

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 # S215F130336

Grants.gov Tracking#: GRANT11379663

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"/>
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* 3. Date Received: <input type="text" value="04/12/2013"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

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

B. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="School District of Wild Rose"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="396005217"/>	* c. Organizational DUNS: <input type="text" value="1005932760000"/>

d. Address:

* Street1: <input type="text" value="600 Park Avenue"/>
Street2: <input type="text"/>
* City: <input type="text" value="Wild Rose"/>
County/Parish: <input type="text" value="Waushara"/>
* State: <input type="text" value="WI: Wisconsin"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="54984-0276"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
---------------------------------------	-------------------------------------

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Chris"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bahr"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Project Director/Physical Ed Instructor"/>

Organizational Affiliation: <input type="text"/>

* Telephone Number: <input type="text" value="920-622-4201 Ext. 1423"/>	Fax Number: <input type="text" value="920-622-4801"/>
---	---

* Email: <input type="text" value="bahrchr@staffwildrose.k12.wi.us"/>

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:**

Rosie Nation Expectations: A Fitness and Healthy Eating Initiative of the Wild Rose School District

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Diane Mrkvicka	* TITLE District Administrator
* APPLICANT ORGANIZATION School District of Wild Rose	* DATE SUBMITTED 04/12/2013

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

* Name: School District of Wild Rose

* Street 1: 600 Park Avenue Street 2: _____

* City: Wild Rose State: WI: Wisconsin Zip: _____

Congressional District, if known: 06

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NOT Middle Name _____

* Last Name APPLICABLE Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

Prefix _____ * First Name NOT Middle Name _____

* Last Name APPLICABLE Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

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

* Signature: Diane Mrkvicka

* Name: Prefix _____ * First Name Claude Middle Name _____
* Last Name Olson Suffix _____

Title: District Administrator Telephone No.: 920-622-4203 Ext. 1402 Date: 04/12/2013

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

PR/Award # S215F130336

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

GEPArosieNation.pdf

Add Attachment

Delete Attachment

View Attachment

General Education Provision Act (GEPA) Compliance, Section 427

The Rosie Nation Expectations project will assure equitable participation and access to all related activities and instruction within the Wild Rose School District. Participation and access will be inclusive of all students, staff, parents, and community members regardless of color, race, gender, disability, and country of origin or sexual orientation. Wild Rose staff are familiar with overcoming potential barriers to learning or access to activities, non-school facility locations, including natural and recreational areas. We are also familiar with overcoming barriers of language for English Language Learner families, so both of these areas will be addressed in our GEPA plan.

The facilities of the Wild Rose School District, including one K-12 facility in Wild Rose and one elementary facility in Pine River, are handicapped accessible. Our Adaptive PE instructor, with assistance from special education staff as needed, will plan ahead for any necessary accommodations during field trips, including for visits to recreational areas. We will strive to use areas that offer handicapped accessibility and beneficial and inclusive physical activities for all students. Within our onsite physical education classes, our Adaptive PE instructor will also plan and help other PE teachers plan for enjoyable, well-accommodated lessons and activities with special need students and their classmates.

Specifications for new fitness equipment are also being planned with inclusivity in mind. Adaptive physical education equipment, such as special needs bikes, have been selected, and a wide range of equipment is handicapped accessible, including fitness equipment that provides upper arm strength and muscle conditioning, which can be very beneficial to students with adaptive PE needs.

Rosie Nation Expectations, Wild Rose School District

Our program will be sensitive to the needs of English Language Learners (ELL) and their families, particularly for migrant students who may join our program either late in the school year or for a short period of time each fall. We are pleased that our new curriculum has a diversity of including cooperative games, team building and even new dance units that will be inclusive of other cultures, Hispanic cultures among them. We will use these to forge connections with these students and among all students.

We are also thankful that as members of the CESA 5 Title III Consortium, our district is provided an onsite consultant for assistance with meeting ELL student needs. We will utilize this help or guidance as we rewrite curriculum and as needed in lesson planning, communications to children or parents, or communications between students and our school counselors, nurse or other staff. Through this consultant we are also kept abreast of new regulations and techniques in teaching ELL students, which will be of benefit to our staff as we establish our curriculum, new practices and policies.

Finally, we have designed our program to have new “PE appeal” to the many students who have never liked phy-ed class, athletics or being active, regardless of gender. We have a bevy of new, individualized lifetime fitness activities planned that will offer something new and interesting for every student, be it yoga, dance, rollerblading, low-ropes courses, cross-country skiing or rock climbing. Every student deserves to have equal access to the skills and knowledge that will keep him or her healthy for life—and find enjoyment in physical activity as well.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
School District of Wild Rose	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Claude"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Olson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="District Administrator"/>	
* SIGNATURE: <input type="text" value="Diane Mrxvicka"/>	* DATE: <input type="text" value="04/12/2013"/>

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The School District of Wild Rose, or “Rosie Nation,” as it has proudly and affectionately become known by students in recent years, is a small, rural district (enrollment 593) spanning 144 square miles in east-central Wisconsin. Schools include Wild Rose Elementary and Wild Rose Middle/High school, located in the Village of Wild Rose (pop. 765), and Pleasant View Elementary with 61 students, located 12 miles east in Pine River, which is unincorporated.

Wild Rose students enjoy the natural beauty of this popular, though economically drepressed area. But far too many are more sedentary than the visitors who scour our county maps for the most scenic bike routes or cross-country ski trails. Given the rural nature of our district, more than half of students ride the bus to school, many for long distances; for the rest of our students, walking or biking to school, while a healthy option, is not necessarily a safe option given that there are few sidewalks. Instead many students are driven to school. No summer school, no local recreational programming and no YMCAs or Boys & Girls Clubs exist here. Add to this an outdated physical education curriculum rooted in competitive sports, minimal instruction in healthy eating, a district wellness policy that runs up against fundraisers of cookie dough and “kringles” (Scandinavian pastries), plus students’ growing preference for video games and computers for recreation—and it’s no wonder student health, including an increasing number of older overweight students, is a concern.

Fortunately, a highly motivated and visionary planning team has stepped up to the plate. For the past two years, physical education and health staff have collaborated with one another, along with administrators, food service staff, nursing staff, counselors, teaching staff, students, and parent and community partners such as our Booster Club, local hospital, the Village of Wild Rose, and the Waushara County Health Department.

The result of our efforts is an initiative entitled “Rosie Nation Expectations” because of the high expectations we have for change.

The Rosie Nation Expectations initiative **takes our gaps and weaknesses**, particularly those identified in numerous self-assessments including the School Health Index (SHI), and **addresses them** through a comprehensive effort that helps students develop healthy habits for a lifetime. **It aligns solidly with the absolute priority of the Carol M. White program,** including instruction in healthy eating habits and nutrition, and diverse, evidence-based physical fitness activities.

Program components include the following: 1) Revising our outdated physical education (PE) and Health curricula to meet state standards; 2) Putting new emphasis on individualized fitness and nutrition/healthy eating goals; 3) Bringing new fitness technologies and technology-based assessment strategies to physical education class; 4) Forging community partnerships (parent to village to county-level) to help reinforce and support lessons and messages learned in schools; 5) Engaging in new practices, policies and events within our district, *from promotion of hall walking for families and community members to creation of a new fall health fair and spring fitness/field days, and a new emphasis on healthier fundraisers;* and 6) Ensuring sustainability through staff professional development, creation of a Coordinated School Health Council, policy development, and a Student Wellness Team.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

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Rosie Nation Expectations!

Wild Rose School District, Wild Rose, Wisconsin
2013 Carol M. White Physical Education Program

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1. Need for 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.

The School District of Wild Rose, or “Rosie Nation,” as it has proudly and affectionately become known by students in recent years, is a small, rural district (enrollment 593) spanning 144 square miles in east-central Wisconsin. Schools include Wild Rose Elementary and Wild Rose Middle/High school, located in the Village of Wild Rose (pop. 765), and Pleasant View Elementary with 61 students, located 12 miles east in Pine River, which is unincorporated.

The economy here is dependent upon outdoor enthusiasts who are drawn to the surrounding Waushara County’s lakes, trout fishing streams, hunting lands, summer rental properties and campgrounds. But this reliance has been especially true since the recession occurred. Job layoffs were significant at a nearby foundry, and over 400 jobs were lost when both a major manufacturer of mufflers and of exhaust systems closed their plants. Student eligibility for free/reduced lunch, an indicator of poverty, remains high at 51.8% of all elementary students and 46.2% of all students (and higher than Wisconsin’s 41.4% average free/reduced lunch rates).

Wild Rose students enjoy the natural beauty of this area as well. But far too many are more sedentary than the visitors who scour our county maps for the most scenic bike routes or cross-country ski trails. Given the rural nature of our district, *more than half of students ride the bus to school, many for long distances; for the rest of our students, walking or biking to school, while a healthy option, is not necessarily a safe option* given that there are few sidewalks. Instead many students are driven to school. *No summer school, no local recreational programming and no YMCAs or Boys & Girls Clubs exist here. Add to this an outdated physical education curriculum rooted in competitive sports, minimal instruction in healthy eating, a district wellness policy that runs up against fundraisers of cookie dough and “kringles” (Scandinavian pastries), plus students’ growing preference for video games and computers for recreation—and it’s no wonder student health, including an increasing number of older overweight students, is a concern.*

Fortunately, a highly motivated and visionary planning team has stepped up to the plate. For the past two years, physical education and health staff have collaborated with one another, along with administrators, food service staff, nursing staff, counselors, teaching staff, students, and parent and community partners such as our Booster Club, local hospital, the Village of Wild Rose, and the Waushara County Health Department. The result of our efforts is an initiative entitled “Rosie Nation Expectations” because of the high expectations we have for change.

The Rosie Nation Expectations initiative **takes our gaps and weaknesses**, particularly those identified in numerous self-assessments including the School Health Index (SHI), and **addresses them** through a comprehensive effort that helps students develop healthy habits for a lifetime. **It aligns solidly with the absolute priority** of the Carol M. White program, including instruction in healthy eating habits and nutrition, and diverse, evidence-based physical fitness activities.

Program components include the following: 1) Revising our outdated physical education (PE) and Health curricula to meet state standards; 2) Putting new emphasis on individualized fitness and nutrition/healthy eating goals; 3) Bringing new fitness technologies and technology-based assessment strategies to physical education class; 4) Forging community partnerships (parent to village to county-level) to help reinforce and support lessons and messages learned in schools; 5) Engaging in new practices, policies and events within our district, *from promotion of hall walking for families and community members to creation of a new fall health fair and spring fitness/field days, and a new emphasis on healthier fundraisers*; and 6) Ensuring sustainability through staff professional development, creation of a Coordinated School Health Council, policy development, and a Student Wellness Team.

Looking at the gaps: current infrastructure, equipment, scheduling, and funding - Instructional space for physical education is a problem in the Wild Rose School District, with a small gym limiting activities at Pleasant View Elementary School, and shared gyms, due to scheduling issues at Wild Rose Elementary, sometimes causing safety issues—not to mention distractions—when classes of younger and older students occur side by side.

In terms of modern equipment to teach individualized fitness and assessment, the year may as well be 1950. There is no cardio equipment. There are free weights, but almost no machine-based lifting equipment. The PE budget for grades 6-12 is not much help: it comes to \$1,200 per year to cover field trips, equipment, repairs and memberships. At the elementary school, the budget is \$300. “Lack of equipment is a problem,” says elementary/ adaptive PE teacher Jason Kirby, who adds that one of the hardest things about teaching PE currently is “needing to bring equipment out to Pleasant View while the other PE teacher is teaching the same unit. There just isn’t enough equipment to go around.”

Lack of time is another issue that impacts students’ performance in meeting state standards. While the National Association for Sports & Physical Education (NASPE) recommends 150 minutes of PE weekly for grades K-5 students, *Wild Rose K-5 students fall short with just 90 minutes per week.* At the middle and high school level, *225 minutes is recommended weekly, but our average is just half of that at 112 minutes per week,* based on a schedule of every other day and alternate Fridays. Increased PE time and modified scheduling must be considered, but whether those changes occur or not, we know that above all we must change how we utilize time with students, and help them make the most of their time outside of class.

Curriculum - The Wild Rose physical education curriculum could be called “old school.” It is competitive and sports-oriented. Units include *soccer, flag football, basketball, volleyball, softball, speedball, team handball, floor hockey* and the list goes on. Many students could recite it by heart, according to our PE teachers, who are not proud of that fact. “Students often complain about doing units year after year,” says Chris Bahr, PE teacher at Wild Rose for 13 years. Indeed several students complain in letters contained later in this proposal, but the complaints come in an exciting context—one brimming with enthusiasm for change.

“Kids want new activities, different challenges, and new experiences. We have tried to offer new activities like archery, snow-shoeing and yoga. The kids enjoy them and want more change.” But he admits the money is not there—for significant equipment, or extended

professional development or curriculum writing. This is a unique frustration for a PE instructor such as Chris, whose master's degree in Exercise & Sport Science from UW-La Crosse includes and emphasis in Adventure Education. But he does the best he can.

Outcomes of Self-Assessments – Fitness and health/nutrition assessments completed in this 2012-13 school year reveal significant needs, as well as programmatic gaps & weaknesses:

BMI testing: Overweight status of our older students is of particular concern.

- ⊕ 35% of 8th grade boys are overweight at the middle school, where 18% or nearly one in five middle school students overall are overweight, according to BMI.
- ⊕ 42% of 10th grade boys, and 33% of 11th grade girls, were also found to be overweight at the high school, where overall overweight status is 26%, or one in four students.

Healthy Fitness Zone (HFZ) testing: 26% of high school students fail to reach the “healthy fitness zone” for the PACER (Progressive Aerobic Cardiovascular Endurance Run) test--a much higher rate than our 4th-8th grade students at 6%; similarly only 68% reach the HFZ for the mile run, compared to 84% for the younger students.

Health, Fitness & Behavioral Surveys: Students in grades 5-11 (320 students) were surveyed in January on general health and fitness. The findings gave us pause:

- ⊕ Only 43% of students reported being physically active for at least 60 minutes on four or more of the last seven days.
- ⊕ 48% disagreed with the statement that “Taking good care of my body—such as eating foods that are good for me, and exercising regularly—is important to me.”
- ⊕ 41% reported they ate breakfast just three or fewer days in the past week.
- ⊕ 59% of students reported eating fewer than the recommended three or more servings of vegetables per day; 38% said they ate fewer than the recommended two or more servings of fruit per day.
- ⊕ **75%** of students either stated they do not learn how to use devices such as pedometers, heart rate monitors, body fat analyzers or Fitnessgram to assess their level of fitness or physical activity in class, or that they did not know what the devices were.

Youth Risk Behavior Survey: This 2012 survey of 141 Wild Rose middle and high school students demonstrated that risky student behaviors, including alcohol use, need our attention, as well as issues of bullying and whether students feel they belong. *24.2% of high school students surveyed reported drinking alcohol during the last 30 days; 36.4% stated they feel like they don't belong at school. 64% of middle school students stated bullying is a problem at the school.*

District Wellness Policy: Our wellness policy, first created in 2006, is in need of substantial updating. The policy scored just 27 out of 100 points for Comprehensiveness and 17 out of 100 points for Strength (how strongly content is stated) when analyzed this spring by our team using the WellSAT Wellness School Assessment Tool. This tool, developed by the Rudd Center based on the work of the Robert Wood Johnson Foundation, also links users with resources for every type of weakness, so we have a place to start.

Wisconsin State Standards for Physical Education: When our district and PE staff reviewed our PE curriculum for alignment with the Wisconsin Model Academic Standards for Physical Education this winter, the results only confirmed that our curriculum is outdated. Of 230 benchmarks within the 6 standards, staff determined our alignment was “Poor” or “Missing” in 64—a full 28%. While we had deficiencies in all six standards, two were most sorely lacking:

<p>Wisconsin PE Standard 3: Participates Regularly in Physical Activity: <i>17 of 28 benchmarks marked “poor” or “missing” including those related to:</i></p> <ul style="list-style-type: none"> ✓ “Chooses to be physically active,” ✓ “Sets goals for a physically active lifestyle,” ✓ “Plans for physical activity based on personal goals & interests,” and ✓ “Participates regularly in moderate to vigorous physical activity in and out of school.”
<p>Wisconsin PE Standard 4: Achieves and Maintains a Health-Enhancing Level of Physical Fitness: <i>19 of 37 benchmarks marked “poor” or “missing” including those related to:</i></p> <ul style="list-style-type: none"> ✓ “Understands health benefits of being physically active,” ✓ “Manages healthy physical activity,” ✓ “Acquires and applies fitness knowledge,” ✓ “Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility,” ✓ “Assesses and manages personal health behaviors.”

