceptual (feasibility of modifications to curriculum, openness to change, barriers and facilitators), and administrative (administrators' knowledge of and support for the program). The evaluation team will explore numerous questions related to these thematic areas including: How does the new curriculum integrate instruction in healthy eating habits, good nutrition, fitness and health and increased physical activity? How did implementation of the new curriculum affect student behavior in positive ways? What effect did the implementation of SHACs have on each district's overall health and nutrition program? How did the expanded infrastructure impact sustainable change in each community?

All reports required under this project will be submitted in a timely manner and outcome data will be shared with the stakeholder committee and SHACs.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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**TRICIA MARIE HUGHES, M.H.P.A., C.H.E.S., C.P.P.**

(b)(6)

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**EDUCATION**

- Master in Health Policy and Administration, December 2003
- BS - Community Health Education, Western Washington University, August 1995
- BS – Interdisciplinary Nutrition, Western Washington University, August 1995
- Certified Health Education Specialist (C.H.E.S.), National Center for Health Education Credentialing
- Certified Prevention Professional, Prevention Specialist Certification Board of Washington

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**PROFESSIONAL EXPERIENCE**

- 2000 - present**      ***Program Manager**, NorthEast Washington Educational Service District 101, Spokane, WA.* Manage and oversee all aspects of the following programs: Student Assistance Program, Readiness to Learn, and Tobacco Prevention and Control. Hire and supervise staff working in school districts throughout the region. Network with community partners and agencies to enhance program implementation and funding opportunities. Develop state and federal grant proposals. Manage program budgets, including current year monitoring and future forecasting. Coordinate training for teachers, staff and administrators in school districts. Provide technical assistance and policy development to school districts as needed and requested. Facilitate advisory board meetings for NEWESD 101's Center for Prevention Programs.
- 1997 - 2000**      ***Tobacco Prevention and Control Program Coordinator**, Spokane Regional Health District, Spokane, WA.* Plan and implement the Spokane Division of a Federal Grant sponsored by the Centers for Disease Control and Prevention and executed through a contract with the State Department of health to reduce smoking prevalence in Spokane County. Facilitate and organize adult and youth volunteer coalitions, manage fiscal budgets, coordinate marketing and advertising strategies, conduct educational forums and classes, and oversee all public relations related to the project. Provide technical assistance, consultation, and resources to schools implementing comprehensive tobacco prevention and early intervention programs. Work with community partners to education policymakers on implementing tobacco control policies on a local and statewide basis.

- 1996 - 1997      **Volunteer, Adolescent Health Program, Spokane Regional Health District, Spokane, WA.** Co-coordinator of PACE, a peer education teen theatre troupe. Responsible for scheduling performances, coordinating and directing rehearsal and performances, and recruiting and maintaining a diverse group of teens to participate in the group.
- 1995 – 1996      **V.I.S.T.A. Volunteer, Spokane Regional Health District, Spokane, WA.** Early Childhood Intervention Program: National community service project developing, coordination, and implementing a K-4<sup>th</sup> grade comprehensive health curriculum in four local elementary schools. This is a prevention-based project designed at early intervention with adolescent risk-taking behavior.

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## PROFESSIONAL ACTIVITIES

- Board Member, Let's Move Cheney, 2010-present
- Board Member, Step Up and Go, 2012-present
- Parks Board Commissioner, City of Cheney Parks and Recreation Department, 2012-present
- Board Member, Washington State Tobacco Prevention and Control Implementation Advisory Committee, 2004-2010
- Board Member and Testing Chair, Prevention Specialist Certification Board of Washington, 2007-2010
- Board Member, Greater Spokane Substance Abuse Council, 2001-2012
- Board Member, Washington Alliance for Health, Physical Education, Recreation and Dance, 1996-2001
- Tobacco Free Spokane Coalition Member, 1995-2011
- American Cancer Society Volunteer, 1995-present
- American Lung Association Volunteer, 2000-2011

**EDUCATION**

**Ed.D in Educational Leadership**

Washington State University - Spokane  
Spokane, WA. 2013

**School Administrator Certification Program**

Washington State University-Spokane  
Spokane, WA. 2010

**Master of Science in Rehabilitation Counseling**

Montana State University – Billings  
Billings, MT. 1995.

**Bachelor of Arts in Communication Disorders**

Minors in Psychology and Human Development  
University of Montana  
Missoula, MT. 1988.

**CERTIFICATION**

Washington State Program Administrator Certification, September 2010.

Global Assessment of Individual Needs (GAIN) trainer 2006

Washington State Certified Prevention Professional (CPP) since 2005

Washington State Licensed Clinical Mental Health Counselor since 1999

National Certified Rehabilitation (CRC) since 1995

**PROFESSIONAL  
EXPERIENCE**

**Director, Center for Prevention Programs**

NEWESD, Spokane, WA, 2004-present.

- Provide leadership and supervision of 32 staff including: Program Coordinators, School Counselors, Student Assistance Specialists, Educational Advocates, Accounting Assistant and Program Secretaries.
- Manage federal, state and local budgets totaling on average \$4 million dollars per year.
- Crisis Recovery Team leader-coordination of flight team and technical assistance to districts experiencing significant school crises.
- Supervision of AmeriCorps National Program, Spokane Service Team and YouthBuild program.

**Program Coordinator and Student Assistance Specialist, Center for Prevention Programs**

NEWESD, Spokane WA, 2000-2004.

- Coordinated statewide Student Assistance Program in Eastern Washington, supervised up to 16 school-based Student Assistance Specialists.
- Provided professional development, school staff and parent workshops and technical assistance in substance abuse, violence prevention, homelessness, poor academic achievement and other school-related issues.
- Provided counseling services in Deer Park, Loon Lake and Nine Mile Falls school districts.

**LEADERSHIP**

**Positions and affiliations**

- Crisis Recovery Team- leader and trainer of ESD 101 “flight team.”
- Chair, state-wide ESD Prevention Directors committee.
- Co-chair- WA State Student Assistance Prevention Intervention curriculum development.
- Member- Northeast Washington Association of School Administrators (NEWASA).
- Member-Association for Supervision and Curriculum Development (ASCD).
- Member - American School Counselors Association (ASCA).

**OTHER EXPERIENCE**

**Lead Vocational Specialist**, Job Connection, Inc., Billings, MT, 1995-1999.

- Provided vocational and life skills counseling services, supported employment and job development to people with disabilities. Worked with local schools transitioning students into the workforce and independent living.
- Assisted with national accreditation, programmatic issues, supervision and strategic planning.

**REFERENCES**

Helene Paroff, Assistant Superintendent, NEWESD, 4202 S. Regal St. Spokane, WA 99223, 509-789-3539.

Dr. Michael Dunn, Superintendent, NEWESD, 4202 S. Regal St. Spokane, WA 99223, 509-789-3500.

Dr. Wendy Bleecker, Director, Student Services, Spokane Public Schools, 200 N. Bernard St. Spokane, WA 99201, 509-354-7248.

# ANGELIQUE N. HEINZEN, CFRE

## PROFESSIONAL EXPERIENCE

### **NorthEast Washington Educational Service District 101**

Development Manager

May 2005-present

- Design and implement evaluation plans for federal, state, local and private grants
- Serve as project manager for federal grant programs and specialized school district initiatives
- Research and write federal, state, private and corporate grants
- Develop and write news releases, feature articles and other related promotional materials
- Conduct special projects for NEWESD's private 501(c)(3) foundation
- Organize special events and program tours for specialized audiences
- Facilitate committee activities in support of special projects

### **Habitat for Humanity-Spokane**

Development Director

Nov. 2001-May 2005

- Oversee all fundraising activities, including annual giving, special events, major gifts, and planned giving
- Provide leadership to numerous committees charged with various fund raising activities
- Supervise 2 support staff positions
- Conduct software evaluation research and manage conversion to The Raiser's Edge
- Establish and manage development budget
- Manage faithful stewardship of all donations

### **The Ministry Institute at Gonzaga University**

Director of Development

Sept. 2000-Nov. 2001

- Coordinated and implemented all fund-raising activities, including maintaining donor relationships
- Maintained all fund-raising records
- Published monthly newsletter, featuring current and deferred giving options
- Implemented direct mail program to generate new sources of income

### **The Salvation Army**

Director of Development – Moses Lake Corps

1999-2000

Special Projects Coordinator – Hawaiian and Pacific Islands Division

1994-1998

- Developed successful relationships with supporters
- Cross-trained in planned giving and major gift development
- Directed the mail appeal and charitable grants programs
- Participated in regional committee to select fund-raising software and oversaw implementation in Hawaii
- Planned seminars and special events for planned giving and major gifts programs
- Implemented volunteer advisory board program for local business leaders

### **Big Bend Community College**

Instructor at Moses Lake, Washington campus

Jan. 1999 – June 2000

- Taught Journalism 150 – Introduction to Mass Communications

## EDUCATION

### **GONZAGA UNIVERSITY**

Master of Arts in Organizational Leadership, 1995

Bachelor of Arts in Public Relations, 1992

## CREENTIALS & PROFESSIONAL ASSOCIATIONS

Association of Fundraising Professionals  
Certified Fund Raising Executive (CFRE)  
Inland Northwest Development Council  
Northeast Association of School Administrators (NEWASA)  
Spokane Regional MarCom Association



2013 PEP Application Requirement Assurances

Agency Name: NorthEast Washington Educational Service District 101

DUNS # 878096296

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

- 1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our LinCoPEP project.
2. Align our LinCoPEP project with each of the district's Local Wellness Policy.
3. Align our LinCoPEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:
4. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.
5. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.
6. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures.