Use of the Physical Education Curriculum Analysis Tool (PECAT) suggested similar weaknesses (multiple low scores on a scale of 0-10) in meeting national standards as seen here:

Wild Rose School District PECAT Overall Scorecard * Jan. 2013	Content Analysis Score by Grade Level (Possible range of 0-10)				Student Assessment Analysis by Grade Level (Possible range of 0-10)			
	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
STANDARDS 1-6 – “The Learner...								
#1 <u>Demonstrates competency in motor skills and movement patterns</u> needed to perform a variety of physical activities	7	2	6	7	2	2	0	2
#2 <u>Demonstrates understanding of movement concepts, principles, strategies, and tactics</u> applied to learning and performance of physical activities.	6	2	5	4	2	2	2	2

STANDARDS – “The Learner...	K-2	3-5	6-8	9-12	K-2	3-5	6-8	9-12
#3 Participates regularly in physical activity.	5	2	5	6	2	2	2	2
#4 Achieves and maintains a health-enhancing level of physical fitness.	5	2	4	6	2	2	2	2
#5 Exhibits responsible personal & social behavior that respects self & others in physical activity settings.	6	2	4	4	2	2	2	2
#6 Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	7	2	5	6	2	2	2	2

* Areas of greatest weakness highlighted in purple

Some of our greatest deficiencies in meeting the state and national Standards above have to do with a need to *transform our traditional, sports-based physical education curriculum into what is often called “the New PE.”* This PE changes students from the inside out by helping them understand cognitively the fitness concepts that can encourage a lifetime of physical activity and good health. Middle school students, for example, learn to “*develop a physical activity plan appropriate to their personal goals*” using practice procedures and training principles (Wisconsin Standard 3:3:A3). Third through fifth-grade students learn the benefits of the five health-related fitness components (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition) (WI Standard 4:2:A4).

Completing the School Health Index (SHI) with our PE, Health and food service staff proved to be yet another window into gaps and weaknesses, this time across the school environment.

Wild Rose School Health Index (SHI) – Jan. 2013 Overall Scorecard & Weaknesses	Low 0-20%	21%-40%	Medium 41%-60%	61%- 80%	High 81%-100%
Module 1- School Health Policies & Environment				73% MS/HS	83% Elem
Module 2 - Health Education				71% Elem 76% MS/HS	
Module 3 - PE & Other Physical Activity Programs				70% Elem 71% MS/HS	
Module 4 - Nutrition Services			55% Elem	66% MS/HS	

Policy, PE & Training Gaps: Among needs identified in SHI module 1, School Health Policies & Environment, was this not so surprising one: *the need to stop using food as a reward or punishment.* Current rewards, for example, rely too often on such things as rootbeer float parties and pizza parties. Rosie Nation Expectations will remedy this problem primarily through much-needed *updating of our district Wellness Policy* with the leadership of our first Coordinated School Health Council. In module 2, Health Education, we recognized that

elementary staff need more professional development and curriculum planning time in this area. Rosie Nation Expectations curriculum planning time with our Curriculum Director will help as will professional development guidance from the new Coordinated School Health Council.

Updating PE curriculum and improving professional development for PE teachers were the primary needs identified through Module 3, PE & Other Physical Activity Programs. As detailed in Section 3a, these needs will be met through curriculum planning & professional development afforded PE teachers during the grant period, and new PE professional development time protocols, including use of train-the-trainer methods and annual PE in-services.

Nutrition Gaps: *The need to collaborate with our food service manager and staff on ways to increase variety, nutrition and freshness of cafeteria foods, and promote healthier eating, were identified in Module 4. This need will be met in a variety of ways, including teaming up with staff and our food service manager, conducting student taste testings of unique and healthy foods, and establishment of a farm to schools program that ties in to locally grown produce.* Nutrition-related weaknesses in our nutrition curriculum K-12 were identified as well through the Healthy Eating Module of the CDC's HECAT (Healthy Education Curriculum Analysis Tool). Our score of 29 out 60 possible points indicates these weaknesses are substantial; two areas of need are in teaching students how to access reliable nutrition information, and helping them advocate for themselves for healthy food options. See Section 2 for planned efforts.

2. Significance

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

The Rosie Nation Expectations project was *designed* for comprehensive system change and improvement. Our planning team has been very intentional in plans for all evidence-based, system-level changes. The most fundamental relate to PE/Health and nutrition curriculum revision, nutrition and physical activity policy updating, intensive professional development, and supportive community partnerships. Best practices and up-to-date research have also been considered and woven into all aspects of the program, as will be discussed further in 3b.

Students taking ownership in this project will also go a long way toward system change. And fortunately this is already occurring. For starters, “Rosie Nation Expectations” is a project name that gets credited to our students, who just last year came up with the hugely popular “We are Rosie Nation” slogan for Wild Rose. Why not have Rosie Nation “expectations” for a fit and healthy school environment? Students have shown remarkable interest in the project—from participating in the fitness and nutrition surveys and testing, to writing letters about the project (included in the Appendix) after thoughtfully and often passionately discussing the current state of PE/Health at Wild Rose, to the creation of a Rosie Nation Expectations project logo (also included in the appendix), to our plans to have a Student Wellness Team established as part of the project so that students can have a voice in sharing and making change.

The program design has been carefully correlated to the needs and action steps we identified through the School Health Index (SHI) surveys, Modules 1-4. The result is a strong long-term School Health Improvement Plan for the Wild Rose School District, as recommended by the Centers for Disease Control. This plan links performance feedback and continuous improvement, as illustrated below. It also provides us with **two central project goals: 1) To help Wild Rose students become healthier through increased daily activity, and 2) To help students make healthy choices related to nutrition.** Detailed objectives related to these goals can be found in Section 6. Two, however, include increasing the percentage of students getting 60 minutes of exercise/day and increasing student consumption of fresh fruits and vegetables.

The program design is also based on the six Carol M. White PEP elements as follows:

1) Fitness education & assessment will be central to our teaching the “New PE.” Our new focus on individualized health, nutrition and fitness assessments will provide students with a wide array of information to help them live healthier lives. This means the use of exercise assessments at all school levels, including pedometers, pulse sticks, heart rate monitors, activity logs/journals and Fitnessgram assessments included within personal assessment portfolios.

Fitnessgram tests measure *cardiovascular fitness, muscle strength, muscular endurance, flexibility and body composition*. By using these tests, students learn to assess their own fitness levels, develop goals, chart progress and reevaluate in pursuit of their own unique health objectives—all skills found to be **missing** from our curriculum when our staff conducted the Physical Education Curriculum Analysis Tool (PECAT), a Centers for Disease Control self-assessment, this past year. Since then, we have put together a Curriculum Improvement Plan that is fundamental to our Rosie Nation Expectations program since it helps us meet Wisconsin State Standards for Physical Education. A summary of the plan is below and also in the appendix:

“Rosie Nation Expectations” Curriculum Improvement Plan (summary form)			
Identified weaknesses within PECAT results	PECAT Committee recommendations	Necessary Actions	Persons responsible and completion date
Lesson plans for grades K-5 not specific - all content areas, Standards 1-6	<ul style="list-style-type: none"> • Develop specific lessons in detail/each lesson and activity • Curriculum director to consult with PE staff for curriculum revisions, best practices in protocol development. • Evaluation will be consistent among all grade levels and teachers. • Set benchmarks and protocols • Receive consulting assistance related to new PEP grant and initiating the “New PE” from Rosemary Morrow, Wautoma School District (a PEP awardee) & resource support from Dr. Jeff Steffen, UW-La Crosse AdventureEd Program 	Rewrite curriculum using research-based and best practices	<ul style="list-style-type: none"> • <i>Chris Bahr, HS/MS PE</i> • <i>Jason Kirby, Elem PE/Adaptive PE</i> • <i>Andrea Bechard, Elem PE & HS/MS Health</i> • <i>Barbara Sobralske, Curriculum Director</i> • <i>Deb Blackburn, retired Manawa PE teacher and frequent substitute teacher</i>
No specific protocols for student assessment in all grade levels. Assessment is done by teacher with no set protocol.		Complete updating of units, lesson plans, protocols to revised Wisconsin State Standards, and accompanying Learning Priorities, Focus Areas, and Strategies	
		Evaluate program goals, objectives and progress in light of curriculum revision and assessment data	
			Completion Date for Curriculum: ½ by end of Year 1 summer and ½ by end of Year 2 summer. Lesson plans, units: ongoing

Several other components round out Fitness Education & Assessment. Primary among them is creation of a fitness center in our middle school gym that will consist of a variety of aerobic equipment (treadmills, stair climbers, elliptical machines and stationary bikes) and allow for cardio fitness activities regardless of gym space and weather. Students will use their activity logs here to record cardio and other fitness assessments. Our outdated weight room will be updated to better serve *all* of our middle school/high school students, male and female, and students with

disabilities (weight machines, for example, will be wheelchair accessible with adaptive hand-holds) in strength training. New equipment will include free-motion weight machines, med balls, and stability balls to promote core strength and balance, and allow maximum student use.

Lastly, lifelong individualized activities will be added that promote physical activity in our grades 1-12 curriculum. This aligns with parent and student survey comments indicating an interest in activities that were individualized and less competitive. These will include: *the addition of biking and snowshoeing for both elementary and secondary students, rollerblading for K-8, cross-country skiing for secondary levels, disc golf and indoor/outdoor mini golf to be used by all levels, and the addition of a climbing wall at the middle/high school that will get kids climbing, working together as a team, and improving their strength, coordination and balance.*

2) Instruction in motor skills & physical activities designed to enhance physical, mental, social or emotional development – Curriculum/instruction updating and revision will occur during a combination of monthly PE/Health curriculum team meetings each year as well as extended release time during the summers of the first two years of the Rosie Nation Expectations Program. Half of the curriculum updates will be completed by the end of the first summer and the other half will be completed by the end of the second summer. Curriculum Improvement Plan follow-up work based on our PECAT will be part of this effort, as well as work toward making changes to improve our School Health Index scores—and thus our school health and environment. We will utilize guidance from outside consultant Rosemary Morrow of the Wautoma School District, a past PEP grant awardee. We are also fortunate to have a promise of university-level PE resource support from Dr. Jeff Steffen of UW-La Crosse, who is both Director of Graduate PE Teacher Education as well as Director of the school’s Adventure Education program, where Chris Bahr studied with him. Finally, we are pleased to have the year-round support of our own Curriculum & Instruction Director, Barbara Sobralske, who is also principal of both Wild Rose and Pleasant View Elementary Schools.

The effects of curriculum updating will be profound with respect to our students' physical, mental, social, and emotional development. Perhaps the true catalyst will be the curricular shift from what many would call a sports-based model to a more individualized fitness and lifetime activities model. PE teacher Jason Kirby put it well in a teacher survey about the project: *"I hope this will open up a whole new idea about what physical education can be. Physical activity doesn't have to be about playing sports."*

As we implement the New PE, students will improve *physical* and *emotional health* by meeting their personal fitness goals, improve *mental health* as they improve their confidence and self-image as they grow fitter. They will improve their *social health* as they try new activities with classmates, whether Zumba or team climbing wall challenges. A more accepting, rather than competitive, environment is also created with more culturally diverse activities, such as yoga and multi-cultural group dance using our new group dance systems.

3) Cognitive concepts to support healthy lifestyles – Our revised curriculum will focus on giving students the knowledge, understanding and skills that support a healthy lifestyle in school and out. With the benefit of PE professional development and expertise of our curriculum director and consultant, teachers will also develop dynamic lessons that increase class participation and skill building. Multiple formative assessment opportunities (new) will be used to monitor and reinforce learning. By piloting the use of stability balls for seating in the middle/school Health classroom, our PE/Health teacher Andrea Bechard will be teaching students several important cognitive lessons—stability balls are helpful for strengthening one's core, for better posture and also for concentration. If interest grows among students and staff, we will expand the use of these balls in the classroom with school PTO or related funds.

Besides teaching our students lifetime activities in class, we will encourage them to be active outside of class, including *through walking clubs at recess, use of the new fitness trail at the elementary school and our school forest, new in-school walking for families, and promotion of new events, including a Fall Wellness Fair and Spring Field/Fitness Days*, events where

parents and community partners can join in as well as support the fun, activity and learning that will take place. One additional place we will reinforce those healthy concepts learned in school is at our K-5 After School program. Our Rosie Nation Task Force will collaborate with program personnel to align healthy practices, challenges and instruction there as well, from healthy after school snacks to enjoyable but *active* recreation time.

4) Development of positive social and cooperative skills – As noted earlier, time is short in our PE classes, making *instruction in positive social and cooperative skills challenging*. With just *90 weekly PE minutes at the elementary level* rather than the recommended 120 and *just 112 minutes at the middle/high school rather than the recommended 225*, we expect to initiate a dialogue about any possible changes in the future as part of this initiative and the focus it is providing us. But for now we have to deal with what IS. What *will* help develop positive social and cooperative skills under such circumstances? *New units, including adventure education sports such as ropes courses and rock climbing, and balance walkers (group movement on ski-like appliances!) will help by promoting and enhancing team-building skills*, even with time constraints. And exposure to lifetime activities will entice more students to try them with their families, a friend or as an adult.

5) Instruction in healthy eating habits and good nutrition - Our second major project goal is to “Help students make healthy choices related to their nutrition.” The HECAT (the CDC’s Healthy Education Curriculum Analysis Tool), a requirement of this proposal, helped us determine ways to do that during our project period through a Curriculum Improvement Plan. Three areas of weakness that PE/Health and elementary teachers will now address with the help of our curriculum & instruction director include: 1) healthy eating information and concepts, such as how to recognize “body signals” of fullness; 2) accessing valid information that students need as food consumers, whether in a grocery store or at McDonald’s; and 3) goal setting, an important skill that can help a student be successful in gradually eating more fruits or vegetables

each day (which happens to be a program goal). The *entire Nutrition Education curriculum* will be reviewed and updated as part of the Rosie Nation Expectations program.

Other steps toward healthy eating include the following: 1) *Revisiting our district Wellness Policy*, updating it with parent input, and positively promoting and following it. The current policy (please see Appendix) was developed in 2006. *The policy framework* includes three major goals of the district--an organized health & PE curricula and related programs, practice & promotion of good nutrition within the school setting, and a commitment to student & staff wellness reflected by the “total school environment.” Nutrition Guidelines are provided with specific percentages of fat and calories allowed in any given food items for sale or distribution. But the problem is that these are not being followed with respect to fundraisers, such as those involving baked goods, and some club sales, classroom snacks & rewards. So we have work to do. 2) *Creating fun, ongoing school-wide challenges/rewards related to healthy eating with the help of a new Student Wellness Team, our Task Force and staff*; 3) *Establishing a Farm to School program*, allowing us to begin obtaining fresh, delicious produce and products from local growers (Our Food Service Director and several project team members will attend the annual Wisconsin School to Farm Summit together to kick off this process.); 4) *Providing collaboration time for cross-curricular connections between the Food Service Director and teachers*; and 5) *Aligning our schools with the Wisconsin USDA Team Nutrition program*, from which our food service manager will receive training & resources, and the Healthier US Schools Challenge, which challenges us to win the “Gold” award for encouragement of healthy eating/physical activity.

6) Professional Development – We will obtain sustained, sequenced training in appropriate research-based methods to update our curriculum and reform our PE practices. Teachers will receive specialized training at the national and state-level conventions of the American Alliance for health, Physical Education Recreation and Dance (AAHPERD), as well as the critical grantee training in Washington D.C. PE staff will visit model programs in the area (such as Wautoma,

Appleton, Tri-County school districts) and receive onsite fitness equipment/technology training to be highly competent as teachers of the new “PE.” This will include visits from Polar USA in use of heart-rate monitor equipment, as well as from Project Adventure for adventure education training. Additional expertise in research-based instruction will be obtained from Wautoma PE Consultant, Rosemary Morrow, and Director of Curriculum & Instruction Barbara Sobralske. Dr. Jeff Steffen, UW-La Crosse Director of Graduate PE Teacher Education and Adventure Education programs, will serve as a resource to us on the New PE as well as adventure education topics. Our PE teacher Chris Bahr studied under him for his master’s degree.

3. Quality of the Project Design

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

Stepping up when something needs to be done is a common virtue in many small towns, and the same is true here in the Wild Rose area. That virtue extends to residents and businesses who have stepped up with donations of time, equipment and materials related to a new Village boardwalk/walking/biking path along a historic millpond and village park area. It also extends to students. One of our Key Club advisors says she wasn’t surprised to learn that several students called together an impromptu clean-up crew one Saturday morning when they noticed that the prior evening’s Homecoming Parade had left the streets of Wild Rose a mess. *That’s the spirit of “stepping up” that’s compelled us as we’ve planned the Rosie Nation Expectations Initiative.*

Our program will **build capacity** through the district’s commitment to PE and Health education, continuous improvement and school-parent-community collaboration. *Fundamental curriculum changes*, accompanied by the necessary professional development, materials and equipment to carry them out, will assure we have the capacity as well as an expectation for ongoing results (as detailed in the Section 6, the Evaluation section). Assisting this is the district’s commitment to equipment maintenance and replacement, and necessary technology upgrades; additionally we will purchase warranties as available.

Rosie Nation Expectations also builds capacity because *our vision extends beyond ourselves*. **We want the Wild Rose School District to become a model school district in rural Wisconsin known for demonstrating and sharing cutting-edge best practices in PE instruction, healthy eating and nutrition.** As other schools visit us in the future we know we will have met that goal, and will be happy we can give back in such a critical area. Launching a Coordinated School Health Council (see next section) that will focus on multiple dimensions of health for the longterm in our school community will also provide sustainability.

Capacity and sustainability are also assured through our many supportive partners, both within the district and beyond. Some of these partners include the parents, students and teaching staff who took surveys of nutrition/fitness and instructional needs, as well as our Booster Club and PTO that have offered to help with support of fitness events and best practices. Community partners include our local hospital, Wild Rose Community Memorial Hospital and the Waushara County Health Department, who have all signed program-specific assurances for their roles. Parent, school, community or other partners will be included in our Sustainability Committee. This group will begin meeting in the second year of the grant year (see timeline in Section 5), as a subcommittee of our Advisory Council.

Since our program includes ongoing community outreach events (a new annual Fall Wellness Fair, Spring Field Days/Fitness Days, etc.), we expect to increase our base of support with each year of operation. One last capacity building method is a new district commitment to professional development for our staff beyond the grant period. This includes: 1) encouraging train-the-trainer workshops and related opportunities in new skills and best practices (affordably allowing one staff member to become the expert and train others), 2) allowing staff to use in-service time for team PE/Health-related trainings (these may be train-the-trainer, special guests or trips), and 3) scheduling common planning time for PE/Health staff to maintain a unified, K-12 scope and sequence of engaging, research-based instruction and practice.

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

The Rosie Nation Expectations project reflects significant up-to-date knowledge from research and effective practice. Much of it is woven into the project's design based on the many tools utilized for this project, including school health assessments like the Rudd Center's *WellSAT School Health Assessment Tool*, the CDC's *School Health Index*, the *Fitnessgram measures for "healthy fitness zone"* and *Government Performance Results Act (GPRA)* requirements that provide tools to measure *moderate to vigorous activity for youth 60 minutes per day*—a standard issued by both the National Association for Sport and Physical Education (NASPE) and the Department of Health and Human Services.

In section 1 of this proposal we first shared the alarming finding from our fitness and health survey of 320 grades 5-12 Wild Rose students that *48% disagreed with the statement that "Taking good care of my body—such as eating foods that are good for me, and exercising regularly—is important to me."* Such a statement drives us to design the very best practices into our program, including the much-needed updating our curriculum to the latest (2010) *Wisconsin Department of Instruction's Model Academic Standards* http://www.wellnessandpreventionoffice.org/WI_Standards_for_PE-1.pdf, rather than the 1997 version ours are based upon. With those standards and the accompanying lessons available to us, including both in the areas of nutrition and PE, we can assure that never again (we hope) will see such statistics again.

Several sets of research are fundamental to daily messages that we will share with parents, our community members and of course with students in our classes, school newsletter and district websites. This is because they are based specifically on child and adolescent research. From the Centers for Disease Control's online "*The Physical Activity Guidelines for Children and Adolescents*" (2012), we will share with students the benefits of physical activity:

- Helps build and maintain healthy bones and muscles.
- Helps reduce the risk of developing obesity and chronic diseases, such as diabetes, cardiovascular disease, and colon cancer.
- Reduces feelings of depression and anxiety and promotes psychological well-being.

- May help improve students' academic performance, including: Academic achievement and grades; academic behavior, such as time on task; factors that influence academic achievement, such as concentration and attentiveness in the classroom.

Likewise, from the Farm to School Collaborative and the National Farm to School Network we are integrating the following findings and messages into our project communications to parents, staff, students and community as we forge change toward more local, farm to school offerings.

- Schools report a 3 to 16 percent increase in school meal participation when farm-fresh food is served, thus bringing more funds into the schools.
- The choice of healthier options in the cafeteria through Farm to School meals results in consumption of more fruits and vegetables with an average increase of one serving per day, including at home.
- Farm fresh products taste better, and it has been shown that children prefer them to non-local products.
- Farm to school programs can help improve children's health and help alleviate current childhood health problems like obesity and early onset type II diabetes.

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

There is the saying "It takes a village to raise a child." When it comes to creating an exceptional health and fitness initiative in an area as small and rural as the Village of Wild Rose and Wild Rose School District—and meeting statutory purposes and requirements in doing so--the same saying holds true. The exceptional approach we took began by making the most of committed, knowledgeable and enthusiastic staff within our own four walls and soon after adding committed and enthusiastic community partners. The result provides keen overall project direction through PE/Health teacher Chris Bahr plus the assistant directorship of PE/Health teachers Andrea Bechard, who will oversee the Health class-related changes and Jason Kirby, who will oversee project implementation at his Pleasant View Elementary where he teaches. Community partners are highly active players in the health and wellness of the area community including representatives from Wild Rose Memorial Hospital, the Waushara County Department of Health and Human Services and our own village mayor.

This team has worked diligently to meet statutory requirements for the Carol M. White PEP program, including meeting the six Absolute Priority activities (fitness education and assessment, instruction in healthy eating habits, etc.) which were shown to make up the framework of our program in Section 2. Priority activities also include Competitive Preference Priority 2, “Partnerships between Applicants and Supporting Community Entities” which Rosie Nation is participating in, thanks to the above mentioned partners, plus our food service director.

Exceptional design of the project also includes coordination with various related efforts at the community, state and federal level. Foremost will be a close linkage to a new Coordinated School Health Council of the Wild Rose School District. As our planning team conducted self-assessments, such as the School Health Index, the PECAT and HECAT, we became increasingly aware of how multi-faceted are the true Health/PE needs of our district. Issues as varied as mental health, asthma, and students’ connections to school by helping keep it clean and safe were brought to our attention. *Yet, these are not issues PE teachers normally are aware of or empowered to change. But by coordinating our assessments and ongoing efforts with a new Coordinated School Health Council model, we believe we can foster change.*

Coordinated School Health Councils focus on eight different dimensions of health which correlate to the SHI Assessment modules. Indeed our project’s Rosie Nation Expectations Task Force will be able to provide the CSH Council with integral information and goal setting for four (in boldface type) of the eight dimensions due to our SHI work: *Family Community Involvement, Health Education, Physical Education, Health Services, Nutrition Services, Counseling, Psychological & Social Services, **Healthy School Environment**, and Health Promotion for Staff.*

The Coordinated School Health Council will include Claude Olson, our district administrator; Jane Riley, our food service manager; Craig Hayes, our middle school/high school principal; Cheryl Sorenson, the school nurse; and Bruce Williams, Director of Community & Business Relations at Wild Rose Community Memorial Hospital. The group will begin meeting

in the 2013-14 school year and set an agenda that will include ongoing support of the Rosie Nation program, and assessments of needs/progress for the other CSHC health dimensions.

Another area of exceptional work required by statutory authority is School Wellness Policy alignment. This policy was established in 2006, as noted above, and based on our recent analysis using the WellSAT assessment tool, it will need extensive revision and additions. Our task force will meet with the Coordinated School Health Council for this purpose. Additionally, the Rosie Nation project will work to promote the revised Wellness Policy, including publicity to parents via a **Rosie Nation Expectations link on our district website**. The Rosie Nation web pages will include a host of exciting and helpful program information, **as well as aggregate data on student progress in fitness, & healthy eating** (using established guidelines for student privacy). Creation of a district Facebook page is also being planned.

An exciting new partner for us is the Waushara County Health Department whose goals for encouragement of active living (*part of the Waushara County Health Improvement Plan or CHIP) align with our own*. Not only have they committed to partner with us on our special fitness events, but they will help with promotion and also share news of countywide fitness/nutrition opportunities for our youth and families. Another very important local partner is the Village of Wild Rose, as represented by *Wild Rose Village Board President John Eilers*, who will help us reach the larger community with our message, & join us in our Kickoff Celebration.

Other school initiatives we will tie into include Wisconsin Team Nutrition Training Grant, which will provide our food service manager with training and resources, and Healthier US Schools Challenge. Through the Challenge we will compete to reach the Gold Award level with other schools across the nation. Criteria include numerous efforts toward a healthy, positive school lunch room and school environment, and a demonstrated healthier school lunch menu. We look forward to attaining this status.

4. Adequacy of Resources

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

We believe the costs of the Rosie Nation Expectations program to be more than reasonable in relation to the number of the persons to be served and the anticipated results and benefits. Our total three-year federal grant request comes to \$819,594 or an average of \$273,198. Broken down by individual student that comes to \$461 per year or just \$38 each month—a little over \$1 per day. In contrast, the Carol M. White PEP programs has shared with applicants the estimated average award for the program is \$375,000 although districts may ask up to or even beyond \$750,000. We have stayed far below both of those amounts.

We recognize that we are a small district with just 593 students, one preK-12 school campus and one preK-5 school campus. But it's also true that we are rural remote district with significant needs, as outlined in Section 1. Besides having outdated equipment, facilities and curriculum, our rural remote area offers no public health facilities, such as a YMCA, for students as a four-season workout alternative. Most families don't have high income for special fitness clubs or specialized activities in outlying areas. Indeed median income in Wild Rose is just \$25,500 and for Waushara County it is just \$43,544. Both are lower than the state average of \$52,374.

The anticipated results and benefits are numerous as indicated in the preceding passages. Better lifelong health, lower risk of diseases, of colds, improved mood, improved academics, social benefits, the list goes on. How do we ever put a price on changing the course of even one students' life from inactivity and poor nutritional choices to one of knowledgeable vibrant health? What if the number of lives that we impact is nearly 600 a year? This is an investment that we believe we have made a strong case for with the comprehensive program design of the Rosie Nation Expectations project. We are also proud of our in-kind match of district dollars and staff time averages \$55,773. Taken together, we believe have created an excellent investment.

5. Quality of the Management Plan

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

PE Instructor Chris Bahr will lead the Rosie Nation Expectations initiative. A fourteen year veteran instructor at Wild Rose School District , Mr. Bahr will be responsible for day-to-day management of all grant implementation and evaluation activities. (His resume, along with those of other key personnel, are found in the Appendix). He will oversee project communications, scheduling of grant-related activities and meetings, fiscal management, and other grant-related requirements. He will liaison between the district and community partners, and coordinate efforts with the Rosie Nation Expectations Task Force, as well as school staff.

PE/Health teachers Jason Kirby and Andrea Bechard will assist Project Director Chris Bahr in all aspects of the project as Assistant Directors. Mr. Kirby's position will include on-site coordination at the Pleasant View Elementary location; Ms. Bechard's will include coordination of Health class-related improvements. As assistant directors, Kirby and Bechard will each dedicate .15 FTE

The Rosie Nation Expectations Task Force will share the work of implementing the grant. Members will include all three PE and PE/Health teachers for the district, as well as Food Service Manager Jane Riley, School Nurse Cheryl Sorenson, School Counselor Jamie Koehler, District Curriculum Coordinator/Elementary School Principal Barbara Sobralske, and one teacher from each of the school levels. They have all put long hours into development of this grant, including work on school assessments, such as the School Health Index (SHI).

Program support will be strong from Craig Hayes, principal of Wild Rose Mille/High School, and District Administrator Claude Olson, who both began their education careers in the area of physical education. Mr. Hayes, has been with the district 13 years and Mr. Olson, for 35 years. Day-to-day administrative support for the project will also come from Elementary Principal Barbara Sobralske, who is also District Curriculum Coordinator. All will donate time to

assist with project oversight, as well as serving as program liaisons with the Board of Education, other external partners and district stakeholders, and supporting evaluation activities.

Our *Rosie Nation Expectations Advisory Council* will consist of a minimum of eight individuals who will meet quarterly to provide project feedback and ensure accountability: parents, teachers, Wild Rose Active Parents group members, Booster Club members, business owners and other community stakeholders including partners *Bruce Williams, Director of Community and Business Relations at Wild Rose Community Memorial Hospital, Patti Wohlfeil, Director of the Waushara County Health Department, and John Eilers, President of the Wild Rose Village Board, along with representatives of the district, including Mr. Hayes, our food service manager and school nurse.* School-level *Student Wellness Teams* will also be established to support the project, providing project input and feedback and helping with special events, publicity, and fun challenges to increase student activity and help students make healthier food choices. A *Sustainability Committee* (a subcommittee of the Advisory Council) will be utilized beginning in the second year as previously noted to assure continuation. A *Coordinated School Health Council (CSHC)*, as described in the previous section, will recommend ongoing policies and practices for a healthy school community for years to come. Our project timeline follows:

<i>Project Timeline</i> <i>Rosie Nation Expectations</i>	
Year One (2013-14)	(Note: Responsible Parties in <i>Italic Type</i>)
➤ Oct. – Nov. -Convene Rosie Nation Expectations Advisory Council- <u>schedule quarterly meetings</u> ; convene full Rosie Nation Expectations Task Force – <u>schedule monthly meetings.</u> (<i>Director</i>)	
➤ Contract with evaluator, vendors, training consultants. (<i>Director with PE/Health Teachers</i>)	
➤ With evaluator set up baseline and quarterly data collection process for GPRA requirements and evaluation protocols; develop schedule for baselines and 4 reporting periods. Schedule Evaluation Team’s quarterly meetings for 1-2 weeks before each quarterly Advisory Council meeting. (<i>Director</i>)	
➤ Schedule Rosie Nation Expectations Kick-Off Celebration; invite media, parents and partners. (<i>Director</i>)	
➤ Reserve attendance at trainings; schedule model school visits. Schedule necessary substitute teachers. (<i>Director</i>)	
➤ Attend new grantees meeting in Washington D.C. (<i>Director</i>)	
➤ Provide advisor and support for Rosie Nation Expectations Student Wellness Teams (<i>Rosie Nation Expectations Task Force</i>)	
➤ Create grant accounting system, evaluation database, fiscal review schedule (<i>Director, Business Office, Evaluator</i>)	
➤ Order Year One equipment. Work with buildings & grounds to prepare infrastructure. (<i>Director</i>)	
➤ Conduct 1 st GPRA data collection (<i>PE/Health Teachers, Nurse, Director</i>)	
➤ Schedule monthly Curriculum Committee meetings for PE/Health/Nutrition curriculum, including Wautoma	

Project Timeline
Rosie Nation Expectations

School District PE/PEP curriculum consultant, and Wild Rose Director of Curriculum & Instruction. <i>(Director)</i>
➤ Meet with project partners to schedule/organize Fall Health Fair and Spring Field & Fitness Days <i>(Director)</i>
➤ Attend inaugural meeting of the Wild Rose Coordinated School Health Council; help establish action plan for review of Wellness Policy and current practices. <i>(Director, PE/Health teacher)</i>
➤ Join Healthier US Food Challenge, Wisconsin Team Nutrition, & Movin' & Munchin' Schools; begin meeting with teachers about cooperative learning opportunities to promote healthy eating. <i>(Food Service Director)</i>
➤ Dec.–March -Receive technology assessment training; introduce technologies in class. <i>(PE Teachers)</i>
➤ Conduct second GPRA data collections for year (likely March). <i>(PE/Health Teachers, Nurse, Director)</i>
➤ Feb. - With Evaluator, conduct first mid-year process and outcome evaluation. Coordinate results review with Project Evaluation Team, modify activities as necessary, and create mid-year report; continue submitting necessary reports to program officer. <i>(Director & Evaluation Team)</i>
➤ Create Rosie Nation Expectations web pages on district website and Facebook page; initiate community awareness campaigns. <i>(Task Force with assistance from Student Wellness Team, primary partners and Advisory Council)</i>
➤ Submit application for Healthier US Schools Challenge based on improvements in year 1. <i>(Food Service Director)</i>
➤ April –June - Conduct fourth GPRA assessments. <i>(PE/Health Teachers, Nurse, Director)</i>
➤ June - With Evaluator, conduct end-of-year evaluation. Complete Yr. 1 reports. <i>(Director, Evaluator, Evaluation Team, as described in Section D, Evaluation) Finish 1st half of PE/Health/nutrition curricula rewrite.</i>
Year Two (2014-15)
➤ Sept. - With Evaluator, plan collection of Year Two data, including twice-yearly GPRA. <i>(Evaluator, PE Staff)</i>
➤ Order Year Two equipment and supplies; contract with training consultants. <i>(Director with PE/Health Teachers)</i>
➤ Continue to meet with Rosie Nation Expectations Advisory Council to review progress and secure feedback. <i>(Director)</i>
➤ Continue to support Rosie Nation Expectations Student Wellness Team <i>(Student Team Advisor, Task Force)</i>
➤ Continue to meet monthly as Rosie Nation Expectations Task Force. <i>(Director, Rosie Nation Expectations Task Force)</i>
➤ Arrange for course training events and monthly curriculum writing sessions. <i>(Director)</i>
➤ Continue to modify curriculum & create new units; implement in classes as finalized. <i>(Curriculum Committee)</i>
➤ Continue to work with partners to develop Fall Health Fair, Spring Fitness Days and other events. <i>(Director)</i>
➤ Reserve attendance at training events; secure adequate substitute teacher coverage for those days. <i>(Director)</i>
➤ Feb. - With evaluator, conduct mid-year process & outcome evaluation. Coordinate results review with Project Evaluation Team, modify activities as necessary, and create mid-year report; continue submitting necessary reports to program officer. <i>(Director & Evaluation Team)</i>
➤ Update project web pages; promote community awareness, reinforcement of project aims with advocacy and publicity <i>(Wild Rose Task Force with assistance from Student Wellness Team, administration, primary partners and Advisory Council)</i>
➤ Establish Sustainability Committee, create sustainability plan & fundraising drives; recognize project partners. <i>(Director, Advisory Council, Sustainability Committee)</i>
➤ June - Conduct formal year-end evaluation. Write and disseminate Year Two evaluation reports. <i>(Director with evaluator and Evaluation Team). Finish 2nd half of PE/Health/Nutrition curricula rewrite.</i>
Year Three (2015-16)
➤ Sept. - With Evaluator, plan collection of Year Three data, including twice-yearly GPRA. <i>(Evaluator, Director)</i>
➤ Continue to meet with Advisory Council on quarterly basis, primary partners and Student Wellness Team <i>(Director)</i>
➤ Continue to meet monthly as Rosie Nation Expectations Task Force. <i>(Director, Rosie Nation Expectations Task Force)</i>
➤ Continue to work with partners to reinforce changes in practices, promote healthy activities. <i>(Director)</i>
➤ Reserve attendance at training events; secure adequate substitute teacher coverage for those days. <i>(Director)</i>
➤ Feb. - With Evaluator, conduct mid-year process and outcome evaluations. Coordinate results review with