Michael Dunn (handwritten signature)

Michael Dunn, Ed.D
Superintendent
NorthEast Washington Educational Service District 101

April 9, 2013
Date



April 8, 2013

Ms. Carlette KyserPegram  
Office of Safe and Healthy Students  
Office of Elementary and Secondary Education  
U.S. Department of Education  
550 12<sup>th</sup> Street, SW., Potomac Center Plaza, Room 10007  
Washington, DC 20202

RE: Partnership agreement for PEP Grant - Competitive Preference Priority #2

Dear Ms. KyserPegram:

NorthEast Washington Educational Service District 101 (DUNS # 878096296), an eligible LEA, submits this letter as proof of our commitment to serve as the lead partner and applicant for the 2013 Carol M. White Physical Education Program (CFDA #84.215F).

For this project, NEWESD 101 will provide fiscal and program oversight as well as implement a comprehensive internal evaluation. Project staff will lead proposed activities in support of goals and objectives as well as manage partnerships that advance the project's sustainability.

As a public entity directed by a full-time superintendent and elected seven-member board of directors, NEWESD 101 has the infrastructure to make substantial contributions to the project. Indeed, the agency holds more than 40 years of experience in the management of large federal grants – which collectively exceed \$60 million.

Experienced NEWESD 101 staff members and administrators will guide the project and ensure compliance with federal, state and local laws and regulations.

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

Thank you for considering our proposal.

Sincerely,

A handwritten signature in black ink that reads "Michael Dunn".

Michael Dunn, Ed.D.  
Superintendent

# Davenport School District

801 7TH • DAVENPORT, WASHINGTON 99122

(509) 725-1481 • SPOKANE 456-4272 • FAX: 725-2260

April 1, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

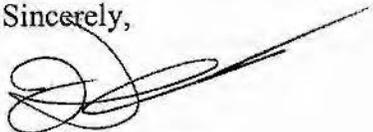
The Davenport School District is pleased to join NEWESD 101 as a school district partner in the Carol M. White Physical Education program grant (CFDA 84.215F).

This project will serve 385 K-8 students from two buildings: Davenport Elementary School and Davenport Middle School. The district will dedicate administrative and teaching staff to implement project activities detailed in the grant narrative. Activities will include adopting a comprehensive health and fitness curriculum, serving on the project advisory board, participating in professional development activities and gathering data and other information to support project evaluation. In addition, we will also collaborate with key stakeholder groups to expand the Let's Go Linco initiative in partnership with Empire Health Foundation, Lincoln County Health Department and WSU Extension Services. Family engagement activities that support this wellness initiative will also be implemented.

The district will designate \$14,473 per year in non-federal matching funds as match to support program implementation. This letter documents our support of this PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Thank you for including Davenport School District in this grant application.

Sincerely,



Jim Kowalkowski  
Superintendent

# Davenport School District

801 7TH • DAVENPORT, WASHINGTON 99122

(509) 725-1481 • SPOKANE 456-4272 • FAX: 725-2260

April 1, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

Davenport School District's Food and Nutrition Services Department welcomes the opportunity to be a key player in NEWESD 101's PEP grant application and is excited to support our district's involvement.

As a key member on the project advisory board, I will offer expertise and guidance as the district moves to a cook-from-scratch program that ultimately improves the quality of meals provided and increases access to fresh fruits and vegetables. Additional roles will include coordinating healthy cooking classes and taste tests for families and students, participating in professional development activities through Mobile Chef Advisor to support cooking from scratch and implementing accurate cost-revenue projections to ensure the new food program is sustainable.

Our department's contributions will be quantified and counted towards the district's overall non-federal match commitment documented in the district's partnership agreement letter.

This letter documents our department's support of this PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Sincerely,

(b)(6)

Sarah Sweetser  
Head Cook

# ***Odessa School District #105***

*PO Box 248 Odessa, WA 99159*

---

Superintendent  
Suellen White  
(509)982-2668  
FAX (509)-982-0163  
[www.odessa.wednet.edu](http://www.odessa.wednet.edu)

K-12 Principal  
Ken Schutz  
(509)982-2603 Elementary  
(509)982-2111 Secondary

Board of Directors  
Ed Deife  
Marcus Horak  
Travis Wagner  
Joe Schlomer  
Heather Valverde

April 1, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

Odessa School District is pleased to join NEWESD 101 as a school district partner in the Carol M. White Physical Education program grant (CFDA 84.215F).

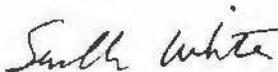
This project will serve 212 K-12 students from two buildings: P.C. Jantz Elementary School and Odessa Middle and High School. The district will dedicate administrative and teaching staff to implement project activities detailed in the grant narrative. Activities will include adopting a comprehensive health and fitness curriculum, serving on the project advisory board, participating in professional development activities and gathering data and other information to support project evaluation. In addition, we will also collaborate with stakeholder groups to expand the Let's Go Linco initiative to students in our district. Engagement activities such as family nights featuring taste tests and fitness activities will also be implemented.

In partnership with Empire Health Foundation, we will participate in financial impact analysis research to ensure financial sustainability of a healthier school food program. The results will shape cost revenue projections that will ultimately inform improvements to our district's meal service.

The district will designate \$14,473 per year in non-federal matching funds as match to support program implementation. This letter documents our support of this PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Thank you for including Odessa School District in this grant application.

Sincerely,



Suellen White  
Superintendent

***"Excellence In Education Is The  
Commitment Of The Odessa School District"***

# Odessa School District #105

PO Box 248 Odessa, WA 99159

Superintendent  
Suellen White  
(509)982-2668  
FAX (509)-982-0163  
[www.odessa.wednet.edu](http://www.odessa.wednet.edu)

K-12 Principal  
Ken Schutz  
(509)982-2603 Elementary  
(509)982-2111 Secondary

Board of Directors  
Ed Deife  
Marcus Horak  
Travis Wagner  
Joe Schlomer  
Heather Valverde

April 1, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

Odessa School District's Food and Nutrition Services Department welcomes the opportunity to be a key player in NEWESD 101's PEP grant application and is excited to support our district's involvement.

As a key member on the project advisory board, I will offer expertise and guidance that ultimately improves the quality of meals provided and increases access to fresh fruits and vegetables. Additional roles will include coordinating healthy cooking classes and taste tests for families and students, and participating in professional development activities.

Our department's contributions will be quantified and counted towards the district's overall non-federal match commitment documented in the district's partnership agreement letter.

This letter documents our department's support of this PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Sincerely,



Rebecca Kolterman  
Head Cook

*"Excellence In Education Is The  
Commitment Of The Odessa School District"*

# REARDAN-EDWALL SCHOOL DISTRICT

P.O. Box 225 • East 215 Spokane Avenue

Reardan, Washington 99029

[www.reardan.net](http://www.reardan.net)

An Equal Opportunity Employer

April 8, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

Reardan-Edwall School District is pleased to join NEWESD 101 as a school district partner in the Carol M. White Physical Education program grant (CFDA 84.215F).

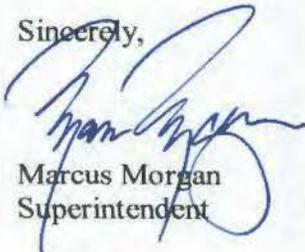
This project will serve 632K-12 students from two buildings: Reardan Elementary School and Reardan Middle/Senior High School. The district will dedicate administrative and teaching staff to implement project activities detailed in the grant narrative. Activities will include adopting a comprehensive health and fitness curriculum, serving on the project advisory board, participating in professional development activities and gathering data and other information to support project evaluation. In addition, we will also collaborate with key stakeholder groups to expand the Let's Go Linco initiative to students in our district. Engagement activities such as family nights featuring taste tests and fitness activities will also be implemented.

In partnership with Empire Health Foundation, we will participate in financial impact analysis research to ensure financial sustainability of a healthier school food program. The results will shape cost revenue projections that will ultimately inform improvements to our district's meal service.

The district will designate \$21,711 per year in non-federal matching funds as match to support program implementation. This letter documents our support of this PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Thank you for including Reardan-Edwall School District in this grant application.

Sincerely,



Marcus Morgan  
Superintendent

# REARDAN-EDWALL SCHOOL DISTRICT

P.O. Box 225 • East 215 Spokane Avenue

Reardan, Washington 99029

[www.reardan.net](http://www.reardan.net)

*An Equal Opportunity Employer*

April 1, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

Reardan-Edwall School District's Food and Nutrition Services Department welcomes the opportunity to be a key player in NEWESD 101's PEP grant application and is excited to support our district's involvement.

As a key member on the project advisory board, I will offer expertise and guidance that ultimately improves the quality of meals provided and increases access to fresh fruits and vegetables. Additional roles will include coordinating healthy cooking classes and taste tests for families and students, and participating in professional development activities.

Our department's contributions will be quantified and counted towards the district's overall non-federal match commitment documented in the district's partnership agreement letter.

This letter documents our department's support of this PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Sincerely,

(b)(6)

Therese Witter  
Nutrition Services Director



April 1, 2013

Dr. Michael Dunn, Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

Empire Health Foundation is pleased to participate in NEWESD 101’s PEP grant program as a community based partner. With a vision to transform our seven-county service area (which includes Lincoln and Adams) into the state’s healthiest region, we invest in ideas and organizations that improve access, education, research and public policy to result in a measurably healthier region.

For this project, our key role will include serving on the project’s advisory board to offer expertise that advances grant goals. In addition, we will provide matching support as described below.

Financial support of Mobile Chef Advisor who provides on-going technical assistance to Davenport School District’s Nutrition Services staff to help them successfully and sustainably implement healthy “from-scratch” school meal program. Mobile Chef Advisor will be made available to provide trainings and technical assistance to other school districts in Lincoln and Adams County in years 1 and 2.	\$8,000 per year in years 1 and 2
Financial Impact Analysis research to ensure financial sustainability of new school food program in Davenport. Results will inform other schools about cost-revenue projections for making specific changes to school food program to improve health quality.	\$10,000 in year 1
35 hours per year of in-kind staffing support and technical assistance to school districts and Mobile Chef Advisor by Sarah Lyman, Senior Program Associate who manages EHF’s <i>Obesity Prevention Initiative</i>	\$1,000 per year for year 1, 2 and 3
Matching private funds to support key project initiatives. Funds will be available throughout the course of the project.	\$10,000

This letter documents our support of NEWESD 101’s PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Thank you for including Empire Health Foundation in this exciting initiative.

Sincerely,

(b)(6)

Sarah Lyman  
Senior Program Associate  
Strategic Grant Program

April 10, 2013

Dr. Michael Dunn  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223-7738

Dear Dr. Dunn:

As a local community based organization, Washington State University Extension Services of Lincoln County welcomes the opportunity to partner with NEWESD 101 for its Carol M. White PEP grant that will serve area schools.

Our office looks forward to delivering nutrition education to Davenport and Odessa elementary students through the WSU Extension Food Sense program. Food Sense is a SNAP-Ed funded program from USDA that promotes a healthy diet and physical activity. These classes will be offered at no cost to this grant.

As a community partner and stakeholder in this grant, WSU Extension Lincoln County will participate in any grant advisory meetings and offer experience, resources and support for future community events developed through this grant.

This letter represents our support for NEWESD 101's PEP project and was developed after timely and meaningful consultation between the required partners. We are committed to work together to reach the desired goals and outcomes of the project.

Thank you very much for inviting us to be part of this wonderful collaboration.

Sincerely,

(b)(6)

Bridget Rohner  
Director, WSU Lincoln County Extension



*Lincoln County Health Department  
Dr. Marshall Thompson, Health Officer*

90 Nicholls  
Davenport, WA 99122  
Personal Health (509) 725-1001  
Env. Health (509) 725-2501  
Fax (509) 725-1014

April 1, 2013

Dr. Michael Dunn, Ed.D.  
Superintendent  
NorthEast Washington Educational Service District 101  
4202 South Regal Street  
Spokane, WA 99223

RE: PEP grant to serve K-12 students in Davenport, Odessa and Reardan School Districts

Dear Dr. Dunn,

The Lincoln County Health Department welcomes the opportunity to partner with NEWESD 101 for its PEP grant being proposed to the U.S. Department of Education.

This PEP grant will benefit from a strong infrastructure put in place through Let's Go LinCo! – a community-wide initiative with a mission to encourage everyone to make healthy choices such as moving more, eating healthy and practicing healthy habits. The campaign is designed to create an environment that fosters healthy choices and behaviors for all Lincoln County residents. Current partners include two Lincoln County Hospital Districts and Davenport School District.

Our commitment to the PEP grant will include expanding Let's Go Linco! into the communities of Odessa and Reardan in order to compliment and reinforce the physical education programs and healthy behaviors that will be implemented in these area school districts. We will also participate in PEP advisory board meetings, and assist and advise in district physical activity and nutrition policy development and enhancement.

We will track our involvement and staff contributions to the PEP grant in order to provide non-federal in-kind matching resources estimated to total \$10,162.

Our health department staff appreciates NEWESD 101's leadership role in bringing the required project partners together to participate in timely and meaningful consultation as the grant application was developed. We pledge to work with all project partners to reach grant goals and outcomes.

Thanks again for involving us in this exciting opportunity.

Sincerely,

(b)(6)

Ed Dzedzy  
Administrator



April 1, 2013

Dr. Michael Dunn, Ed.D.  
 Superintendent  
 NorthEast Washington Educational Service District 101  
 4202 South Regal Street  
 Spokane, WA 99223

RE: Physical Education Program grant to serve K-12 students in Davenport, Odessa and Reardan School Districts

Dear Dr. Dunn,

As Lincoln County's legislative body, we are pleased to pledge our support and involvement in NEWESD 101's PEP grant application to benefit K-12 students in Lincoln County.

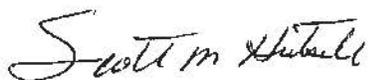
Our role in the project will include serving on the grant advisory board and also sponsoring the adoption of county policies that support and advance the health of all Lincoln County residents.

Any time spent on grant activities, including attending advisory board members, will be tracked and offered as non-federal in-kind match to the project. These resources are expected to total 24 hours per year and are valued at \$874.80.

Project goals, objectives and activities align very well with the county's Let's Go Linco! campaign. In addition, the project was developed after timely and meaningful consultation between grant partners. We are committed to work together to achieve desired goals and outcomes.

Thank you for bringing this remarkable program to Lincoln County!

Sincerely,



Scott M. Hutsell, Chairman  
 District 2



Mark R. Stedman  
 District 1



Rob Coffman  
 District 3



# SUPERINTENDENT OF PUBLIC INSTRUCTION

RANDY I. DORN OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

July 19, 2011

Bruce H. Hawkins  
Superintendent  
Educational Service District 123  
3918 West Court St.  
Pasco, WA 99301

Dear Bruce:

This letter represents the agreement for indirect cost rates for fiscal years 2011-2012 and 2012-2013.

As the cognizant agency for ESDs under Circular A-87, Attachment E, Section D (1)(b), the Office of Superintendent of Public Instruction (OSPI) is authorizing the following agreement with the nine ESDs:

- For the period of September 1, 2011, to August 31, 2013, a predetermined restricted rate of nine percent (9%) is allowed to be charged against federal grants from the U.S. Department of Education. A rate of eleven percent (11%) is allowed to be charged against state grants which pass through OSPI or any other state agency. ESDs are allowed to charge their individually calculated rate (based on the submitted methodology) for all unrestricted federal grants. These rates are to be charged consistently by all ESDs unless otherwise limited by other federal or state provisions.

All cooperative arrangements between ESDs; ESDs and school districts; or ESDs and other entities are not subject to these requirements. Administrative charges that are part of cooperative agreements, fee for service programs, and other contracts may be determined by the ESDs and their customers under the terms of these agreements.

Indirect costs exclude all space and occupancy which have been charged to programs directly. Space and occupancy costs are allowed to be charged directly to programs per the 90 day letter that the ESDs submitted to the U.S. Department of Education in 2006.

Additionally, each ESD is required to submit by February 1<sup>st</sup> of each year, an indirect cost plan calculating the subsequent year's rate. The use of these calculated rates is contingent upon the approval from the U.S. Department of Education, Office of the Chief Financial Officer, as noted above.

If you have any questions or need additional information, please contact JoLynn Berge, Director of School Apportionment and Financial Services, at 360.725.6301.

Sincerely,

(b)(6)

Shawn Lewis  
Chief Financial Officer



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**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

**Overall Scorecard**

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

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

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**Index (SHI)**

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- [Modules/Questions](#)
- [Overall Scorecard](#)
- [Plan for Improvement](#)

**Overall Scorecard**

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

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

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**Modules/Questions**

**Overall Scorecard**

**Plan for Improvement**

**Overall Scorecard**

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

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

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## LinCo PEP Bibliography

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The Wellness Impact: Enhancing Academic Success through Healthy School Environments. (2013). Retrieved from: <http://www.GENYOUthFoundation.org>.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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## LinCo PEP Budget Narrative – Federal Funds – Year One

### Personnel

The budget provides funding for portions of six positions totaling 1.1 FTE. Each position is outlined below. Numbers are based on actual costs from the 2013-2014 NEWESD 101 salary schedule. Each position shows the full-time equivalency (FTE) of the job as dedicated to the project.

#### *PEP Director - .60 FTE*

\$32,247

PEP Director will be responsible for work needed to support the objectives of the PEP grant throughout the three-year grant. This will include fiscal and staff oversight, assuring all policies and procedures are followed, ongoing communication and fulfillment of all federal liaison/reporting requirements with the U.S. Department of Education. Additionally, the director will ensure that program activities are aligned to standards, grant goals, objectives, outcomes and timelines. The PEP Director will dedicate 60% time to the PEP grant, the equivalent to 24 hours per week (60% x \$53,745).

#### *Program Assistant - .10 FTE*

\$4,026

Program Assistant will provide overall project support, as well as support to the PEP Director, partnerships and overall communication support. Responsibilities will include purchases, preparing contracts, match documentation, reimbursements and billing. The Program Assistant will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$40,263).

#### *Data Collection Specialist - .10 FTE*

\$4,026

Responsible for data collection and entry for evaluation and GPRAs. Data Collection Specialist will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$40,263).

#### *Qualitative Evaluator - .10 FTE*

\$9,140

The qualitative evaluation component of the grant will be completed by NEWESD staff. The Qualitative Evaluator will conduct on-site visits and evaluate the process of implementation through focus groups, walk-throughs and in-depth interviews with students, teachers and administrators. After analyzing the data and information gathered through multiple sources, the evaluator will work as a team with the Quantitative Evaluator to generate both preliminary and final reports to guide program change. The Qualitative Evaluator will dedicate 10% time to evaluation of the PEP grant, the equivalent to four hours per week (10% x \$91,397).