<u>Project Timeline</u> <u>Rosie Nation Expectations</u>	
	Project Evaluation Team, modify activities as necessary, and create mid-year report; continue submitting necessary reports to program officer. <i>(Director & Evaluation Team) (Director with Evaluation Team)</i>
➤	Update project website; continue community awareness campaigns. <i>(Task Force with assistance from Student Wellness Team, primary partners and Advisory Council)</i>
➤	Implement sustainability plan, fundraising drives; recognize partners. <i>(Director, Sustainability Committee)</i>
➤	June - With Evaluator, conduct formal year-end evaluation. Write final evaluation reports; disseminate to US Department of Education, School Board, administration, and stakeholders. <i>(Director with Evaluation Team)</i>
➤	Continue to use evaluation to improve the project and to monitor outcomes. <i>(Director, Evaluation Team)</i>
➤	Continue to share information with multiple stakeholders. <i>(Director, Advisory Council)</i>
➤	Plan Year Four activities. <i>(Director and Rosie Nation Expectations Task Force)</i>

Quality of the Project Evaluation

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

The methods evaluation for the Rosie Nation Expectations project will be thorough, feasible, and appropriate for following goals, objectives and outcomes of the proposed project:

PROJECT GOAL 1: To help students become healthier through increased daily activity	
<u>Outcome:</u> <i>Students' daily activity will increase through greater knowledge, fitness skills, and experience with personal fitness, self-assessment, goal setting and lifetime fitness activities.</i>	
Objective 1: To increase the percentage of students who engage in 60 minutes of daily physical activity. <i>Baseline:32%. Target: Year 1:50% Year 2: 65% Year 3: 80%</i>	
<i>Performance Measures: GPRA measures (pedometer records for grades K-12 and additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12), as well as student portfolios, daily activity logs, heart-rate monitor printouts, student rubrics, and extracurricular activity enrollment records.</i>	
Objective 2: To increase the percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. <i>Baseline will be taken at the start of the school year. Target increase: 5% Year1; 10% Year 2; 15% Year 3.</i>	
<i>Performance Measures: GPRA measures related to five of the six fitness areas: (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach (or sit and reach), BMI).</i>	
Objective 3: To increase the satisfaction of students in the PE program. <i>Baseline will be taken in fall and spring of Year 1. Target: 10% increase by Fall/Spring of Year 2, 15% by Fall/Spring of Year 3.</i>	
<i>Performance measures: Survey, focus groups, improved student grades, improved student attendance.</i>	
PROJECT GOAL 2: To help students make healthy choices related to nutrition	
<u>Outcomes:</u> <i>Students will have the knowledge, skills and awareness related to nutrition so that they can be healthy young people and healthy, smart consumers throughout their lifetime</i>	
Objective 1: To increase 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 by at least 20% in year 1, 25% in year 2 and 30% in year 3. <i>Performance Measures: GPRA-required nutrition-related questions from Youth Risk Behavior Survey for high school students, and an age-appropriate, valid and reliable food frequency questionnaire for younger students.</i>	

In order to successfully achieve the Rosie Nation Expectations goals and objectives above, an ongoing **internal** and **external** evaluation of our project will be conducted during all three federally funded years. **Internally**, Project Director Chris Bahr (with significant input from other PE staff and Wild Rose administration) will measure the attainment of project activities and objectives at regular intervals throughout the project period. These individuals will follow a specific evaluation protocol in which baseline data is collected for each objective and corresponding assessment indicators are tracked on a quarterly basis; GPRA measures will be tracked at baseline and then twice yearly. All data will be analyzed using appropriate statistical methods and included in all reports prepared for staff, project stakeholders and U.S. Dept of Ed.

Externally, a qualified independent evaluator will be contracted to provide an objective, unbiased assessment of project progress. He or she will work with project staff to develop the following: interview and focus group protocols, standardized surveys (sensitive to local cultural issues such as our gradually growing Hispanic population) that can be customized by grade level and activity, specifications for reporting extant school data (grades, fitness scores, etc.), forms for school-based data collection, and an evaluation database. This evaluator will analyze project data from four discrete collection periods, share this analysis with project staff, and draft an annual evaluation report addressing student progress, in the aggregate on key program indicators. Director Chris Bahr will share this report with stakeholders to modify activities as needed.

Both internal and external evaluation will collect a variety of formative and summative data. **Process evaluation** will focus on the extent to which project activities were implemented in a timely, relevant, and efficient manner. **Outcome evaluation** will focus on the extent to which the grant program has impacted achievement of stated project objectives and the performance measures required of all grantees: ❶ the number of students engaging in at least 60 minutes of daily physical activity, ❷ the number of students who meet the standard of the healthy fitness zone, and ❸ the percentage of students who eat fruit two or more times per day and vegetables three or more times per day. These indicators have guided the conceptualization and design of

the project and will serve as the ultimate barometers of program success.

Other Attachment File(s)

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Christopher M. Bahr

(b)(6)

OBJECTIVE

Seeking an elementary, middle, or high school Physical Education teaching position.
Special interest in coaching wrestling and track.

CERTIFICATION

Physical Education K-12
First Aid/ CPR February 2010

EDUCATION

University of Wisconsin-La Crosse
Master of Science in Exercise and Sport Science

La Crosse, WI
August 1999

Major: Physical Education Teaching-Pedagogy
Emphasis: Coaching Athletics/Adventure Education

University of Northern Iowa
Bachelor of Art in Physical Education Teaching

Cedar Falls, IA
May 1998

TEACHING EXPERIENCE

Physical Education Teacher for grades 6-12, Wild Rose School District, Wild Rose, WI
August 1999-Present

- Director of Physical Education Department
In charge of curriculum, budgeting, and other program needs

Graduate Assistant-Lecturer, University of La Crosse, WI
August 1998-May 1999

- Taught entry level Physical Education classes to college undergraduates including rock climbing and fitness walking
- Planned curriculum, assessments and evaluated up to 125 students

STUDENT TEACHING EXPERIENCE

Northern University Lab School, Cedar Falls, IA
January 1998- May 1998

- Taught elementary grades 1, 2, and 3. Focused on combining locomotor and manipulative skills with fitness, rhythm, and cooperative games.
- Taught wellness based curriculum to grades 6, 10, 11, and 12. Focused on promoting physical, emotional, intellectual, and social health.
- Taught Physical Education units to grades 6, 10, 11, and 12.

Bahr, Christopher

COACHING EXPERIENCE

- Varsity Wrestling Coach
Wild Rose High School August 1999-Present
- Varsity Boys Track Coach
Wild Rose High School August 1999-Present
- UW La Crosse Assistant Wrestling Coach 1998-1999

VOLUNTEER AND OTHER ACTIVITIES

- Youth Wrestling Coach for grades K-6, August 1999- present
- Clinician and Counselor at Wrestling Camps 1994-1997
- Adaptive assistant working with cognitively disabled students ages 12-18, preparing for Special Olympics- Spring 1996

ATHLETIC ACHIEVEMENTS

- Three time NCAA Division 1 wrestling tournament qualifier- University of Northern Iowa
- Recipient of Ed Ewoldt Scholarship and Lyle Sachwarzenbach Award- UNI
- State champion- La Crosse Central High School/ three time state place winner

SPECIAL SKILLS AND INTERESTS

- Effective classroom management skills
- Able to relate well and communicate with students, parents, and staff
- Ability to motivate people
- Knowledge of current technology

Additional information may be obtained from:

(b)(6)



JASON A. KIRBY

(b)(6)

Education

University of Wisconsin La Crosse, La Crosse, WI
Bachelor of Science, December 19, 2004

Major : Physical Education
Concentration: Adapted Physical Education
Concentration: Drivers Education

Certifications

Physical Education: 74 Early Childhood- Adolescent, 530
Adapted Physical Education: 74 Early Childhood-Adolescent, 860
Drivers Education: 73 Early Adolescence-Adolescence, 450
First Aid and CPR: Fall, 2012
Impact Certified: Club Volleyball, December, 2005

Teaching Experience

Long-term Teaching Position

Wild Rose School District; Elementary Physical Education
Teacher/ District Adaptive Physical Education Teacher/ High
School At-Risk/ High School Drivers Education
September 2007- Current

Adams- Friendship High School; High School Physical Education
Teacher/ High School Adaptive Physical Education
September 2005-2007

Leadership Experience

Varsity Girls Volleyball Coach
August 2009-Current
2012 Finished Second in Conference, according to Max Preps 15th in
state with record of 23-7
Overall Record: 42-50-3

Assistant Boys Baseball Coach, Wild Rose, WI
March 2007-Present
Overall Record 12-30

Assistant Girls Volleyball Coach, Wild Rose, WI
August 2007-2008
Overall Record 0-12

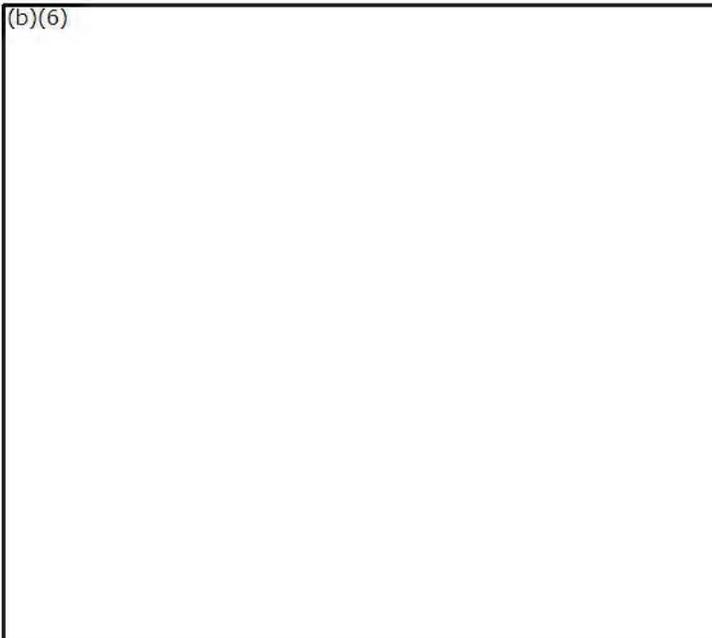
Assistant Boys Basketball Coach, Wild Rose, WI
November 2009-2012
Overall Record 55-16

Assistant Girls Basketball Coach, Wild Rose, WI
November 2007-2008
Overall Record 2-22

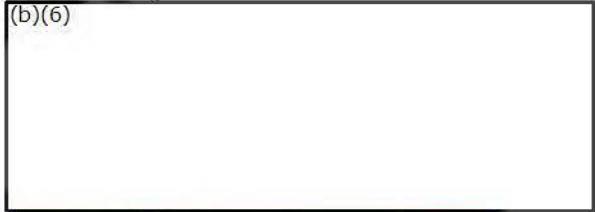
Club Volleyball Assistant Director, Wild Rose, WI
Air Assault VBC, January- March 2012-1013

University of Wisconsin La Crosse, La Crosse, WI
Women's Volleyball Student Assistant Coach, Fall 2003-Spring 2005
-NCAA Division III Elite Eight, 2003 and 2004
-Midwest Division Champions, 2003 and 2004
-Conference Tournament Champions, 2003
-Conference Co-Champions, 2003

Professional References:



Andrea J. Bechard



A self-directed, enthusiastic educator with a passionate commitment to student development and learning experiences. Skilled in the design of challenging, enriching, and innovative activities that will benefit the interests and needs of the students. Possess outstanding communication skills; present information in a variety of ways; emphasizing relevance of class materials to the world beyond the classroom. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students.

Education and Certifications

Masters Degree, 2005; University of Wisconsin La Crosse, La Crosse, WI.
Major: Masters of Education MEPD - Learning Community

Bachelor of Science Degree, 2001; University of Wisconsin Stevens Point, Stevens Point, WI.
Major: Physical Education
Minor: Health Education

State of Wisconsin Licenses
Physical Education #530 (Pre K -12)
Health Education #910 (Pre K -12)

Professional Teaching Experiences

Wild Rose School District- Wild Rose, WI.	2001- present
Grades 6-11 Physical Education (6 years)	
Grades Pre K- 5 Physical Education (3 years)	
Grades 7, 10 Health Education (9 years)	
Junior Varsity Volleyball Coach	2001-2004
Varsity Girls Volleyball Coach	2005-2007
Junior Varsity Basketball Coach	2001-2005
Varsity Softball Coach	2005-present
Active participant in after school activities (score book, time clock, selling tickets, etc.) Chaperone on field trips	

Career Development

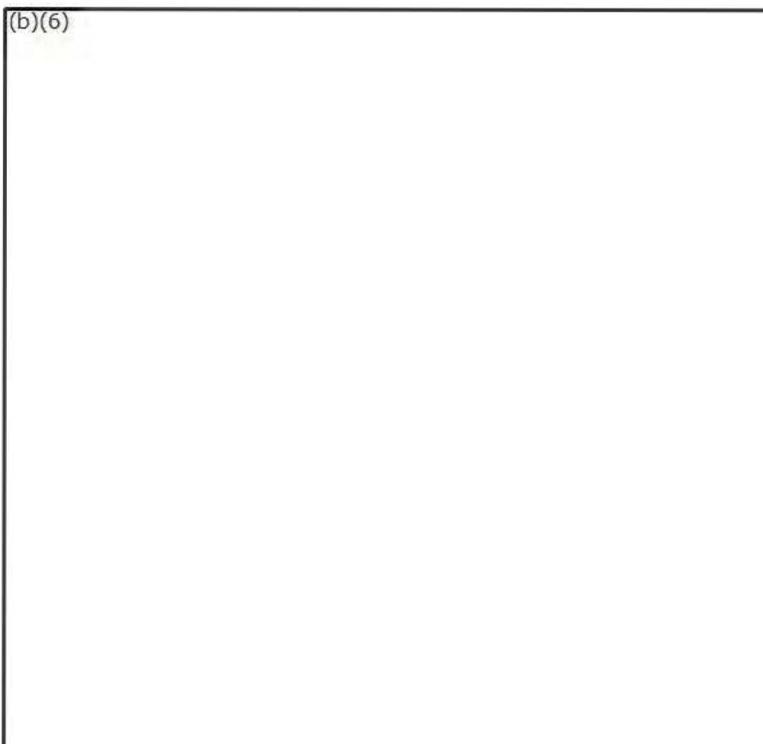
American Red Cross First Aid/CPR/AED Trainer	2001-present
Suicide Prevention Training	2009
SMARTboard Training	2009
WIAA Concussion Course	2010
St. Thomas University- 6 grad credits	2010

Community Involvement

Stevens Point YMCA Camp Counselor	Summers 2002-2005
Trainings given in First Aid and CPR	2002-present
Invite guest speakers into the classroom to speak	2002- present

References

(b)(6)



Jane Riley

(b)(6)

Summary

Dietary Manager creating individualized dietary care plans based on nutritional needs, dietary restrictions and health factors. Monitoring food/fluid intake, unplanned weight loss, and abnormal nutritional labs. Overseeing the production of food, sanitation, staffing of personnel

Highlights

- Geriatric nutrition background
- Therapeutic diets
- Special dietary needs
- Care Planning
- Purchasing of food, beverages and supplies
- Food safety certified
- Cooking skills

Accomplishments

Went to Northeast technical College for Dietary Manager
Presented nutrition information to geriatric patients at Wild Rose Manor Senior Center.

Experience

- 10/2012 - present **Wild Rose School District – Wild Rose, WI**
Food Service Manager
Menu planning, purchasing of food and beverage, compliance with Federal guidelines
- 12/1987 - 05/2012 **Wild Rose Manor – Wild Rose, WI**
Dietary Manager
Collaborated extensively with interdisciplinary care team to meet the nutritional needs of each resident. Reviewed records and assessed the nutritional condition of at-risk residents, including those with unplanned weight changes. Coordinated nutrition care with other members of the health care team.
- 07/1984 - 11/1987 **United Health Care – Weyauwega, WI**
Cook/Dietary Aide
Started as Dietary Aide in a 103 bed facility, then took a position as PM cook. I was promoted to AM cook position and Assisted the Dietary Manager with her duties.

Education

- 1987 **Northeast Technical Collage Green Bay, WI**
Dietary Manager
- 1982 **New London High School – New London, WI, United states**
High School Diploma

Cheryl Sorenson

(b)(6)

PROFESSIONAL EXPERIENCE

June 1984 to Present: Public Health Nurse for Waushara County Health Department

- The primary function as a Public Health Nurse is to provide professional public health nursing services to support County programs in accordance with standards, codes, and regulations of the Wisconsin Department of Health and Family Services.
- A public health nurse carries out health education, health promotion, health assessment and disease prevention activities in the community and schools.

August 1989 to Present: School Nurse for Wild Rose School District/ contract with Waushara County Health Department for one day per week.

- School nursing provides preventive health services to facilitate the optimal physical, mental, emotional and social growth and development of the students. Also, services such as case finding, health education, assessments, screenings, communicable disease follow-up, referrals and nursing care are provided to encourage optimal health within the school.

1980 – 1982 Nurse at Wild Rose Clinic, part time

1975 – 1979 Nurse at Wild Rose Hospital, part time

EDUCATION

Marian College – Fond du Lac, WI
Bachelors of Science in Nursing, 1975

University of Wisconsin – Stevens Point, WI
Pre nursing education 1971-1972

CERTIFICATIONS

CPR - Current
Car Seat Safety Technician - Current

CONTINUING EDUCATION

Car Seat Safety Technician recertification every two years
CPR recertification every two years
School Nurse Conference annually
Car Seat Safety training annually
Various other conferences and trainings to support Public Health

Jamie Koehler

(b)(6)

Objective

To obtain a position as a school counselor in a district that will allow me to apply me skills and knowledge, developed through education and experience, and provide me with the opportunity to empower students to positive life success

Counseling Skills and Abilities

- Assisting with crisis and family intervention
- Supporting victims of sexual abuse
- Eliminating drugs and gangs effectively
- Coping with tragedy
- Awareness of oppositional defiant disorder, conduct disorder, and antisocial personality disorder
- Familiarity of culture competency
- Working with culturally diverse populations (Hmong, Hispanic, etc.)
- Dealing with suicidal clients
- Knowledge of adolescent brain development
- Professionalism in child welfare

Work Experience

2008-Current

School Counselor

Wild Rose School District, Wild Rose, Wisconsin

- Create master schedule
- Distribute and organize scholarships
- Provide individual and group counseling
- Conferencing meeting with 8th and 10th graders and their families.

2007-2008

At-Risk Coordinator

Clintonville School District, Clintonville, Wisconsin

- Instruct many different subject areas
- Provide individual and group counseling
- Communicate with parents and teachers weekly through meetings, email, or telephone
- Help student to develop responsibility and become a productive part of society

- 2004-2007 **Social Worker**
 Waupaca County Health and Human Service, Waupaca, Wisconsin
- Set goals to help families meet their needs
 - Helped families find appropriate community resources
 - Assisted clients to become successful in their home, community, and school
- 2006-2007 **School Counselor-Volunteer**
 Wild Rose School District, Wild Rose, Wisconsin
- Individual counseling
 - Assisted with course scheduling
 - Assisted students with conflict resolution
- 2003-2004 **Practicum/Substitute School Counselor**
 Waupaca Learning Center, Hortonville Middle and High School
- Taught developmental guidance lessons
 - Conducted individual counseling
 - Facilitated group counseling
 - Participated in parent/teacher meetings
- 2003 **Case Manager**
 Lutheran Social Services, Waupaca, Wisconsin
- Coordinated service for clients and their families
 - Worked well with many different professionals along with natural supports of the family
 - Acted as a resource to clients and their families
 - Organized and facilitated team meetings
- 2002-2003 **Elementary, Middle, and High School Substitute Teacher**
 Waupaca, Weyauwega, New London, and Hortonville School Districts
- Provided students with challenging experiences
 - Offered students opportunities to grow and learn
 - Prepared students to adapt, grow, and excel in society

Education

- 2004 Lakeland College
 Master of Arts
 Major: **School Counseling**
 Emphasis: **Grades PK-12-Wisconsin DPI Certification #966**
- 2000 University of Wisconsin-Stevens Point
 Bachelor of Science
 Major: **Psychology**
 Emphasis: **Human Services**

Specialized Memberships

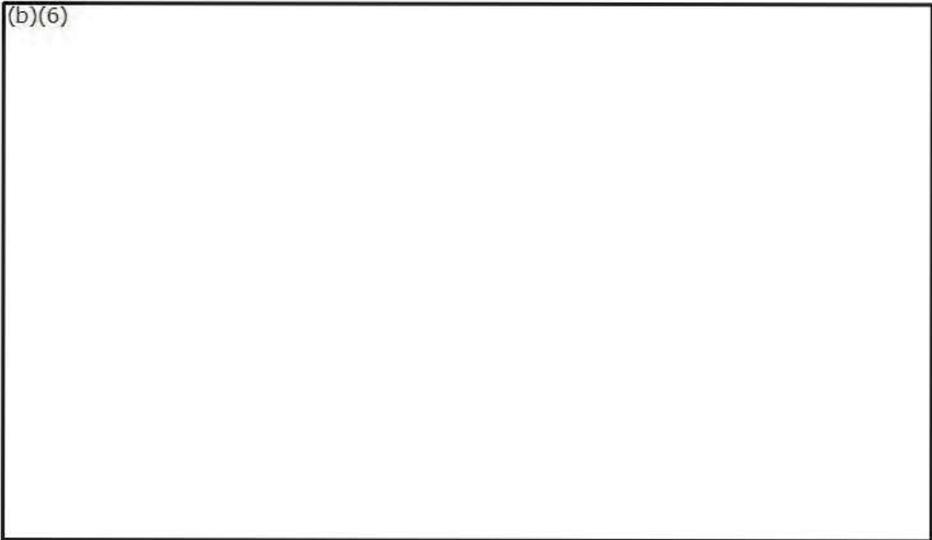
- Wisconsin School Counselor Association

Jamie Koehler

N3115 W. Silver Lake Dr.
Waupaca, Wisconsin 54981
(715) 256-0886
Email: koehjam@staff.wildrose.k12.wi.us

References

(b)(6)



Craig S. Hayes

(b)(6)

EDUCATION

Carthage College, Kenosha, WI 54332
Bachelor of Arts Degree, May 1999
Major 1: Elementary Education #118 (1-8)
Major 2: Physical Education #530 (K-12)

Marian College of Fond du Lac
Master of Arts in Education -
Educational Leadership - #51

LEADERSHIP EXPERIENCE

Wild Rose Middle School. Wild Rose, WI *August 2000 – Present*

- Planned and scheduled athletic events to meet the needs of the school and community
- Hired officials for middle school and high school athletic contests
- Completed budget for all of Wild Rose school sanctioned athletics
- Designated Building Representative when Principal was absent
- Effectively managed the discipline for all Wild Rose Middle School students
- Planned thorough and concise lesson plans to suit the needs of all students for five classes
- Used various teaching techniques to allow for different learning styles
- Created sound professional relationships with students, staff, and administration
- Middle School Team Leader
- Active participant in developing promotion and retention policies
- Wrote and developed new curriculum to meet the needs of the school district
- Sixth/Seventh/Eighth Grade Class Advisor
- Co-Creator of Wild Rose Middle School Career Day

Spring Grove Public School. Spring Grove, MN *September 1999 – June 2000*

- Worked cooperatively with the classroom teacher to enhance the learning environment
- Assessed students using various standardized tests
- Lead supervisor for third through sixth grade students during the lunch and recess hour
- Substitute taught at various grade levels
- An integral part of an after school program to assist students with difficulties

RELATED EXPERIENCE

- Efficiently co-owned and managed a summertime painting business
- Youth Activities Counselor – Kenosha Youth Foundation. Kenosha, WI
September 1997 – June 1999
- Physical Educator to Home School Children. *October 1998 – December 1998*

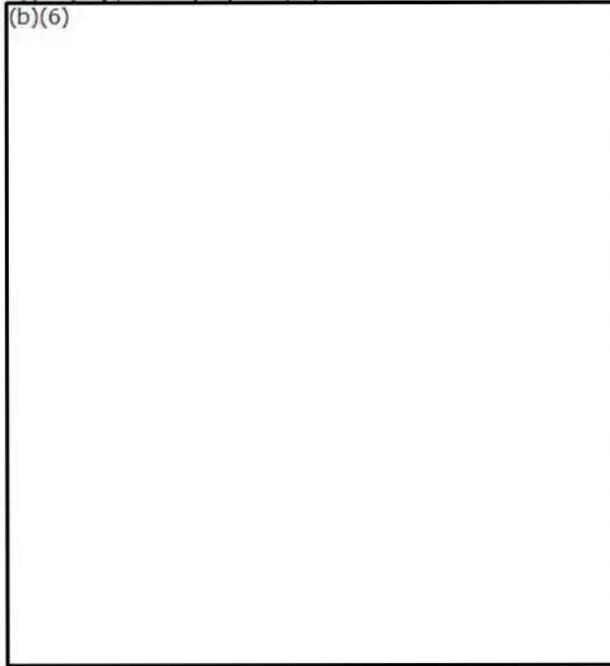
ACTIVITIES

- Wild Rose Head Girls Varsity Track Coach, *2001 - 2003*
- Wild Rose Seventh grade Basketball Coach, *2000 - Present*
- Wild Rose Middle School Track Coach, *2007 - Present*
- Active Participant in After School Activities (score book, time clock, chain gang, etc.)
- Chaperone on Field Trips
- Carthage Club Hockey, *1995-1999*
- Carthage Intramurals (floor hockey and basketball)
- Adaptive Physical Education Trained

HONORS

- Physical Education Student Teacher of the Year, *May 1999*
- National Dean's List
- Cardiopulmonary Resuscitation and First Aid Certified

REFERENCES



SCHOOL DISTRICT OF WILD ROSE

"Home of the Wildcats"

Claude Olson

District Administrator
claude@staff.wildrose.k12.wi.us
600 Park Avenue, PO Box 276
Wild Rose, WI 54984-0276
(920) 622-4203

Craig Hayes

Middle School-High School Principal
hayecra@staff.wildrose.k12.wi.us
Wild Rose Middle-High School
600 Park Avenue, PO Box 276
Wild Rose, WI 54984-0276
(920) 622-4201

Barbara Sobralске

Elementary Principal
barb@staff.wildrose.k12.wi.us
Wild Rose Elementary School
825 Mt Morris St, PO Box 119
Wild Rose, WI 54984-0119
(920) 622-4204

Pleasant View Elementary
N5275 County Road NN
Pine River, WI 54965
(920) 987-5123

February 12, 2013

To: The Carol M. White Grant Review Panel

From: Claude Olson, District Administrator

Re: Commitment of Support of Grant

It is my pleasure to commit the support of the School District of Wild Rose to the planning and hopefully, the implementation of a Carol M. White Grant if approved by the United States Department of Education. Given the increase in childhood obesity and adolescent diabetes, now more than ever an effective comprehensive physical education, health, and nutrition program is essential to the future of our children, community, and our nation.

The School District is committed to providing the necessary resources to implement the proposed changes as described in our grant proposal. The District will provide substitutes to provide for release time for appropriate staff to review and revise curriculum as needed. We welcome the opportunity to complete a comprehensive review of our policies, programs, and curriculum related to physical education, health, nutrition, and wellness. The District is committed to making any changes to facilities as may be needed to implement program changes. The District also believes there is a great need to make the necessary changes to provide for expanded opportunities for our children and people living in our community.

As a former physical education teacher and having lived in this community for 35 years I assure you the need is great and our children and community would benefit immensely if we are awarded this grant. As the District Administrator I assure you that the Wild Rose Board of Education wholeheartedly supports the submission of this grant proposal and look forward to the opportunity to commit the necessary resources to make the implementation of this program successful.

If you have any questions please feel free to contact me at 920-622-4203.

Sincerely,

(b)(6)

Claude Olson
District Administrator



Community Memorial Hospital, Inc.

February 21, 2013

Claude Olson
P.O. Box 276
Wild Rose, WI 54984-0276

Dear Mr. Olson:

The purpose of this letter is to express the support of Wild Rose Community Memorial Hospital toward planning a Carol M. White grant proposal for submission to the U.S. Department of Education. As our hospital strives to improve the health of those we serve through healthcare services and preventative measures, it is with a great deal of conviction that we support this physical education program improvement initiative from the Wild Rose School District.

The health problems we face as a society and in particular as a community are often times a result of controllable factors. One of those main factors is obesity related directly to inactivity of our youth. We are very excited to support an initiative like this that is aimed at how children can connect with activities that they will enjoy and will allow them to become and stay active year-round.

As an organization we will without hesitation commit to serving on the Wild Rose PEP Grant Advisory Committee and helping in any other ways possible – including working on project brochures and being a part of a Family Fitness Event at the fall Health and Fitness Fair.

Thank you for asking us to partner with you in this exciting opportunity. If you need anything else from us, please do not hesitate to ask.

Sincerely,

(b)(6)

Bruce A. Williams
Executive Director of Support Services
Wild Rose Community Memorial Hospital

SCHOOL DISTRICT OF WILD ROSE

"Home of the Wildcats"

Claude Olson

District Administrator
claude@staff.wildrose.k12.wi.us
600 Park Avenue, PO Box 276
Wild Rose, WI 54984-0276
(920) 622-4203

Craig Hayes

Middle School-High School Principal
hayecra@staff.wildrose.k12.wi.us
Wild Rose Middle-High School
600 Park Avenue, PO Box 276
Wild Rose, WI 54984-0276
(920) 622-4201

Barbara Sobralke

Elementary Principal
barb@staff.wildrose.k12.wi.us
Wild Rose Elementary School
825 Mt Morris St, PO Box 119
Wild Rose, WI 54984-0119
(920) 622-4204

Pleasant View Elementary
N5275 County Road NN
Pine River, WI 54965
(920) 987-5123

March 4, 2013

Mr. Claude Olson
District Administrator
School District of Wild Rose
P.O. Box 276
Wild Rose, WI 54984-0276

Dear Mr. Olson,

The purpose of this letter is to give the School District of Wild Rose's Food Service Department's overwhelming support of the District's planning and application of the Carol M. White Pep Grant.

As the Food Service Manager, I am currently planning and meeting the Federal guidelines for nutritious and healthy meal choices for our students. Along with our regular hot lunch offering, the Food Service Department offers a fresh salad bar with a soup and fruit as part of the offering. However, with the Carol M. White Pep Grant, it is my hope the Food Service Department can implement more Farm to Table offerings by working with local produce farmers/growers.

The Food Service Department for the entire school district, which includes two elementary schools, will continue to work with the School District of Wild Rose to bring nutritious and healthy snacks and meals to our students.

Thank you for bringing the Food Service Department into the pep grant procedure. We look forward to working with you to provide our students with healthy and delicious food choices.

Sincerely,

(b)(6)

Jane Riley
Food Service Manager
Wild Rose School District



VILLAGE OF WILD ROSE

500 MAIN STREET • P.O. BOX 292
WILD ROSE, WI 54984

CLERK: 920-622-4183
POLICE: 920-622-4148
MAINTENANCE: 920-622-5215
FAX: 920-622-4666

Feb. 20, 2013

Claude Olson
P.O. Box 276
Wild Rose, WI 54984-0276

Dear Mr. Olson:

The Village of Wild Rose is in full support of the Wild Rose Schools receiving the PEP Grant also known as Carol M. White Physical Education Program.

With rising health care costs across the country it is very important that we all strive to keep all youth and adults healthy.

We are seeing today a rise in child obesity and diabetes among our youth. With even more obesity and diabetes happening in the total overall population, both young and old. To try and help promote and provide life time skills/physical activities and discuss proper nutrition we will possibly reduce the health problems of the people of this country.

The board of the Village of Wild Rose and myself will do all it can do to facilitate proper fulfillment and promotion of this excellent grant opportunity.

(b)(6)

John Eilers
Village of Wild Rose president

February 27, 2013

Claude Olson
P.O. Box 276
Wild Rose, WI 54984

Dear Claude:

The purpose of this letter is to express my whole hearted support of Air Assault Volleyball Club in Wild Rose School District's writing of Carol M. White grant proposal for submission to the U.S. Department of Education. Air Assault's main objective is to bring up the level of women's volleyball competition into Wild Rose and the surrounding area. The secondary objective of Air Assault is keeping the area youth active out of school hours. With such a grant for the physical education department, Air Assault can see how this would positively promote physical activity, not only for volleyball players, but for the entire surrounding community.

The health problems our society faces, and in particular our community is often a result of controllable factors such as the lack of nutrition knowledge, lack of physical activity outside of organized sports, and last opportunities to teach and learn how to fix these problems. We, as an organization, feel this grant can and will help combat these issues, and with excitement our organization would be willing to help anyway possible.

Thanks for asking Air Assault VBC to partner with the School District of Wild Rose in this exciting opportunity. If you need anything else from us, please don't hesitate to ask.

Sincerely

(b)(6)

Jason Kirby
Assistant Club Director, Air Assault VBC

Waushara County Health Department
230 W. Park Street – P.O. Box 837
Wautoma, WI 54982
920-787-6590
Fax: 920-787-6511



Public Health
Prevent. Promote. Protect.

2/12/13
Claude Olson
P.O. Box 276
Wild Rose, WI 54984-0276

Dear Mr. Olson:

Waushara County Health Department strongly supports the Carol M. White grant proposal for submission to the U.S. Department of Education from the Wild Rose School District. Our agency, the Waushara County Health Department, is responsible for assessing, monitoring, and general health and wellness promotion for all residents throughout Waushara County.

In our most recent community assessment diet, nutrition, exercise and chronic disease were identified as important health issues. Poor nutrition and lack of exercise among community populations often results in obesity, diabetes, and heart disease. Heart disease is the leading cause of death for all Americans generally caused by tobacco use, poor nutrition, and lack of physical exercise.

The Wild Rose School District proposal is clearly on the right path by encouraging and promoting lifestyle behaviors early with the youth. The proposal includes a vast array of physical fitness assessment tool, skills and education. The proposal also includes the key element of nutrition education, as well as including the parents and staff in the process.