#### *Quantitative Evaluator - .10 FTE*

\$5,597

The quantitative evaluation component of the grant will be completed by NEWESD staff. The Quantitative Evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the evaluator will work as a team with the Qualitative Evaluator to generate both preliminary and final reports to guide program change. The Quantitative Evaluator will dedicate 10% time to evaluation of the PEP grant, the equivalent to four hours per week (10% x \$55,965).

*Compliance Analyst - .10 FTE* \$6,332

To ensure maximum legal and fiscal accountability, the project has budgeted a compliance analyst to manage contracts with project partners. This position will be responsible for adherence to all local, state and federal regulations, including federal EDGAR requirements, OMB cost principles, Washington's Single Audit Act and other state requirements set forth by the Washington State Auditor's Office, which conducts the annual audits of NEWESD 101. The Compliance Analyst will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$63,315).

***Total of Salaries*** **\$61,368**

**Fringe Benefits**

The project will pay fringe benefits for all participating staff are commensurate to FTE. This will include health and dental insurance, worker's compensation, unemployment compensation, FICA, retirement and paid time off. Fringe benefit percentages vary within the NEWESD 101 Administrative/Supervisory/Professional Salary Schedule. This schedule is reviewed and approved by the NEWESD 101 Board of Directors on an annual basis.

PEP Director - .60 FTE (based on \$20,146 per year)	\$12,088
Program Assistant - .10 FTE (based on \$18,325 per year)	\$1,833
Data Collection Specialist - .10 FTE (based on \$18,325 per year)	\$1,833
Qualitative Evaluator - .10 FTE (based on \$26,768 per year)	\$2,677
Quantitative Evaluator - .10 FTE (based on \$22,462 per year)	\$2,246
Compliance Analyst - .10 FTE (based on \$23,602 per year)	\$2,360

***Total of Benefits*** **\$23,037**

**Travel**

Airfare is based on the actual price of a coach ticket on Alaska Airlines (Alaskaair.com, April 4, 2013). Food and lodging are based on current approved costs set by the State of Washington for public agencies including NEWESD 101.

*New Grantee Meeting* \$3,824

Travel for PEP Director and Evaluator to attend the two-day New Grantee Meeting in order to fully understand the requirements necessary to implement the PEP grant. Includes travel, lodging, and meals. Travel is based on estimated location in Washington, D.C.

RT Coach Airfare @ \$850 x 2 people	\$1,700
Hotel Accommodations @ \$226 x 3 nights x 2 people	\$1,356
Per Diem @ \$71 x 4 days x 2 people	\$568
Transportation (taxis or subway) \$100 x 2 people	\$200

*WAHPERD Conference*

*\$7,200*

Travel for PEP Director and seven physical education teachers to attend the two-day Washington Alliance for Health, Physical Education, Recreation & Dance (WAHPERD) Conference to learn the latest research and best practices in physical and health education to bring back to their district. Includes transportation, lodging, and meals.

RT Coach Airfare @ \$213 x 8 people	\$1,704
Hotel Accommodations @ \$155 x 2 nights x 8 people	\$2,480
Per Diem @ \$71 x 2 days x 8 people	\$1,136
Conference Registration @ \$200 x 8 people	\$1,600
Transportation (car rental) \$280	\$280

*AAHPERD Conference*

*\$3,121*

Travel for PEP Director to attend the five-day American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) Conference to learn best practices and new innovations in the field of physical and health education. Includes transportation, lodging, and meals.

RT Coach Airfare @ \$750	\$750
Hotel Accommodations @ \$226 x 5 nights	\$1,130
Per Diem @ \$71 x 6 days	\$426
Conference Registration @ \$500	\$500
Transportation (car rental) \$315	\$315

*Local Travel*

*\$2,400*

The travel budget also includes funds for NEWESD 101 staff to travel to district sites. The cost is estimated at \$200 per month based on staff traveling approximately 354 miles at the state-approved mileage reimbursement rate of \$0.565.

**Total of Travel**

**\$16,545**

**Equipment**

Elementary School Equipment Package: To fully implement a comprehensive fitness and health-based program, specific equipment is required. (Three Elementary School Equipment Packages)

<b>Elementary School Equipment – Year 1</b>	<b>Quantity Per School</b>	<b>Total Quantity</b>	<b>Cost Per Item</b>	<b>Extended Total</b>
Core Stability Ball 55cm Red	4	12	17.99	\$215.88
Stability Ball Cart	1	3	239.99	\$719.97
5” Prism Pack Beanbags (dz)	4	12	23.99	\$287.88
Ominikin Inflator	1	3	159.99	\$479.97
Color My Class 12” Cones (set of 6)	3	9	37.99	\$341.91
Neoprene Dumbbell 3lbs (ea)	60	180	3.79	\$682.20
8.25” Specialty Tuff Balls Prism (pk of 6)	2	6	129.99	\$779.94
6.25” Softi Tuff Ball Prism (pk of 6)	3	9	69.99	\$629.91
Poof Foam Football	15	45	7.99	\$359.55
36” Premium No-Kink Multi-Colored Hoops (dz)	2	6	68.99	\$413.94

All Terrain All Play Cart	1	3	349.99	\$1,049.97
Gamecraft Multi-Colored Bowling Pin Sets	2	6	59.99	\$359.94
Gamecraft Fast Trak Scooters (set of 6)	1	3	349.99	\$1,049.97
Scooter Board Storage Rack	1	3	42.99	\$128.97
EX-U Rope Licorice Speed Rope 7'	24	72	3.29	\$236.88
EX-U Rope Licorice Speed Rope 8'	24	72	3.49	\$251.28
EX-U Rope Licorice Speed Rope 9'	12	36	3.79	\$136.44
4lb Rubber Medicine Ball	15	45	25.99	\$1,169.55
Monster Ball Cart	1	3	279.99	\$839.97
Quick Feet 15" Donut Set w/Drill	8	24	38.99	\$935.76
Dual Density Workout Mat	15	45	34.99	\$1,574.55
9" Poly Spots Prism Pack (set of 6)	5	15	23.99	\$359.85
Sit and Reach Box	1	3	144.99	\$434.97
6" Fitness Step	30	90	29.99	\$2,699.10
Fitness Step Cart	1	3	234.99	\$704.97
Cando Exercise Tube (light)	15	45	9.69	\$436.05
Cando Exercise Tube (medium)	15	45	10.49	\$472.05
Stadi-O-Meter	1	3	109.66	\$329.97
Full Body Sensor Body Comp Monitor/Scale	1	3	89.99	\$269.97
Work Out Bar 9lbs	15	45	31.99	\$1,439.55
Work Out Bar 12lbs	15	45	36.99	\$1,664.55
Aerobic Bar Horizontal Storage Rack	1	3	259.99	\$779.97
Ekho WM-25 HRM	30	90	79.99	\$7,199.10
Ekho Chest Straps 14-25" (dz)	2	6	104.99	\$629.94
Ekho Chest Straps over 25" (dz)	3	9	104.99	\$944.91
SW-200 Yamax Digiwalker Pedometer	30	90	24.99	\$2,249.10
Pedometer Storage Case	2	6	8.19	\$49.14
15 Meter Pacer CD	1	3	29.99	\$89.97
Ultrak 499 Stopwatch and Printer	1	3	339.99	\$1,019.97
Climbing Wall	1	3	5399.99	\$16,199.97
iPod Touch and external speakers	1	3	299.99	\$899.97
Cross Country Wheel	1	3	109.95	\$329.85
4.5" Marker Cones	10	30	4.50	\$135.00
Basic Stopwatch	1	3	16.95	\$50.85
Skinfold Caliper	1	3	15.95	\$47.85
3" Measuring Strip	3	9	4.50	\$40.50
4.5" Measuring Strip	3	9	4.50	\$40.50
<b>Sub-Total</b>				<b>\$52,162.05</b>
<b>Shipping, Handling and Tax</b>				<b>\$13,891.95</b>
<b>Total</b>				<b>\$66,054.00</b>

Secondary School Equipment Package: To fully implement a comprehensive fitness and health-based program, specific equipment is required. (Three Secondary School Equipment Packages)

<b>Secondary School Equipment – Year 1</b>	<b>Quantity Per School</b>	<b>Total Quantity</b>	<b>Cost Per Item</b>	<b>Extended Total</b>
Core Stability Ball 55cm Red	10	30	17.99	\$539.70
Core Stability Ball 65cm Yellow	10	30	21.99	\$659.70
Stability Ball Cart	1	3	239.99	\$719.97
5” Prism Pack Beanbags (dz)	4	12	23.99	\$287.88
Ominikin Inflator	1	3	159.99	\$479.97
Color My Class 12” Cones (set of 6)	4	12	37.99	\$455.88
Neoprene Dumbbell 5lbs (ea)	48	144	6.29	\$905.76
Neoprene Dumbbell 8lbs (ea)	48	144	9.99	\$1,438.56
8.25” Specialty Tuff Balls Prism (pk of 6)	2	6	129.99	\$779.94
6.25” Softi Tuff Ball Prism (pk of 6)	3	9	69.99	\$629.91
Poof Foam Football	15	45	7.99	\$359.55
36” Premium No-Kink Multi-Colored Hoops (dz)	2	6	68.99	\$413.94
All Terrain All Play Cart	1	3	349.99	\$1,049.97
Gamecraft Multi-Colored Bowling Pin Sets	3	9	59.99	\$539.91
Gamecraft Fast Trak Scooters (set of 6)	1	3	349.99	\$1,049.97
Scooter Board Storage Rack	1	3	42.99	\$128.97
EX-U Rope Licorice Speed Rope 7’	12	36	3.29	\$118.44
EX-U Rope Licorice Speed Rope 8’	12	36	3.49	\$125.64
EX-U Rope Licorice Speed Rope 9’	36	108	3.79	\$409.32
4lb Rubber Medicine Ball	15	45	25.99	\$1,169.55
Monster Ball Cart	1	3	279.99	\$839.97
Quick Feet 15” Donut Set w/Drill	8	24	38.99	\$935.76
Dual Density Workout Mat	36	108	34.99	\$3,778.92
9” Poly Spots Prism Pack (set of 6)	5	15	23.99	\$359.85
Sit and Reach Box	1	3	144.99	\$434.97
6” Fitness Step	36	108	29.99	\$3,238.92
Fitness Step Cart	1	3	234.99	\$704.97
Cando Exercise Tube (light)	12	36	9.69	\$348.84
Cando Exercise Tube (medium)	24	72	10.49	\$755.28
Cando Exercise Tube (heavy)	12	36	12.99	\$467.64
25’ Bulk Tubing X-Heavy Black	2	6	21.49	\$128.94
Tubing Handles	6	18	8.99	\$161.82
Stadi-O-Meter	1	3	109.66	\$329.97
Tanita Body Comp Analyzer/Scale	1	3	2,299.99	\$6,899.97
Work Out Bar 9lbs	12	36	31.99	\$1,151.64
Work Out Bar 12lbs	24	72	36.99	\$2,663.28
Work Out Bar 15lbs	12	36	41.99	\$1,511.64

Aerobic Bar Horizontal Storage Rack	1	3	259.99	\$779.97
Ekho WM-25 HRM	36	108	79.99	\$8,638.92
Ekho Chest Straps 14-25" (dz)	3	9	104.99	\$944.91
Ekho Chest Straps over 25" (dz)	3	9	104.99	\$944.91
SW-200 Yamax Digiwalker Pedometer	36	108	24.99	\$2,698.92
Pedometer Storage Case	3	9	8.19	\$73.71
20 Meter Pacer CD	1	3	29.99	\$89.97
Ultra Premium Blood Pressure Monitor w/cuff	2	6	139.99	\$839.94
Ultrak 499 Stopwatch and Printer	1	3	339.99	\$1,019.97
iPod Touch and external speakers	1	3	299.99	\$599.98
Cross Country Wheel	1	3	109.95	\$899.97
4.5" Marker Cones	10	30	4.50	\$135.00
Basic Stopwatch	1	3	16.95	\$50.85
Skinfold Caliper	1	3	15.95	\$47.85
3" Measuring Strip	3	9	4.50	\$40.50
4.5" Measuring Strip	3	9	4.50	\$40.50
<b>Sub-Total</b>				<b>\$54,820.78</b>
<b>Shipping, Handling and Tax</b>				<b>\$14,565.22</b>
<b>Total</b>				<b>\$69,386.00</b>

***Total of Equipment***

***\$135,440***

**Supplies**

***General Program Supplies***

***\$1,200***

To purchase office supplies – paper, toner, pens, etc. which are based on current usage rates for similar program size by NEWESD 101. Supplies will be used by the PEP director, program assistant and evaluators.

***Curriculum***

***\$8,500***

Curriculum will be purchased after completion of the PECAT and HECAT, that aligns with Washington Health and Fitness standards and provides for a comprehensive and sequential approach at all grade levels.

***Pedometers***

***\$7,800***

Pedometers will be purchased as required by the grant in order to measure the first GPRA performance measure. 1,300 pedometers will be purchased in year one (1,300 pedometers x \$6 each = \$7,800).

***Total of Supplies***

***\$17,500***

**Contractual**

*Davenport, Odessa and Reardan School Districts* \$60,000  
Contracts will be given to districts to carry out locally driven physical activity and nutrition activities as determined by the SHAC. Activities must fall under allowable costs for this grant solicitation and may include supplies and materials for family engagement activities, school gardens, taste testing, and classroom activity breaks (\$20,000 x 3 sites).

*Training/Professional Development* \$6,400  
Four days of training per year will be contracted through an established fitness and health curriculum company. All PE teachers will be fully trained on the use of the curriculum being implemented, equipment being purchased, and best practices and teaching strategies.

*Web-based Information Management System License* \$10,500  
Web-based information management system for student health and fitness data. License will be renewed in Years 2 and 3 of the grant.

***Total of Contractual*** **\$76,900**

**Other**

*Space Usage* \$7,165  
Space Usage for PEP director, program assistant, data collection specialist, qualitative evaluator, quantitative evaluator and compliance analyst. Based on actual square footage per work space.  
PEP Director - .60 FTE (based on \$8,165 per year) \$4,899  
Program Assistant - .10 FTE (based on \$3,678 per year) \$368  
Data Collection Specialist - .10 FTE (based on \$3,678 per year) \$368  
Qualitative Evaluator - .10 FTE (based on \$6,124 per year) \$613  
Quantitative Evaluator - .10 FTE (based on \$5,610 per year) \$561  
Compliance Analyst - .10 FTE (based on \$3,558 per year) \$356

*Photocopies (\$20 per month x 12)* \$240  
Rates are based on similar program costs within NEWESD 101.

*Postage (\$10 per month x 12)* \$120  
Rates are based on similar program costs within NEWESD 101.

*Computer Network Support Services* \$935  
Computer network support services for PEP director, program assistant, data collection specialist, qualitative evaluator, quantitative evaluator and compliance analyst. Based on total FTE of 1.1 FTE x \$850 per year.

***Total of Other*** **\$8,460**

**Directs**

*Total of all categorical costs detailed above.*

\$339,250

**Indirects**

*9% Indirects*

\$30,533

This item is based on a pre-determined maximum, restricted federal indirect rate of nine (9) percent, provided in an agreement with NEWESD 101's cognizant agency, Washington's Office of Superintendent of Public Instruction (OSPI). Both NEWESD 101 and OSPI are audited annually by the Washington State Auditor's Office, a constitutionally-created separate agency.

**Total Cost Year 1**

*Total of direct and indirect costs as detailed above.*

\$369,783

## LinCo PEP Budget Narrative – Federal Funds – Year Two

### Personnel

The budget provides funding for portions of six positions totaling 1.08 FTE. Each position is outlined below. Numbers are based on actual costs from the 2013-2014 NEWESD 101 salary schedule. Each position shows the full-time equivalency (FTE) of the job as dedicated to the project. Year 2 reflects a 3% cost of living increase as recommended this year.

#### *PEP Director - .60 FTE*

\$33,214

PEP Director will be responsible for work needed to support the objectives of the PEP grant throughout the three-year grant. This will include fiscal and staff oversight, assuring all policies and procedures are followed, ongoing communication and fulfillment of all federal liaison/reporting requirements with the U.S. Department of Education. Additionally, the director will ensure that program activities are aligned to standards, grant goals, objectives, outcomes and timelines. The PEP Director will dedicate 60% time to the PEP grant, the equivalent to 24 hours per week (60% x \$55,358).

#### *Program Assistant - .10 FTE*

\$4,147

Program Assistant will provide overall project support, as well as support to the PEP Director, partnerships and overall communication support. Responsibilities will include purchases, preparing contracts, match documentation, reimbursements and billing. The Program Assistant will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$41,471).

#### *Data Collection Specialist - .10 FTE*

\$4,147

Responsible for data collection and entry for evaluation and GPRAs. Data Collection Specialist will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$41,471).

#### *Qualitative Evaluator - .10 FTE*

\$9,414

The qualitative evaluation component of the grant will be completed by NEWESD staff. The Qualitative Evaluator will conduct on-site visits and evaluate the process of implementation through focus groups, walk-throughs and in-depth interviews with students, teachers and administrators. After analyzing the data and information gathered through multiple sources, the evaluator will work as a team with the Quantitative Evaluator to generate both preliminary and final reports to guide program change. The Qualitative Evaluator will dedicate 10% time to evaluation of the PEP grant, the equivalent to four hours per week (10% x \$94,139).

#### *Quantitative Evaluator - .10 FTE*

\$5,764

The quantitative evaluation component of the grant will be completed by NEWESD staff. The Quantitative Evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the evaluator will work as a team with the Qualitative Evaluator to generate both preliminary and final reports to guide program change. The Quantitative Evaluator will dedicate 10% time to evaluation of the PEP grant, the equivalent to four hours per week (10% x \$57,644).

*Compliance Analyst - .08 FTE* *\$5,218*

To ensure maximum legal and fiscal accountability, the project has budgeted a compliance analyst to manage contracts with project partners. This position will be responsible for adherence to all local, state and federal regulations, including federal EDGAR requirements, OMB cost principles, Washington's Single Audit Act and other state requirements set forth by the Washington State Auditor's Office, which conducts the annual audits of NEWESD 101. The Compliance Analyst will dedicate 8% time to the PEP grant, the equivalent to approximately three hours per week (8% x \$65,214).

***Total of Salaries*** ***\$61,904***

**Fringe Benefits**

The project will pay fringe benefits for all participating staff are commensurate to FTE. This will include health and dental insurance, worker's compensation, unemployment compensation, FICA, retirement and paid time off. Fringe benefit percentages vary within the NEWESD 101 Administrative/Supervisory/Professional Salary Schedule. This schedule is reviewed and approved by the NEWESD 101 Board of Directors on an annual basis. Year 2 reflects a 3% cost of living increase as recommended this year.