Waushara County Health Department can contribute to the Wild Rose School District project in the following manner. 1) Providing Representation on the Community Advisory Council 2) Partner with community outreach and advertising by linking to the department website and Facebook page plus newspaper articles and other forms of social marketing 3) Participate in Fall Health/Fitness Fair or Spring Field & Fitness Day 4) Partnering in the community run/walk event 5) Health Department School Nurse assist with BMI collection

Once again Waushara County Health Department strongly supports Wild Rose School District receiving this grant. These funds will be well utilized to promote the well being for all members of the community and residents of Waushara County in addressing a significant health issue.

(b)(6)

Patti Wohlfeil
Waushara County Health Department, Director

March 8, 2013

Dear PEP Grant Reviewers,

I, Emily am thrilled at the possibility of receiving this PEP grant. Wild Rose High School could greatly benefit from this grant, along with the community.

All students attending Wild Rose High School/ Middle School are required to take gym as a class, except for seniors. I know from personal experience that gym is not always a class you love to go to. There are units that come up every once in awhile that I really enjoy, but how great would it be to always enjoy what you do in gym? If Wild Rose received the PEP grant, we could use the money in ways to make everyone happy.

Gym is a place where you usually have to participate in front of your whole class. Students may not be getting the most out of the class because they don't feel comfortable with what they are doing while other students are watching. With new ideas on what units to do, we would need more equipment. Wild Rose could use the money to turn our basement gym into a room with treadmills, ellipticals, and more modern exercising equipment such as yoga mats and Zumba videos. Having a choice of what to do each day in gym would greatly affect the way students feel about participating. Students would be more likely to join in during class and increase their physical activity.

Our weight room at Wild Rose High School is extremely small. I do not go to the weight room very often because a lot of the time the room is filled with sweaty athletes and all of the stations are being used constantly. If our school provided a larger, more updated weight room I know that more people would go. The weight room could also be opened to the public, making not only our school a healthier place but our community too.

Receiving this PEP grant would be a great experience for the Wild Rose High School, Middle School, and community.

Yours truly,

(b)(6)

Emily

10th grade

Wild Rose High School, Wild Rose, WI

Dear PEP Grant Reviewers,

My name is (b)(6) and I am a fifth grader at Wild Rose Elementary School. I go to gym three times a week. We meet in the gym for thirty minutes each day. Our class plays Steal the Pins, Commando Dodge ball and Partner Mat ball.

I really would like to see new dodge balls and new soccer goals. It would be cool to see snow shoes, gymnastic equipment, archery, cross country skiing and disk throwing.

This will affect the community by keeping people active. This will also affect it by having the community watch and support us.

This grant will help bring the community together. It will make the community a stronger group and team. Wild Rose Schools should get this grant so our school can stay active our whole lives.

Sincerely,

(b)(6)

3/8/13

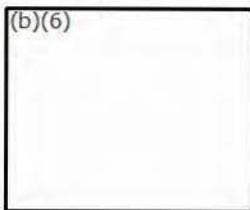
Dear PEP Grant Reviewers,

This PEP grant would be both beneficial and enjoyable to both myself and the students of Wild Rose if the Physical Education Department were to obtain it. First, if Wild Rose was awarded the Pep Grant, my Physical Education curriculum could be overhauled and focus more on life fitness rather than the traditional team based sports and other activities. Being involved with Martial Arts for the majority of my life, I have been able to be a part of many life-fitness activities such as Yoga, Cardio Kickboxing, as well as others. However, not everyone has the opportunity to experience these activities and this PEP Grant can go toward making that possible.

In my Martial Arts Career, you have the luxury to pick and choose what you want to participate in, and it could easily be mixed up, giving the curriculum a fresh feel every time. Unfortunately, our Physical Education program doesn't have that convenience as of right now, and it could make the class much less enjoyable and limited. Wild Rose could put the PEP Grant towards having individual classes that someone could pick and choose from rather than be required to do something that they wouldn't initially want to. If Wild Rose were to be awarded the PEP Grant, it would make Physical Education more enjoyable and beneficial the entire student body.

Sincerely Yours,

(b)(6)

A rectangular box with a black border, containing the text "(b)(6)" in the top-left corner. The rest of the box is empty, indicating a redacted signature.

Kaitlyn

10th Grade Student

Wild Rose High School

Tuesday, March 12, 2013

Dear PEP Grant Reviewers,

My name is (b)(6) and physical health is very important to me. When I report to Physical Education every other day, I look forward to the fun units about teamwork and athletic skills. One thing I've noticed, however, is the Wild Rose School District is limited on different units the student body can be taught.

Lessons about maintaining health as an adult would be practical and a nice change of pace. Knowing how to use heart-rate monitors and their information is a skill I feel the student body would benefit from.

Rock climbing is a hobby I've always wanted to become skilled at, but I've never had a chance to learn. I know every student at Wild Rose would love a rock-climbing wall to have fun and learn on. Gymnastics and yoga are a few more examples of Physical Education units my peers and I would appreciate and have fun with. Gymnastics is a pleasurable sport useful for enhancing coordination and yoga is an enjoyable way to improve flexibility.

Weight room is a unit every high-school student attending Wild Rose is required to participate in. Unfortunately, there are a few problems with our weight room. The room is not large enough for everyone to have an adequate amount of exercise room. There are not enough weight stations for everyone, and the stations we do have are open weights. Open weights are dangerous, especially for beginners. My friend, Ally, dropped a weight on her foot in her second week of weight training and broke her toe. If the Wild Rose School District had weight machines, more stations, and an expanded room to work out in, people would enjoy the experience on a higher level and feel safe doing it.

I believe the Wild Rose community as a whole would benefit from a fitness center with treadmills and other exercise equipment instead of strictly weights. This way, people with different workout styles of all ages could enjoy and utilize the school's equipment on a road to a more active lifestyle and improved health.

As you take the time to determine the recipient for this grant, please consider the Wild Rose School District.

Thank you,

(b)(6)

Kaylie
9th Grade

March 21, 2013

To whom it may concern,

Have you ever wondered what it would be like to have a Wii in the classroom? Wii Fit is a great way to get in shape and get more exercise. Wild Rose School District needs Wii Fit.

One Reason why Wild Rose needs a Wii is that we can use it during physical education class. Kids could get in shape. Also it works all the body muscles. Wii Fit can be a reward for doing well in school at the end of the week sometimes.

A second reason is that Wii Fit can encourage kids that don't like physical education to like physical education. Two facts are that Wii Fit would add interest to the things we do in physical education classes. There are new, popular songs that can help get kids interested in physical education.

One final reason is that Wii Fit is really fun. You get more exercise when you do it. It will be helpful to physical education as well as to students because it is popular. Just Dance, (a Wii game) also is fun. You get to turn play into a workout because you dance.

We need Wii Fit and Just Dance in our school district. It would bring more fun to physical education class. I have had experience with Just Dance. It surely gives me a workout. So please consider supporting this idea. Thank you.

Sincerely,

(b)(6)

Pleasant View Elementary
5th grade

March 22, 2013

To whom it may concern,

We all like hanging out with friends! But we don't want to sit down all the time! Well, I have a solution Wild Roes School District needs a ropes challenge course

It's good team building, and it is also good problem solving. It would help people in our classes to get along better. It would also help people see the importance in team work, and kids would think creatively.

It is great exercise, and we wouldn't have to drive a long way to get to CWES (Central Wisconsin Environmental Station). We went there and did a ropes challenge course at CWES! It was fun, and made us sweaty. We would lift people through things. It would also help people get in shape and strengthen our hand and eye coordination!

Rope challenge courses are fun! It would help kids that aren't interested in physical education to become interested in it. Children would also interact with others and might even make new friends!

These are some of the reasons why we need a ropes challenge course. It would turn a grown up work out into fun, and good exercise for kids! We could use this for physical education and recess too! Instead of going to an expensive gym we could just stay here! We have plenty of room to build a ropes course here. That is why Wild Rose School District needs a ropes challenge course. Thank you for considering my idea.

Sincerely,

(b)(6)

Pleasant View Elementary
5th grade

March 11, 2013

Dear PEP Grant Reviewers,

Wild Rose High School is in need of changes in our Physical Education Department. The past years of being in high school our Physical Education has not changed at all from grade to grade. The curriculum needs to be changed so that the kids have a variety of activities they can enjoy, while staying fit and healthy. These things cannot be accomplished without the help of the PEP Grant.

Our Physical Education Class has done the same activities since I have come to the High School. The reason we haven't been able to change any activities is because our school cannot afford to. With the Pep Grant our Gym Class will be able to change our curriculum so we have activities for everyone. Whether its team sports or individual activities, every student has an activity they enjoy to do and will get great exercise from. With the help of the Pep Grant our Physical Education Class will be able to remake the curriculum and come up with new sports and activities so everybody can enjoy gym class and remain or get into shape. Receiving the Pep Grant will not only improve the fitness of the Wild Rose School District but the fitness of the town of Wild Rose also.

The Wild Rose High School weight room is way too small and needs to be enlarged. With the Pep Grant we could transform our basement into a large and diverse weight room that anybody could use. As of now our weight room has very few weights and all the equipment is in pretty rough shape. Our program is the same every week since we don't have a variety of weights, which after awhile does not improve our health and strength nearly as much. With the help of the Pep Grant we can buy new and improved weights and machines, as well as enlarge and improve the room we lift in.

Sincerely,

(b)(6)

(b)(6)

10th Grade

Wild Rose High School, Wild Rose, WI

March 12, 2013

Dear PEP Grant Reviewers,

One activity that I would like to see brought to Wild Rose School District is cycling. I am a cyclist and I know the nearby school district of Omro has lots activities that relate to the sport. I think their school board and Physical Education teacher are great influences and more people should follow their example. They have a bike mechanics shop, lots of bikes and a BMX course at their school, Wild Rose wouldn't need all of that but just bike and safety gear to get people riding. We could also start encouraging students to ride to school, commuting by bicycle can be a lifelong healthy activity.

Biking is a great sport to get into and will keep you athletic with little damage to your body so it is good to start when you are younger. Cycling affects you all over your body, in your legs from pedaling, your lungs from all the exercise you are getting and arms from holding yourself off the seat if you are mountain biking. If we had bikes in our Physical Education class it would become more enjoyable. Personally, I love riding my bike and I just think more people would like to ride, they just never had a chance. I am also the only one my age who and mountain bikes and I would love to get more of my friends into the sport.

There are two main kinds of cycling we can do, road riding and mountain biking (also known as cross country riding around the Midwest). Another reason cycling should be brought to our school is the fact that we have a world class mountain bike course in Mount Morris. It would be great if we could have a few days at the end of the year to be able to ride to Nordic as a school and then ride there all day with our school. I just think people will really enjoy trying some new things.

If we can change our schools and persuade other schools to be more bike friendly, we could, eventually help bring down greenhouse gases, because it could help reduce car and bus travel. Bicycling is a lifelong healthy activity, schools should be encouraging activities like this to adapt to the future.

Sincerely,

(b)(6)

(b)(6)

9th grade

Wild Rose High School

March 13, 2013

Dear PEP Grant Reviewers,

We are 7th graders at the Wild Rose Middle School. We would like a larger variety of equipment and options for our physical education classes. We are hoping that you will consider our school to receive the PEP Grant.

Much of our current equipment (dodge balls, hula hoops, jump ropes, archery targets, volleyball nets, etc.) is in poor shape and needs to be replaced. Our physical education units have been the same from year-to-year. Presently, our weight room only has weight training gear.

We would appreciate numerous exercise apparatus for a fitness room, such as tread mills, punching bags, speed bags, stationary bikes, elliptical machines, stair steppers, and yoga mats. We could use new units that work with a rock climbing wall, rope climbing, biking (use and safety), skateboarding, tennis, bowling, curling, ice skating, roller skating, soccer, boxing, fencing, and martial arts. Therefore, we would need equipment to facilitate these new units.

Thank you so much for taking the time to consider our request to receive the PEP Grant. We would like to make our favorite class even better.

Genuinely Yours,

The Wild Rose Middle School 7th Grade Class

March 12, 2013

Dear PEP Grant Reviewers,

For generations Wild Rose High School has been offering the same boring classes and activities. After our teachers announced that we, as a school, were eligible to receive a PEP Grant, I was jumping for joy. This means Wild Rose High School could offer different activities and classes! We, as students and staff, need to bring change to our Physical Fitness Program to make students healthier and happier.

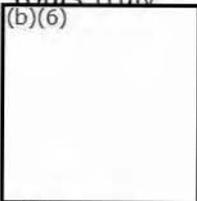
I'm not exactly what you could call an "athlete." Sure, I'm pretty good at sports and, I can keep up with the other students but, I'm not a conference champion basketball player. Physical Education class isn't really fun when all you do is the basic activities like running the mile or basketball. Cardiovascular activities are dreadful because all we do is run. If we are going to do cardiovascular activities, can't we do more than just running, please? All in all, Physical Education class isn't my favorite.

If Wild Rose High School receives this PEP Grant, we could open so many new doors for the students in terms of physical fitness. Instead of just a normal Physical Education class, we could have different classes that focus on different areas of physical fitness, such as aerobics or better cardiovascular activities. Wild Rose High School could also offer different activities in class to such as rock climbing or fencing. Adding these different classes and activities will make us more diverse as individuals.

With your help, we can really make a change in the lives of the students now and in the future.

Yours Truly

(b)(6)



9th Grade

Wild Rose High School

March 8, 2013

Dear PEP Grant Reviewers,

As a student of Wild Rose High School, being healthy and fit is priority in my life. Even though Wild Rose High takes health and physical education seriously, the courses could become better and more people would become involved if the school received the PEP grant.

With financial help, Wild Rose High could become more open to the community, allowing for more people to become physically active and learn how to attain a more-healthy life style.

Along with the aforementioned, Wild Rose High School could have an opportunity to open more courses that are appealing to students and community members. I, myself, would personally like to take a life-time fitness course, which would educate people on how to create healthy meals and show exercises that would help a person stay physically fit , even if said person has little excess time. Considering I would like to pursue a career in criminal justice, it's very possible that a life-time fitness course could be especially helpful in the impending future.

Another way our school could use the funding to improve current physical education courses is by getting a variety of different or upgraded fitness equipment. I've always liked to run, and cardiovascular equipment, such as a treadmill, would be especially helpful in the winter where there aren't many places to run longer distances safely. Therefore, having more equipment would only increase the probability of obtaining more students and community members.

Not only would funding create more variety in fitness courses, but there would be a much better variety in sports, as well. Currently, there isn't a large variety of sports available in the Wild Rose school district; almost all of the sport categories are team sports. It would be great to see cooperative sports or adventure sports available.

Thank you for your time and consideration.

Sincerely,

(b)(6)

(b)(6)

10th grade

Wild Rose High School, Wild Rose, WI

March 21, 2013

To whom it may concern,

Wild Rose School District needs some Wii equipment in the schools' gym. I think that it would be very fun for the school district. It would help people who don't like gym make them like physical education. That way, we will have a more fit school district. We will have more fun getting fit too.

First, more kids would be fit and active. The Wii is a very good thing if you need to get into shape. The more you do the Wii, the more you get into shape. The more you do the Wii, the more you will be fit. Plus, you will get a workout while you play.

Next, more kids in the school district will love school. The Wii is very fun and entertaining. They will want to go to school on physical education days, especially when they know that they are playing the Wii. Plus, a lot of people love the Wii fit.

Finally, we can have a blast during physical education classes. Thousands of families around the United States have the Wii, and most of them love it. Also, most of the kids in the school like the Wii equipment. Plus, they're thousands of games that can be played, and still more to come.

The Wild Rose School District will need the Wii equipment. Students can get a complete workout and have fun at the same time. I think that we will have a great use for the Wii equipment. Then physical education class would probably be even more fun than it already is.

Sincerely,

(b)(6)

Pleasant View Elementary
Grade 5

March 8, 2013

Dear PEP Grant Reviewers,

Wild Rose School District would benefit considerably from a PEP grant. There are many classes I would much rather take instead of our current physical education class, but our school doesn't have the necessary tools. If the Wild Rose School District was awarded with this incredible PEP grant, the diversity we could offer in our physical education course(s) would be increased.

Currently, the Physical Education classes offered are Physical Education 9, Physical Education 10, Physical Education 11, and Physical Education 12. The curriculum in each class is identical; fitness testing, softball, rugby, floor hockey, weight room, and others. If Wild Rose was awarded the PEP grant, we could change the physical education classes that were offered, and give the students here a wider variety of choices for physical activity. Pilates and yoga could be offered, as long as we had the tools to do so. We could convert our extra room above the gymnasium into a yoga/pilates studio. If we had the tools, my school could also offer a strict weight-lifting class, instead of throwing this unit into a physical education course. Not everyone enjoys weight lifting, especially me.

My school also has an empty room downstairs called the dungeon that is never used except for middle school games of dodge ball. If the PEP grant is bestowed upon Wild Rose School District, my school could purchase treadmills and/or elliptical machines for running distances and strengthening our legs. In Physical Education class, we are required to run the mile for fitness testing. I personally hate running the mile on the track because I get sick of running around in circles. If our school was able to purchase treadmills, we could have the choice of running the mile on the track, or running a mile on the treadmills. To me, running on the treadmills would be easier than running on the track, because you don't feel like you have to complete the four laps. You feel like you're just running to get in shape. This could help motivate more kids, because they wouldn't keep track of where everyone else is on the track, and how fast they think they should be running.

If Wild Rose has the privilege to attain the PEP grant funding, we could be much more healthy and fit. It's a proven fact that healthy people live longer than others, and the Wild Rose community would benefit from attaining the PEP grant by living longer lives.