PEP Director - .60 FTE (based on \$20,750 per year)	\$12,450
Program Assistant - .10 FTE (based on \$18,875 per year)	\$1,887
Data Collection Specialist - .10 FTE (based on \$18,875 per year)	\$1,887
Qualitative Evaluator - .10 FTE (based on \$27,571 per year)	\$2,757
Quantitative Evaluator - .10 FTE (based on \$23,136 per year)	\$2,314
Compliance Analyst - .08 FTE (based on \$24,310 per year)	\$1,945

***Total of Benefits*** ***\$23,240***

**Travel**

Airfare is based on the actual price of a coach ticket on Alaska Airlines (Alaskaair.com, April 4, 2013). Food and lodging are based on current approved costs set by the State of Washington for public agencies including NEWESD 101.

*WAHPERD Conference* *\$7,200*

Travel for PEP Director and seven physical education teachers to attend the two-day Washington Alliance for Health, Physical Education, Recreation & Dance (WAHPERD) Conference to learn the latest research and best practices in physical and health education to bring back to their district. Includes transportation, lodging, and meals.

RT Coach Airfare @ \$213 x 8 people	\$1,704
Hotel Accommodations @ \$155 x 2 nights x 8 people	\$2,480
Per Diem @ \$71 x 2 days x 8 people	\$1,136
Conference Registration @ \$200 x 8 people	\$1,600
Transportation (car rental) \$280	\$280

*AAHPERD Conference* *\$3,121*  
 Travel for PEP Director to attend the five-day American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) Conference to learn best practices and new innovations in the field of physical and health education. Includes transportation, lodging, and meals.

RT Coach Airfare @ \$750	\$750
Hotel Accommodations @ \$226 x 5 nights	\$1,130
Per Diem @ \$71 x 6 days	\$426
Conference Registration @ \$500	\$500
Transportation (car rental) \$315	\$315

*Local Travel* *\$2,400*  
 The travel budget also includes funds for NEWESD 101 staff to visit district sites. The cost is estimated at \$200 per month based on staff traveling approximately 354 miles at the state-approved mileage reimbursement rate of .565..

***Total of Travel*** ***\$12,721***

**Equipment**

Secondary School Equipment Package: To fully implement a comprehensive fitness and health-based program, specific equipment is required. (Three Secondary School Equipment Packages).

<b>Secondary School Equipment</b>	<b>Quantity Per School</b>	<b>Total Quantity</b>	<b>Cost Per Item</b>	<b>Extended Total</b>
Light Commercial Elliptical	2	6	2,902.00	\$17,412.00
Light Commercial Treadmill	2	6	1,495.00	\$8,970.00
Spinner Bike	2	6	2,335.00	\$14,010.00
<b>Suh-Total</b>				<b>\$40,392.00</b>
<b>Shipping, Handling and Tax</b>				<b>\$3,515.00</b>
<b>Total</b>				<b>\$43,907.00</b>

*Bicycles, Trailer, and Helmets* *\$20,000*  
 A set of 25 bicycles and 25 helmets will be purchased to be shared between the districts, as well as a cargo trailer (\$4,000) to store and transport the equipment. These will be used for interactive student bicycle safety training.

***Total of Equipment*** ***\$63,907***

**Supplies**

*General Program Supplies* *\$1,200*  
 To purchase office supplies – paper, toner, pens, etc. which are based on current usage rates for similar program size by NEWESD 101. Supplies will be used by the PEP director, program assistant and evaluators.

*Classroom Activity Break Program* \$900  
 A movement program that will be administered in grades K-8 by classroom teachers to encourage more movement throughout the school day.

*Pedometers* \$1,200  
 Pedometers will be purchased as required by the grant in order to measure the first GPRA performance measure. 200 pedometers will be purchased in year two of the grant to replace pedometers that are lost or broken. (200 pedometers x \$6 each = \$1,200).

***Total of Supplies*** **\$3,300**

**Contractual**

*Davenport, Odessa and Reardan School Districts* \$60,000  
 Contracts will be given to districts to carry out locally driven physical activity and nutrition activities as determined by the SHAC. Activities must fall under allowable costs for this grant solicitation and may include supplies and materials for family engagement activities, school gardens, taste testing, and classroom activity breaks (\$20,000 x 3 sites).

*Training/Professional Development* \$6,400  
 Four days of training per year will be contracted through an established fitness and health curriculum company. All PE teachers will be fully trained on the use of the curriculum being implemented, equipment being purchased, and best practices and teaching strategies.

*Bicycle Safety Training* \$5,000  
 Two-day staff training, curriculum and teaching aids for physical education teachers.

*Web-based Information Management System License* \$500  
 Web-based information management system for student health and fitness data license renewal for Year 2.

***Total of Contractual*** **\$71,900**

**Other**

*Space Usage* \$7,307  
 Space Usage for PEP director, program assistant, data collection specialist, qualitative evaluator, quantitative evaluator and compliance analyst. Based on actual square footage per work space. Year 2 reflects a 3% increase as recommended this year.

PEP Director - .60 FTE (based on \$8,410 per year)	\$5,046
Program Assistant - .10 FTE (based on \$3,788 per year)	\$379
Data Collection Specialist - .10 FTE (based on \$3,788 per year)	\$379
Qualitative Evaluator - .10 FTE (based on \$6,308 per year)	\$631
Quantitative Evaluator - .10 FTE (based on \$5,778 per year)	\$578
Compliance Analyst - .08 FTE (based on \$3,665 per year)	\$294

*Photocopies (\$20 per month x 12)* \$240  
Rates are based on similar program costs within NEWESD 101.

*Postage (\$10 per month x 12)* \$120  
Rates are based on similar program costs within NEWESD 101.

*Computer Network Support Services* \$946  
Computer network support services for PEP director, program assistant, data collection specialist, qualitative evaluator, quantitative evaluator and compliance analyst. Based on total FTE of 1.08 FTE x \$875.50 per year. Year 2 reflects a 3% increase as recommended this year.

***Total of Other*** **\$8,613**

**Directs**

*Total of all categorical costs detailed above.* \$245,585

**Indirects**

*9% Indirects* \$22,103

This item is based on a pre-determined maximum, restricted federal indirect rate of nine (9) percent, provided in an agreement with NEWESD 101's cognizant agency, Washington's Office of Superintendent of Public Instruction (OSPI). Both NEWESD 101 and OSPI are audited annually by the Washington State Auditor's Office, a constitutionally-created separate agency.

**Total Cost Year 2**

*Total of direct and indirect costs as detailed above.* \$267,688

## LinCo PEP Budget Narrative – Federal Funds – Year Three

### Personnel

The budget provides funding for portions of six positions totaling 1.025 FTE. Each position is outlined below. Numbers are based on actual costs from the 2013-2014 NEWESD 101 salary schedule. Each position shows the full-time equivalency (FTE) of the job as dedicated to the project. Year 3 reflects a 3% cost of living increase as recommended this year.

#### *PEP Director - .60 FTE*

\$34,211

PEP Director will be responsible for work needed to support the objectives of the PEP grant throughout the three-year grant. This will include fiscal and staff oversight, assuring all policies and procedures are followed, ongoing communication and fulfillment of all federal liaison/reporting requirements with the U.S. Department of Education. Additionally, the director will ensure that program activities are aligned to standards, grant goals, objectives, outcomes and timelines. The PEP Director will dedicate 60% time to the PEP grant, the equivalent to 24 hours per week (60% x \$57,019).

#### *Program Assistant - .10 FTE*

\$4,272

Program Assistant will provide overall project support, as well as support to the PEP Director, partnerships and overall communication support. Responsibilities will include purchases, preparing contracts, match documentation, reimbursements and billing. The Program Assistant will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$42,715).

#### *Data Collection Specialist - .10 FTE*

\$4,272

Responsible for data collection and entry for evaluation and GPRAs. Data Collection Specialist will dedicate 10% time to the PEP grant, the equivalent to four hours per week (10% x \$42,715).

#### *Qualitative Evaluator - .10 FTE*

\$9,696

The qualitative evaluation component of the grant will be completed by NEWESD staff. The Qualitative Evaluator will conduct on-site visits and evaluate the process of implementation through focus groups, walk-throughs and in-depth interviews with students, teachers and administrators. After analyzing the data and information gathered through multiple sources, the evaluator will work as a team with the Quantitative Evaluator to generate both preliminary and final reports to guide program change. The Qualitative Evaluator will dedicate 10% time to evaluation of the PEP grant, the equivalent to four hours per week (10% x \$96,963).

#### *Quantitative Evaluator - .10 FTE*

\$5,937

The quantitative evaluation component of the grant will be completed by NEWESD staff. The Quantitative Evaluator will create reports that include statistical analysis of the data collected regarding fitness, activity logs, cognitive scores and survey data. After analyzing the data and information they have gathered through multiple sources, the evaluator will work as a team with the Qualitative Evaluator to generate both preliminary and final reports to guide program change. The Quantitative Evaluator will dedicate 10% time to evaluation of the PEP grant, the equivalent to four hours per week (10% x \$59,373).

*Compliance Analyst - .025 FTE* *\$1,680*

To ensure maximum legal and fiscal accountability, the project has budgeted a compliance analyst to manage contracts with project partners. This position will be responsible for adherence to all local, state and federal regulations, including federal EDGAR requirements, OMB cost principles, Washington's Single Audit Act and other state requirements set forth by the Washington State Auditor's Office, which conducts the annual audits of NEWESD 101. The Compliance Analyst will dedicate 2.5% time to the PEP grant, the equivalent to one hour per week (2.5% x \$67,170).