Sincerely

(b)(6)

Lexi

10th grade

Wild Rose High School, Wild Rose, WI

March 7, 2013

Dear PEP Grant Reviewers,

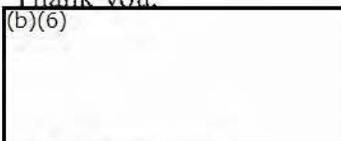
The Wild Rose Physical Education Department has the great opportunity of the PEP grant. If Wild Rose does receive this grant, we can benefit in many ways. Physical Education right now consists of team-based sports, and not a lot of life fitness. Instead of playing the typical games such as basket ball, dodge ball and softball, we could focus more on life fitness activities that we will still be doing after high school.

One way I think the Wild Rose gym can be improved is in the weight room. I moved to Wild Rose from Janesville where the school I went to had a greater variety of things in the weight room. Things I think we could get for the weight room are treadmills and elliptical machines. These are things that we will always have access to at a gym as adults.

Another area of Wild Roses' Physical Education that needs to change is the curriculum. The majority of things we do right now are team-based sports. If we wanted to play basketball for 3 weeks straight we would go out for the basketball team. We are becoming adults very soon so we need to learn about things we can do to stay fit and active when we are out of High School and don't have a Physical Education class every day. The grant would allow the school to change the basement into sort of a "Life Fitness" room. We can use this as another unit in Physical Education, and also an expansion for open-gym after school. Here we might have a couple televisions and yoga mats and some work out DVDs to choose from. Zumba and yoga are things many adults enjoy doing, so having this as an option in our gym would be great. With this opportunity of the PEP grant the Wild Rose Physical Education department can gain a lot.

Thank you.

(b)(6)



10th grader Stayci

March 12, 2013

Dear PEP Grant Reviewers,

My name is (b)(6) and a 9th grader at Wild Rose High School. I believe the PEP Grant will help Wild Rose Schools and the community in many ways. The biggest ways are our school's Physical Education class and the weight room.

Physical Education is my favorite class, but the equipment we have is in bad shape and there isn't much. Our teacher, Mr. Bahr, is great, but he doesn't have much to work with for equipment. We end up doing the same units every year, and they start to get boring. A rock climbing wall would be a very nice improvement to our school's Physical Education class. At our elementary school, there is a small one and was very fun to go on, but now we don't have an option of using one. The students want to do different units, but we don't have an option right now.

The weight room for our school is very nice, but small. This is a place personally I like to go a couple times a week. When there are twenty plus people it is very hard to get your workout done when the weight room is so crowded. Our weight room has open weights, which I think gives you a better work out, but they are very dangerous. A recent occurrence of this, is a girl was taking a weight off a bar, and the weight slipped out of her hand, which broke her foot. The community of Wild Rose also doesn't have a place near them to work out and if we could increase our weight room size, the community would have a place they could go to work out.

If Wild Rose was able to get the PEP Grant we could get safer equipment and increase the size of the weight room. Our Physical Education class would get more and better equipment, and we could expand our curriculum for our Physical Education class. Wild Rose schools are always looking for ways to get the community and students more involved in school and having these would be a great way to achieve this goal

Thank you,

(b)(6)

Wild Rose 9th Grader

Dear PEP Grant Reviewers;

I am (b)(6) a 5th grader from Wild Rose Elementary. We meet for gym 3 days a week for a half hour. We only do dodge ball, running, basketball, and soccer.

But our soccer nets are literally falling apart. We only have three good basketball's, 15-30 dodge balls, and our soccer balls are foam.

We would like to have roller skates, a rope for rope climbing, cross country, archery, snow shoes, and some yoga mats.

Our town is close to nothing. We are not near any bowling alleys, roller or ice skating rink. The only thing we have is a track. I have to drive an hour to go ice skating.

I would have more opportunities if we had the grant.

Sincerely,

(b)(6)

March 13, 2013

Dear PEP Grant Reviewers,

We are the Wild Rose School District's graduating class of 2017 who are concerned about our health. We would like to present you with some suggestions to improve our physical education program.

Presently, our equipment is old, outdated, and deteriorating. We feel constricted in our current weight room due to the limited amount of equipment available and the general size of the area. For example, when the football team is using the weight room, athletes have to wait for the stations to become accessible. There is poor ventilation, which makes us all uncomfortable.

We also believe that we are lacking cardio equipment. To expand, we would like to add treadmills, elliptical machines and rowing machines. Punching bags and rock climbing walls would help strengthen our upper bodies. We would like more variety in our units, such as dancing, yoga, and injury prevention.

Our geographical location (lakes and seasonal weather) allows us to have many opportunities for outdoor activities that we are not tapping into. Therefore, we would use seasonal equipment for snow shoeing, skiing, hiking, cycling, kayaking, and canoeing.

Thank you for taking the time to consider our grant proposal.

Respectfully,

Wild Rose Class of 2017

March 8, 2013

Dear PEP Grant Reviewers,

I'm excited that my school, Wild Rose High School, could possibly obtain the PEP Grant. My Physical Education experience has been sufficiently positive, but still I've dreaded going to Physical Education because there's nothing particularly exciting about the class. If Wild Rose High School was awarded the PEP grant, many opportunities would arise for the students that attend Wild Rose. Instead of cramming a variety of sports and games into one class that is year round, the school could introduce different physical activities and life fitness that vary to the curriculum.

If Wild Rose School was awarded the PEP Grant, students that would like to improve their cardio health could be in a class designed to improve their cardio performance. There are people that aren't into playing sports or contact games, our school could fit in a dance class and purchase videos to teach the class. For students who are into hiking, and exploring the wilderness, the PEP Grant could provide the school with enough funding for a rock wall. An educational class on eating healthy could also be offered.

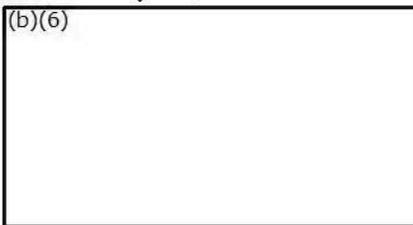
In my perfect Physical Education curriculum, the class would be designed to meet my wants. Personally I would be a lot more gregarious about a Physical Education class that I've gotten to pick, something other than playing basketball. If I had Yoga or Pilates class for one semester I would exert myself fully into the class, more than I have in my previous Physical Education classes.

The schools' basement is an empty room with no real purpose; the school could take the basement and turn the room into another fitness center. The dungeon could include treadmills, ellipticals and exercise cycles. If Wild Rose was awarded the PEP Grant, the school would have enough money to buy equipment to rearrange the dungeon into a fitness center. At the new fitness center people who are intimidated by people with big muscles, or the opposite sex could come here to work out.

Personally, my Physical Education experience could improve and I feel safe to say many people would agree with me. By receiving the PEP Grant our experience could change for the better. The PEP Grant would greatly help and be appreciated by the students that attend Wild Rose

Thank you,

(b)(6)



10th grade student

Wild Rose High School

ROSIE NATION EXPECTATIONS



SCHOOL DISTRICT OF WILD ROSE

"Home of the Wildcats"

Claude Olson
District Administrator
 claudc@staff.wildrose.k12.wi.us
 600 Park Avenue, PO Box 276
 Wild Rose, WI 54984-0276
 (920) 622-4203

Craig Hayes
Middle School/High School Principal
 hayecra@staff.wildrose.k12.wi.us
Wild Rose Middle-High School
 600 Park Avenue, PO Box 276
 Wild Rose, WI 54984-0276
 (920) 622-4204

Barbara Sobralke
Elementary Principal
 barb@staff.wildrose.k12.wi.us
Wild Rose Elementary School
 825 Mt Morris St, PO Box 119
 Wild Rose, WI 54984-0119
 (920) 622-4204

Pleasant View Elementary
 N5275 County Road NN
 Pine River, WI 54965
 (920) 987-5123

As required within the PEP Grant program guidelines, the Wild Rose School District includes this letter of commitment, to count the value of donated time, as specified in the budget narrative, towards the project match. The budget narrative contains an itemized breakdown of the individual non-contract time commitment and value of that donated time for each respective staff/committee member.

Project Director, Chris Bahr, Middle School/High School PE

(b)(6)

Assistant Project Director, Jason Kirby, Elementary PE

(b)(6)

Assistant Project Director, Andrea Bechard, Elem/MS/HS PE/Health

Andrea Bechard

Rosie Nation Expectations PEP Implementation Task Force

Chris Bahr MS/HS PE Instructor

(b)(6)

Jason Kirby, Elementary PE Instructor

Andrea Bechard, Elem/MS/HS PE/Health Instructor

(b)(6)

Jane Riley, Food Service Director

(b)(6)

Cheryl Sorenson, District Nurse

Jamie Koehler, School Counselor

Teachers

Steve Yeska, HS History Teacher

(b)(6)

Stephanie Williams, MS Teacher

David Vistain, Elem Teacher

(b)(6)

District Maintenance Engineer

Mark Williams, Elem/MS/HS School Maintenance Engineer

(b)(6)

SCHOOL DISTRICT OF WILD ROSE

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Administrative Oversight

Claude Olson, District Administrator _____
 Barb Sobralcke,, Elementary Principal _____

Craig Hayes, Middle School/High School Principal _____

Curriculum Support

Barb Sobralcke, Curriculum & Instruction Director _____

Business Office

Diane Mrkvicka, Business Manager _____

Cheryl Thalacker, Secretarial/Clerical Staff _____

Date: 4/4/13

Rosie Nation Expectations Advisory Board

Six non-staff individuals representing diverse stakeholders will attend each Advisory Board meeting. These will include parents, community stakeholders and students. Four meetings lasting approximately three hours each will be scheduled during each active grant-funded year, for a total of 12 meetings over 3 years. Additional representatives are expected to join the Advisory Board and attend meetings as the project gets underway.

It is expected that community attendance at quarterly Advisory Board meetings will rotate, but at least 3 community members will be in attendance at each meeting, along with project staff. Strict records / minutes will be kept detailing length of meetings and attendance to document participation in the event of a grant audit.

In addition, the Project Director, one administrative representative from the school district, at least one parent, our school nurse, and our food services director, will also attend these Advisory Board meetings.

Wild Rose
OVERALL PECAT SCORECARD

To complete the overall PECAT scorecard and examine strengths and weaknesses of a single curriculum, transfer each of the individual scores from the completed content and student assessment analyses scorecards to the corresponding location below.

STANDARD	Content Analysis Score for Each Grade Level				STANDARD	Student Assessment Analysis Score for Each Grade Level			
	K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12
Standard #1	7	2	6	7	Standard #1	2	2	0	2
Standard #2	6	2	5	4	Standard #2	2	2	2	2
Standard #3	5	2	5	6	Standard #3	2	2	2	2
Standard #4	5	2	4	6	Standard #4	2	2	2	2
Standard #5	6	2	4	4	Standard #5	2	2	2	2
Standard #6	5	2	5	6	Standard #6	2	2	1	2
<i>Additional Standards:</i>					<i>Additional Standards:</i>				
#1					#1				
#2					#2				
#3					#3				
#4					#4				

Overall PECAT Scorecard -- Page 173

PR/Award # S215FT130336
Page e87

Physical Education Curriculum Analysis Tool (PECAT)

Curriculum Improvement Plan Worksheet

Identified weaknesses within PECAT results	PECAT Committee recommendations	Necessary actions	Persons responsible and completion dates
<p>① Lesson plans for grades K-5 not specific All content areas Standards 1-5</p> <p>② No specific protocols for student assessment in all grade levels</p> <p>Assessment is done by teacher/ no set protocols</p>	<p>① specific lesson in detail/each lesson and activity</p> <p>② Curriculum director will assist in program development</p> <p>③ Evaluation will be consistent with all grade levels and teachers</p> <p>④ set benchmarks and protocols</p> <p>⑤ Assistance from Wautoma in PEP Grant development</p>	<p>① Rewrite curriculum</p> <p>② Updating with state standards and new equipment</p> <p>③ Evaluate program goals</p>	<p>Chris Bahr Jason Kirby Andrea Bechard Barb Sobralske Craig Hayes Deb Blackburn</p> <p>* year 3 of grant</p>

Physical Education Curriculum Analysis Tool (PECAT)

School Wellness

The School District of Wild Rose recognizes its responsibility to promote a healthy learning environment by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. This policy supports the mission of the District as it promotes life-long wellness behaviors and links healthy nutrition and exercise to students' overall physical well-being, growth, development, scholastic performance and readiness to learn. Improved health through nutrition and physical activity optimize student performance and readiness to learn. Healthy eating patterns and regular physical activity are essential for students to achieve their full academic and life potential.

- I The School District of Wild Rose will provide organized health and physical education curricula and related programs.

Students will be taught the importance of physical exercise and be exposed to a wide range of physical activities so that students develop the knowledge and skills to be physically active for life. The District has adopted curriculum standards and learner outcomes for physical education that include an emphasis on physical fitness and lifetime activities. Physical education is taught at all levels by state licensed physical education teachers. High school students are required to have 1.5 credits in physical education for graduation.

Students will be taught the knowledge, attitudes, skills and behavior for life long healthy eating habits and physical activity. The District has adopted curriculum standards and learner outcomes for health education that include an emphasis on good nutrition, disease prevention, and healthy lifestyles. Health education is taught at each grade level, Kindergarten through grade seven. High school students are required to have .5 credit of health for graduation.

- II The School District of Wild Rose will practice and promote good nutrition within the school setting.

The school district food service program will provide a quality lunch program for students and staff. Three goals of the food service program are:

Goal 1: To provide students with well-balanced nutritional choices of food and beverages.

To achieve this goal, the District continually expands and explores menu offerings based on nutritional content and student preferences. The food service program strives to meet or exceed the minimum nutrition guidelines required by the National School Lunch Program.

Goal 2: To assist students in making healthy choices.

The food service program will work with students, staff and parents to educate them about proper nutrition. The food service program will offer, promote and display food items deemed high in nutritional value.

Goal 3. To encourage and promote participation in the school lunch program.

The food service program will work with school administration, staff, parents and students to provide information and incentives to promote participation in school lunch. The District will provide a clean and pleasant eating environment for students and staff, with adequate space and appropriate time for eating.

- III The total school environment will reflect the District's commitment to student and staff wellness.

The District will take a lead in limiting student access to unhealthy snacks and beverages.

Beginning in September of 2008, all beverage vending machines in school buildings will be limited to water, milk and flavored milk, and juice products meeting district nutritional guidelines. Soda and artificially sweetened drinks will only be available in school facilities during concession sales at public events such as athletic contests, catered events, and non-school related events held outside of school hours.

Candy and other food items that do not meet District nutritional guidelines may not be sold in school vending machines or other outlets such as a school store.

District Nutritional Guidelines

Foods and beverages sold in vending machines, and school stores, that meet acceptable nutritional standards shall consist of the following:

- Non-carbonated or sparkling water containing no calories or sugar, but may contain natural flavoring;
- Milk, including but not limited to chocolate milk, soy beverage, rice beverage, and other similar dairy and nondairy beverage;
- One hundred percent fruit juices or fruit based drinks that do not contain added sugar;
- An electrolyte replacement beverage that contains forty-two grams or fewer of additional sweetener per twenty-ounce serving;
- Food items that have no more than 30% of their total calories derived from fat and no more than 10% of their calories derived from saturated fat. Nuts and seeds are exempt due to their nutrient density and levels of monounsaturated fat.

Parents are encouraged to provide healthy snacks and treats for student celebrations and other events.

Strong consideration should be given to non-food items as part of any teacher-to-student incentive programs. Any food items used as an incentive should adhere to District nutrition standards.

The building principals may approve exceptions to this policy on a limited basis.

Implementation and Evaluation of Local Wellness Policy

The building principals, school nurse, and food service director shall evaluate the effectiveness of the school wellness policy in promoting healthy eating and change the program as appropriate to increase effectiveness.

Initial Adoption: 05/23/2006

Final Adoption: 06/08/2006

PROGRAM SPECIFIC ASSURANCE

Wild Rose School District

DUNS # 100593276

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Healthier US Schools Challenge

Farm to School

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

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

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

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

(b)(6)

Signature of Authorized Representative

District Administrator

Title

Wild Rose School District
Applicant Organization

3-22-13
Date Submitted

Partner Agreements for Competitive Preference Priority #2:

Wild Rose School District

DUNS # 100593276

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

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Claude Olson, District Administrator, Wild Rose School District

Roles and Responsibilities: The Wild Rose School District will serve as the fiscal agent for the Rosie Nation Expectations initiative. The district will contribute the required match for each of the three project years.

Contribution to the Project: The Wild Rose School District, as fiscal agent for the project, will contribute significant administrative and business staff time and expertise toward overall fiscal management of the project. As detailed in the budget narrative, the district's PE and Health staff members will be primarily responsible for the overall implementation and internal evaluation of the overall project. District staff will coordinate meetings with project partners, communicate activities and assessment results to district and community stakeholders, participate in required Federal evaluation activities, maintain records of expenditures and revenues, plan for project sustainability, write curricula, organize staff development, plan for infrastructure/logistical modifications required to integrate new resources, implement new student assessment practices, investigate and secure contracts with external vendors, align project goals and activities with related local, state and Federal requirements programs, and generate all grant evaluation reports.