***Total of Salaries*** ***\$60,068***

**Fringe Benefits**

The project will pay fringe benefits for all participating staff are commensurate to FTE. This will include health and dental insurance, worker's compensation, unemployment compensation, FICA, retirement and paid time off. Fringe benefit percentages vary within the NEWESD 101 Administrative/Supervisory/Professional Salary Schedule. This schedule is reviewed and approved by the NEWESD 101 Board of Directors on an annual basis. Year 2 reflects a 3% cost of living increase as recommended this year.

PEP Director - .60 FTE (based on \$21,373 per year)	\$12,824
Program Assistant - .10 FTE (based on \$19,441 per year)	\$1,944
Data Collection Specialist - .10 FTE (based on \$19,441 per year)	\$1,944
Qualitative Evaluator - .10 FTE (based on \$28,398 per year)	\$2,840
Quantitative Evaluator - .10 FTE (based on \$23,830 per year)	\$2,383
Compliance Analyst - .025 FTE (based on \$25,039 per year)	\$626

***Total of Benefits*** ***\$23,000***

**Travel**

Airfare is based on the actual price of a coach ticket on Alaska Airlines (Alaskaair.com, April 4, 2013). Food and lodging are based on current approved costs set by the State of Washington for public agencies including NEWESD 101.

***WAHPERD Conference*** ***\$7,200***

Travel for PEP Director and seven physical education teachers to attend the two-day Washington Alliance for Health, Physical Education, Recreation & Dance (WAHPERD) Conference to learn the latest research and best practices in physical and health education to bring back to their district. Includes transportation, lodging, and meals.

RT Coach Airfare @ \$213 x 8 people	\$1,704
Hotel Accommodations @ \$155 x 2 nights x 8 people	\$2,480
Per Diem @ \$71 x 2 days x 8 people	\$1,136
Conference Registration @ \$200 x 8 people	\$1,600
Transportation (car rental) \$280	\$280

<i>AAHPERD Conference</i>	<i>\$3,121</i>
Travel for PEP Director to attend the five-day American Alliance for Health, Physical Education, Recreation & Dance (AAHPERD) Conference to learn best practices and new innovations in the field of physical and health education. Includes transportation, lodging, and meals.	
RT Coach Airfare @ \$750	\$750
Hotel Accommodations @ \$226 x 5 nights	\$1,130
Per Diem @ \$71 x 6 days	\$426
Conference Registration @ \$500	\$500
Transportation (car rental) \$315	\$315

*Local Travel* *\$2,400*  
 The travel budget also includes funds for NEWESD 101 staff to travel to district sites. The cost is estimated at \$200 per month based on staff traveling approximately 355 miles at the state-approved mileage reimbursement rate of \$0.565.

***Total of Travel*** ***\$12,721***

**Equipment**

No Equipment Requested

**Supplies**

*General Program Supplies* *\$1,200*  
 To purchase office supplies – paper, toner, pens, etc. which are based on current usage rates for similar program size by NEWESD 101. Supplies will be used by the PEP director, program assistant and evaluators.

*Pedometers* *\$1,200*  
 Pedometers will be purchased as required by the grant in order to measure the first GPRA performance measure. 200 pedometers will be purchased in year two of the grant to replace pedometers that are lost or broken. (200 pedometers x \$6 each = \$1,200).

***Total of Supplies*** ***\$2,400***

**Contractual**

*Davenport, Odessa and Reardan School Districts* *\$60,000*  
 Contracts will be given to districts to carry out locally driven physical activity and nutrition activities as determined by the SHAC. Activities must fall under allowable costs for this grant solicitation and may include supplies and materials for family engagement activities, school gardens, taste testing, and classroom activity breaks (\$20,000 x 3 sites).

*Training/Professional Development* \$6,400  
 Four days of training per year will be contracted through an established fitness and health curriculum company. All PE teachers will be fully trained on the use of the curriculum being implemented, equipment being purchased, and best practices and teaching strategies.

*Web-based Information Management System License* \$500  
 Web-based information management system for student health and fitness data license renewal for Year 3.

***Total of Contractual*** **\$66,900**

**Other**

*Space Usage* \$7,317  
 Space Usage for PEP director, program assistant, data collection specialist, qualitative evaluator, quantitative evaluator and compliance analyst. Based on actual square footage per work space. Year 3 reflects a 3% increase as recommended this year.

PEP Director - .60 FTE (based on \$8,662 per year)	\$5,197
Program Assistant - .10 FTE (based on \$3,902 per year)	\$390
Data Collection Specialist - .10 FTE (based on \$3,902 per year)	\$390
Qualitative Evaluator - .10 FTE (based on \$6,497 per year)	\$650
Quantitative Evaluator - .10 FTE (based on \$5,952 per year)	\$595
Compliance Analyst - .025 FTE (based on \$3,775 per year)	\$95

*Photocopies (\$20 per month x 12)* \$240  
 Rates are based on similar program costs within NEWESD 101.

*Postage (\$10 per month x 12)* \$120  
 Rates are based on similar program costs within NEWESD 101.

*Computer Network Support Services* \$952  
 Computer network support services for PEP director, program assistant, data collection specialist, qualitative evaluator, quantitative evaluator and compliance analyst. Based on total FTE of 1.025 FTE x \$929 per year. Year 3 reflects a 3% increase as recommended this year.

***Total of Other*** **\$8,629**

**Directs**

*Total of all categorical costs detailed above.* \$173,718

**Indirects**

*9% Indirects*

*\$15,635*

This item is based on a pre-determined maximum, restricted federal indirect rate of nine (9) percent, provided in an agreement with NEWESD 101's cognizant agency, Washington's Office of Superintendent of Public Instruction (OSPI). Both NEWESD 101 and OSPI are audited annually by the Washington State Auditor's Office, a constitutionally-created separate agency.

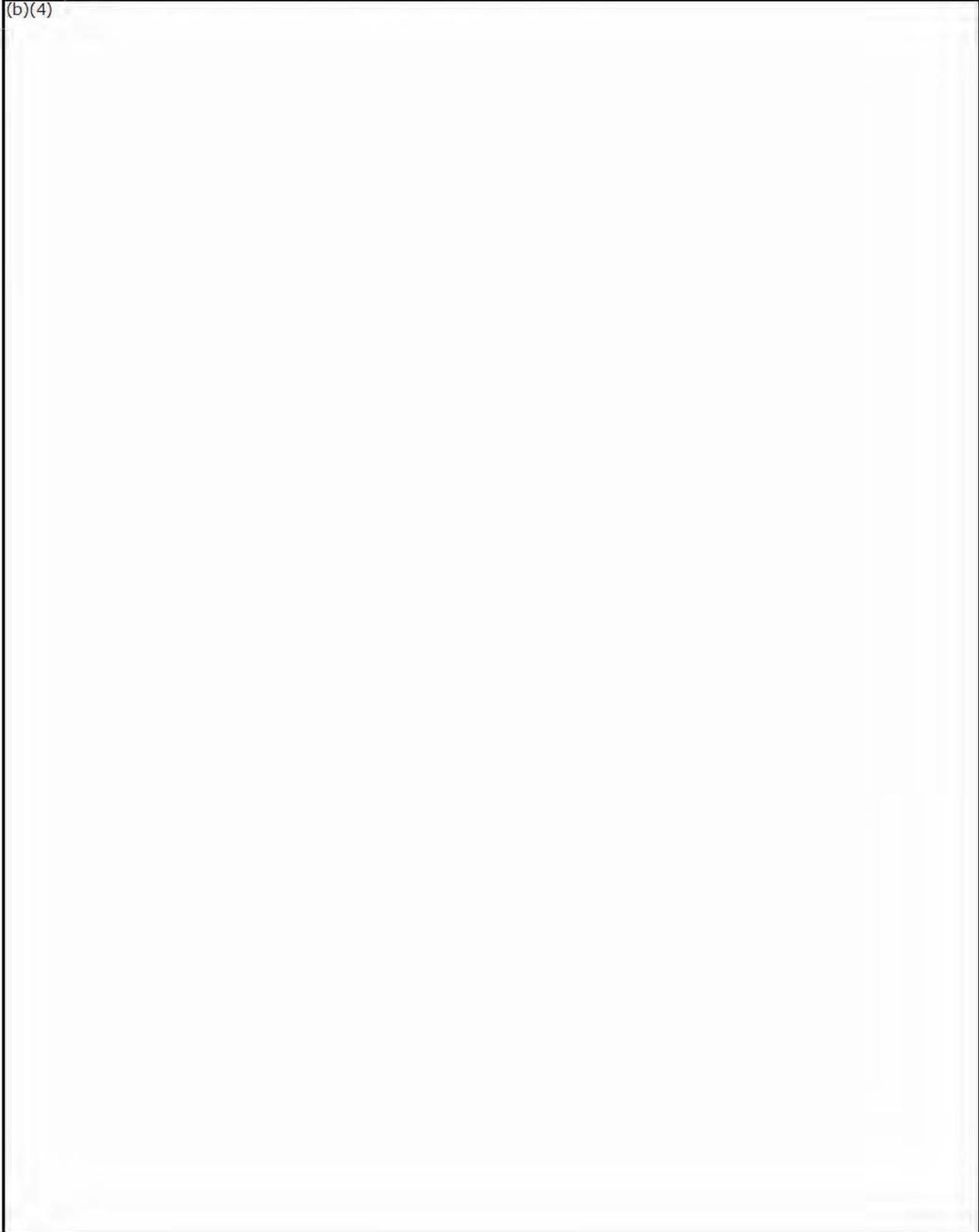
**Total Cost Year 3**

*Total of direct and indirect costs as detailed above.*

*\$189,353*

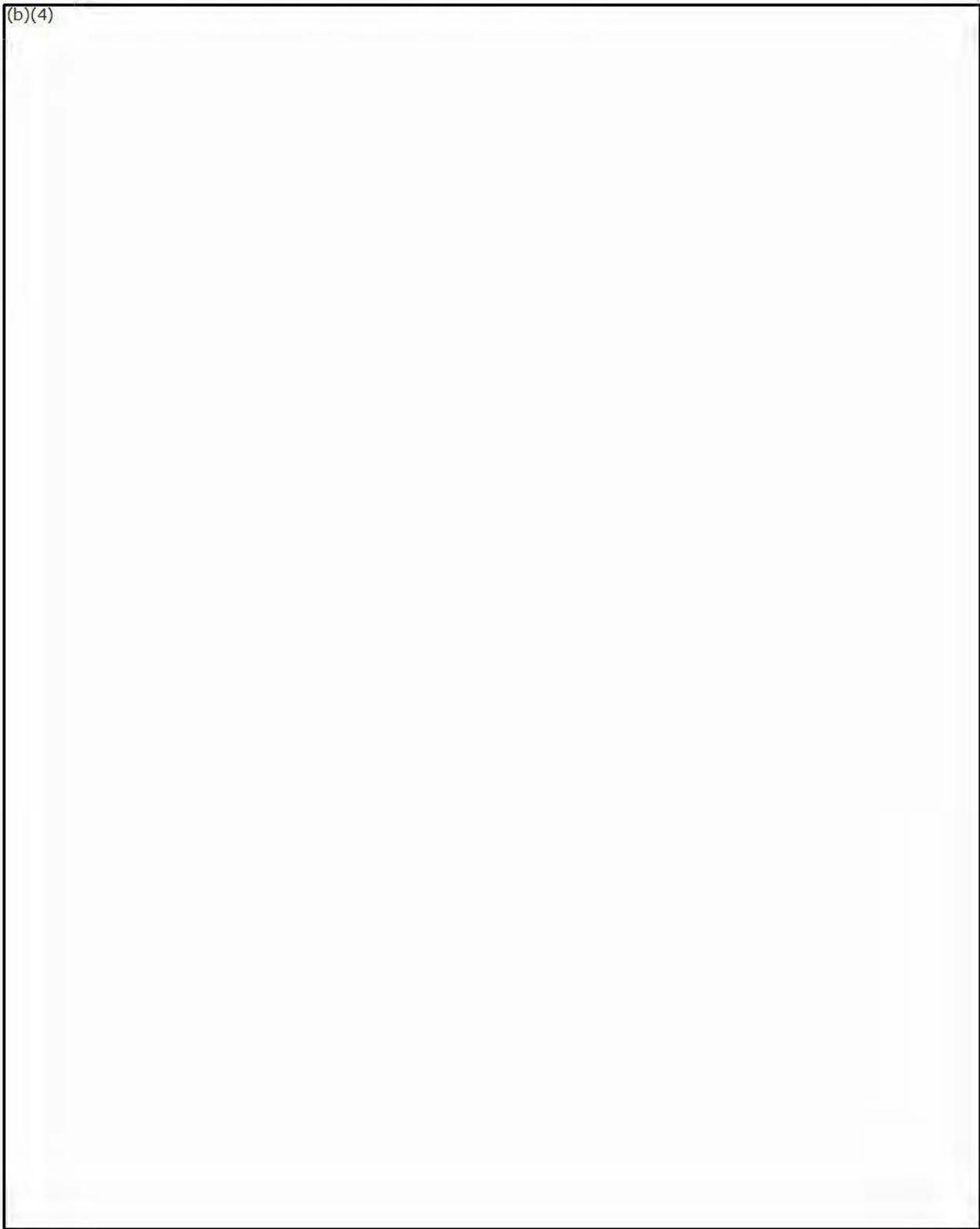
**LinCo PEP Budget Narrative – Match Funds – Year One**

(b)(4)



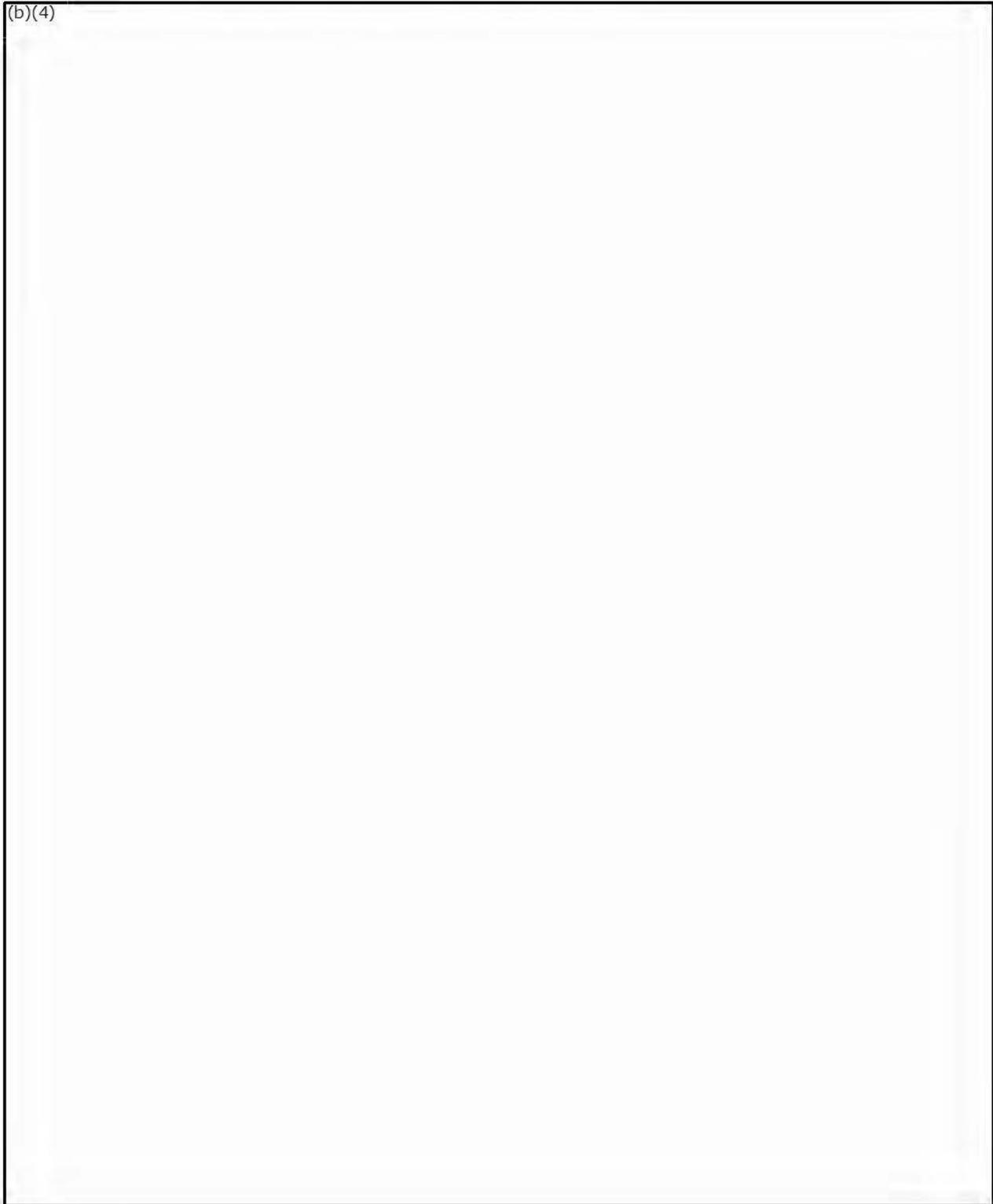
**LinCo PEP Budget Narrative – Match Funds – Year Two**

(b)(4)



**LinCo PEP Budget Narrative – Match Funds – Year Three**

(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

NorthEast Washington Educational Service District 101

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	61,368.00	61,904.00	60,068.00			183,340.00
2. Fringe Benefits	23,037.00	23,240.00	23,000.00			69,277.00
3. Travel	16,545.00	12,721.00	12,721.00			41,987.00
4. Equipment	135,440.00	63,907.00	0.00			199,347.00
5. Supplies	17,500.00	3,300.00	2,400.00			23,200.00
6. Contractual	76,900.00	71,900.00	66,900.00			215,700.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	8,460.00	8,613.00	8,629.00			25,702.00
9. Total Direct Costs (lines 1-8)	339,250.00	245,585.00	173,718.00			758,553.00
10. Indirect Costs*	30,533.00	22,103.00	15,635.00			68,271.00
11. Training Stipends						
12. Total Costs (lines 9-11)	369,783.00	267,688.00	189,353.00			826,824.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2011 To: 08/31/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Office of Superintendent of Public Instruction

The Indirect Cost Rate is 9.00 %.

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

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

Name of Institution/Organization NorthEast Washington Educational Service District 101	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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Astri		Zidack	

Address:

Street1:	4202 South Regal Street
Street2:	
City:	Spokane
County:	Spokane
State:	WA: Washington
Zip Code:	99223
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
509.789.3565	509.323.2785

Email Address:

azidack@esd101.net
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**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) #: 

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No Provide Assurance #, if available: 

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

	Add Attachment	Delete Attachment	View Attachment
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