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

Signature of LEA's Authorized Representative:

(b)(6)

Dated:

3-22-13

CBO Name: Wild Rose Community Memorial Hospital

Roles and Responsibilities:

Wild Rose Community Memorial Hospital will serve as a community partner, advocate and resource for the Rosie Nation Expectations Initiative. The Director of Community & Business Relations will serve on the Advisory Council, attending quarterly meetings in order to provide feedback on the project, assist with planning, coordinate experts or resources available from the hospital, and help assure that the project is on track and looking forward to sustainability.

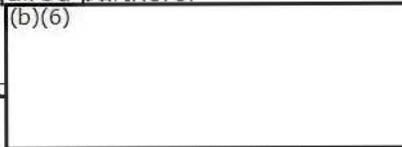
Contribution to the Project:

1. Provide health/wellness experts, as well as hospital representatives and/or volunteers, as may be needed at the new school/community "Fall Health & Fitness Fair" established as part of the Rosie Nation Expectations initiative.
2. Provide health/wellness experts, as well as hospital representatives and/or volunteers, at the new school/community "Spring Field & Fitness Day" established as part of the Rosie Nation Expectations initiative.
3. Provide blood pressure screenings, health/nutrition information, project brochures, and other information/activities as may be needed at the fall and spring events.
4. Coordinate guest speakers, such as doctors, nurses, and nutritionists, to help promote good fitness, nutrition and health in alignment with our curriculum.
5. Provide expert assistance as may be needed in quarterly BMI collection.
6. Provide hospital membership on the Advisory Council to promote school/community health and fitness through the Rosie Nation Expectations initiative.

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

Signature of CBO's Authorized Representative:

(b)(6)



Dated:

3/22/13

Public Health Partner Name: Waushara County Health Department

Roles and Responsibilities: will serve as a community partner, advocate and resource for the Rosie Nation Expectations initiative. The Director of the Waushara County Health Department will serve on the Advisory Council, attending quarterly meetings in order to provide feedback on the project, assist with planning, coordinate experts or resources available from Waushara County and help assure that the project is on track and looking forward to sustainability.

Contribution to the Project:

1. Participation in the "Fall Health & Fitness Fair" and "Spring Field & Fitness Day" established as part of the Rosie Nation Expectations initiative. This may include assistance such as planning, a presentation, provision of fitness/nutrition/health materials, or related wellness screenings or activity for parents or students.
2. Coordinated efforts with the Wellness Coalition of the Waushara County Health Improvement Plan (CHIP), particularly with respect to the plan's Physical Fitness & Obesity Goals, including shared resources, materials, speakers, experts, events and promotion of efforts.
3. Collaboration such that the Wild Rose school program is working in concert with county efforts to impact not only students' knowledge, but parents and the larger community's knowledge.
4. Expertise and/or assistance as may be needed with school BMI collection related to this project.
5. Partner in community outreach and advertising by linking the project to the county health department website and Facebook page as well as promoting the partnership and project within newspaper articles and in other forms of social marketing.
6. Membership on the Advisory Council for the program.

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

Signature of Public Health Entity's Authorized Representative: _____

(b)(6)

Patti Wohlfeil, Director/Health Officer
Waushara County Health Department

Dated: 3/26/13

Food Service or Child Nutrition Director Name: Jane Riley

Roles and Responsibilities: Food Service Manager Jane Riley will serve on the new Wild Rose Coordinated School Health Council and the Rosie Nation Expectations Implementation team. Jane will provide leadership, knowledge and expertise as we seek to encourage healthy eating among students at school and at home, and as we work to improve our school nutrition program. Jane will also participate in each of the quarterly Rosie Nation Expectations Advisory Council meetings.

Contribution to the Project:

1. Plan and implement food service-related improvements based on the nutrition-related findings of our School Health Index (for example, adding more appealing low-fat ala carte items) and Coordinated School Health Program
2. Collaborate with the Rosie Nation Expectations team members and school staff on promotion of healthy choices of the food service program, especially increased consumption of fresh fruits and vegetables
3. Liaison with teachers to encourage cross-curricular connections related to healthy eating and nutrition (e.g. Science lessons comparing ingredients, weights and nutrition of healthy school ala carte items versus traditional vending machine items)
4. Help the school community participate in the Team Nutrition Training Grant of Wisconsin, including special training opportunities for food service staff, materials on healthy eating and nutrition for students and families, and the "Movin' and Munchin' Schools" program, which encourages school-wide healthy eating and activities, fitness challenges, and school assemblies with Movin' and Munchin' guest speakers
5. Implement Farm to Table offerings by working with local produce farmers/growers in Farm to School efforts.

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

Signature of Food Service Manager: (b)(6) _____
Dated: 3/22/13 _____

Head of Local Government Name: John Eilers

Roles and Responsibilities: The Village Board President will serve as a community advocate and resource for the Rosie Nation Expectations initiative. He will serve on the Advisory Council, attending quarterly meetings in order to provide feedback on the project, assist with planning or provide appropriate expertise, and help assure that the project is on track and looking forward to sustainability.

Contribution to the Project:

1. Provide a special Village of Wild Rose recognition of the "Rosie Nation Expectations" program at the fall Kickoff Celebration
2. Participate in the Rosie Nation Expectations Fall Health & Fitness Fair and Spring Field & Fitness Day
3. Promote this initiative with village entities and leaders (businesses, service organizations, churches, agencies) so that its impact is communitywide
4. Help publicize this school-community initiative (e.g. village website, mailings, calendar of events, village bulletin boards, etc.)

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

Signature of Head of Local Government or Designee

Dated: 3-22-13

(b)(6)

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

Completed by Grants.gov upon submission

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

School District of Wild Rose

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

396005217

* c. Organizational DUNS:

1005932760000

d. Address:

* Street1:

600 Park Avenue

Street2:

* City:

Wild Rose

County/Parish:

Waushara

* State:

WI: Wisconsin

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

54984-0276

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

* First Name:

Chris

Middle Name:

* Last Name:

Bahr

Suffix:

Title: Project Director/Physical Ed Instructor

Organizational Affiliation:

* Telephone Number:

920-622-4201 Ext. 1423

Fax Number:

920-622-4801

* Email:

bahrchr@staffwildrose.k12.wi.us

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:**

Rosie Nation Expectations: A Fitness and Healthy Eating Initiative of the Wild Rose School District

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

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

If "Yes", provide explanation and attach

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 *Claude Olson* * Date Signed: *4-8-13*

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
School District of Wild Rose	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Claude"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Olson"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="District Administrator"/>	
* SIGNATURE: <input type="text" value="(b)(6)"/>	DATE: <input type="text" value="4.8-13"/>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="04.215"/>
--	--

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

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>(b)(6)</p>	<p>* TITLE</p> <p>District Administrator</p>
<p>* APPLICANT ORGANIZATION</p> <p>School District of Wild Rose</p>	<p>* DATE SUBMITTED</p> <p>4-8-13</p> <p>Completed on submission to Grants.gov</p>

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

Indirect Cost Rates - Wisconsin School Districts, CESAs

Source: WI Dept. of Instruction: <http://165.189.80.100/sfs/indirect.html>

District/CESA/CCDEB	LEA Code	Restricted	Unrestricted
CESA 1		6.80	10.50
CESA 3		7.48	7.48
CESA 4		2.95	26.51
CESA 5		6.59	6.59
CESA 6		4.20	3.94
CESA 7		3.87	3.87
CESA 8		7.37	7.40
CESA 9		1.04	1.04
CESA 10		1.32	1.32
CESA 11		3.45	3.45
CESA 12		2.06	2.50
WAUZEKA-STEUBEN	6251	6.25	19.95
WEBSTER	6293	1.64	11.07
WEST ALLIS	6300	3.28	12.10
WEST BEND	6307	1.72	10.55
WEST DEPERE	6328	2.43	15.07
WEST SALEM	6370	2.42	13.04
WESTBY AREA	6321	3.82	14.77
WESTFIELD	6335	3.40	14.07
WESTON	6354	4.08	16.28
WEYAUWEGA-FREMONT	6384	4.03	13.99
WEYERHAEUSER AREA	6410	6.78	16.11
WHEATLAND J1	6412	0.18	9.57
WHITE LAKE	6440	3.20	11.96
WHITEFISH BAY	6419	2.41	13.32
WHITEHALL	6426	3.10	11.88
WHITEWATER	6461	3.37	16.14
WHITNALL	6470	3.68	16.46
WILD ROSE	6475	4.20	16.13
WILLIAMS BAY	6482	0.79	13.95
WILMOT UHS	6545	4.14	17.47
WINNECONNE COMMUNITY	6608	3.91	17.95
WINTER	6615	3.19	13.69
WISCONSIN DELLS	6678	3.27	11.78
WISCONSIN HEIGHTS	0469	3.74	15.18
WISCONSIN RAPIDS	6685	2.90	12.31
WITTENBERG-BIRNAMWOOD	6692	2.30	13.56
WONEWOC-UNION CENTER	6713	2.16	10.08
WOODRUFF J1	6720	1.56	9.33

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
1. Personnel				
a. Project Director: PE Instructor Chris Bahr will serve as Project Director responsible for day-to-day management of all grant implementation and evaluation activities. Mr. Bahr will oversee project communications, scheduling of grant-related activities and meetings, fiscal management, and other grant-related requirements. He will liaison between the district and community partners, and coordinate efforts with the Rosie Nation Expectations Task Force, as well as school staff. Chris will dedicate .30 FTE of regular contractual time to the project (averaging 12 hours per week for 45 weeks = 540 hours) and will be assisted by two other PE/Health teachers as described below. 540 hrs X \$29/hr = \$15,660 in yr.1 with a 3% cost of living adjustment (COLA) in yrs. 2 & 3	(b)(4)	\$15,660	(b)(6)	\$16,130
b. Assistant Directors – PE/Health teachers Jason Kirby and Andrea Bechard will assist Project Director Chris Bahr in all aspects of the project, with a special emphasis by Kirby on site coordination at the Pleasant View Elementary location and coordination of Health class-related improvements by Bechard. As assistant directors, Kirby and Bechard will each dedicate .15 FTE (averaging 6 hours per week for 40 weeks or 240 hours each X 2 people = 480 hours) to the project. 480 hrs X \$29/hr = \$13,920 in yr. 1 with a 3% COLA in yrs 2 & 3.		\$13,920		\$14,338
c. Rosie Nation Expectations Task Force - The Project Director and assistant directors along with the food service director, school nurse, a school counselor, and one teacher from all three school levels will collaborate monthly (9 times per year) to implement the grant comprehensively within the school and community. 1st and 2nd year meetings are estimated at four hours for 11 people, 3rd year three hours. [Years 1 and 2 - 396 hours X \$27 = \$10,692 with a 3% COLA in yr 2. Year 3 - 297 hours with a 3% COLA = \$8,260]				
d. Curriculum Committee – All 3 Wild Rose PE teachers will work with the Curriculum Director (see item e. below) to revise and revamp the health/physical education curriculum to ensure that it is developmentally-appropriate at each grade level, sequential, and consistent with State standards. Committee members will also meet with teachers of Health, Culinary Arts, and other core content areas to develop interdisciplinary lessons. [Year 1 - total hours spent on project 360 x average hourly rate \$24.00 = \$8,640. Year 2 - 120hrs. x \$24.72 (3% COLA) = \$2,966. Year 3 - 120hrs. x \$25.46 (3% COLA) = \$3,055. Three year total = \$14,661]		\$8,640		\$2,966
e. Curriculum Director: The Wild Rose Curriculum and Instruction Director will work with our team in its realignment of the curriculum to better meet standards, program priorities determined through Centers for Disease Control surveys (SHI, HECAT, PECAT), and to reflect our commitment to personalized fitness and health enhancing behaviors. This non-contract time will be donated as a district match. Cost breakdown: 60 additional hours in years 1 and 2, 40 hours in year 3. [Year 1 - 60 hrs X \$50= \$3,000; Years 2 and 3 - 40 hours X \$51.50 (3%COLA) = \$2,060]				
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
1. Personnel, continued				
f. Administrative Oversight – We estimate that approximately 4% of regular contract time for School District of Wild Rose administrators, including District Superintendent Claude Olson, Business Manager Diane Mrkvicka, the Director of Student Services, and all three Building Principals, will be devoted to Rosie Nation Expectations project administration, oversight, and coordination during the project period. Total match time of 480 hrs. per year, with a hourly rate of \$27 and a 3% COLA for years 2 & 3. [Year 1 - 480 hrs. x \$27 = \$12,960. Year 2 - 480 hrs. x \$27.81 = \$13,349. Year 3 - 480 hrs. x \$28.64 = \$13,747. Three year total = \$40,056.]	(b)(6)		(b)(6)	
g. PEP Advisory Board – Six non-staff individuals (including parents, community stakeholders, & students) in addition to selected project staff members will serve on the PEP Advisory Board, meeting quarterly to provide project feedback and ensure accountability. Estimated donated time to attend quarterly meeting and associated follow-up activities is 20 hours per person per year. Estimated ave. hourly rate = \$15. [20 hrs. x 6 people x \$15/hr. = \$1,800 per year, Total = \$5,400]				
h. Maintenance Support – We estimate that district custodians/building & grounds engineers will spend approximately a total of 200 hours in year 1, 125 hrs. in year 2, and 70 hours in year 3 on set-up, storage, and maintenance of project equipment and supplies, as part of their regular contracted duties. [Year 1 - 200hrs. x \$13 p/h = \$2,600. Year 2 - 125hrs. x \$13.39 p/h (3% COLA) = \$1,674. Year 3 - 70hrs. x \$13.79 p/h (3% COLA) = \$965. Total = \$5,239.]				
SUBTOTAL, Personnel		\$38,220		\$33,434
2. Fringe Benefits				
<i>Standard Wisconsin public education fringe benefits package required by state and Federal law: FICA (social security); Federal unemployment (FUTA) and state unemployment insurance; Medical and dental insurance and a small life policy; Workman's Compensation; Medicare Deduction. Coverage assumes family plans for health and dental, based on employee's family status. For the purposes of this project, fringes will only apply to District employees.</i>				
Project Director - [Yr. 1 - 540 hrs. X \$17 p/h = \$9,180 (3% cost of living adjustment (COLA) in yrs. 2-3) Yr. 2 - 540 hrs. X \$17.51 p/h = \$9,455. Yr. 3 - 540 hrs. X \$18.04 p/h = \$9,742]	(b)(6)	\$9,180	(b)(6)	\$9,455
Assistant Directors - [Yr. 1 - 240 hrs. X 2 directors = 480 hrs. X \$17 p/h = \$8,160 (3% COLA) Yr. 2 - 480 hrs X \$17.51 p/h = \$8,405. Yr. 3 - 480 hrs. X \$18.04 p/h = \$8,659.]		\$8,160		\$8,405
Rosie Nation Expectations Task Force - [Yr 1 - 396 hours X \$17 p/h = \$6,732 (3% COLA yrs. 2-3) Year 2 - 297 hours X \$17.51 p/h = \$5,200. Year 3 - 198 hours X \$18.04 p/h = \$3,572. Three-yr total = \$15,504]				
Curriculum Committee - [Yr. 1: 360hrs. X \$15p/h=\$5,400. (3% COLA yrs. 2-3) Yr. 2: 120hrs. x \$15.45p/h=\$1,854. Yr. 3: 120hrs. x \$15.91p/h=\$1,909. Three-yr total = \$9,163]		\$5,400		\$1,854
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
2. Fringe Benefits, continued				
Curriculum Director: [Yr. 1: 60 hrs. X \$17p/h = \$1,020 (3% COLA yrs. 2-3) Yr. 2: 60 X \$17.51 = \$1,051. Yr. 3- 40 hrs. X \$18.04 p/h = \$722. Three-yr. total = \$2,793.]	(b)(6)		(b)(6)	
Administrative Oversight - [Yr. 1: 480 hrs. X \$17p/h= \$8,160. (3% COLA yrs. 2-3) Yr. 2: 480 hrs. x \$17.51p/h= \$8,405. Yr. 3: 480 hrs. x \$18.04p/h= \$8,659. Three-yr. total = \$25,224]				
PEP Advisory Board - Non-district staff, not eligible for fringe benefits				
Maintenance Support - [Year 1 - 200hrs. x \$12 p/h = \$2,400. Year 2 - 125hrs. x \$12.36 p/h (3% COLA) = \$1,545. Year 3 - 70hrs. x \$12.73 p/h (3% COLA) = \$891. 3-yr. total = \$4,836.]				
SUBTOTAL, Fringe		\$22,740		\$19,714
3. Travel				
a. Required Travel -- New Grantee Orientation Meeting. As stipulated in the PEP grant guidelines, 2 team members will attend a 2-day meeting in Washington DC during the 1st project year. [(Airfare@\$500)+(lodging@\$150/night = \$300)+(transportation, parking, & mileage@\$50) + (meals/per diem @ \$50/day x 3 days = \$150) = \$1,000.		\$1,000		
b. Regional & local travel to visit model programs —A project mileage fund will allow for off site visits to local & regional model programs and previous PEP grant winners.The district will cover the substitute teacher pay for the 3 teachers visiting the off site districts. Years 1 & 2 only. (\$0.55/mile x 500 miles/year = \$275 + meals & per diems @ \$150 = \$425) .		\$425		\$425
c. AAHPERD conference —3 Wild Rose PE teachers will attend the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD) convention. [(3 attendees x \$300 registration = \$900) + (5 nights lodging @ \$120/night x 3 = \$1,800) + (roundtrip airfare for three @ \$500/ticket = \$1,500) + (parking, mileage, ground transportation @ \$120) + (meals and per diems for 3 travelers x 5 days @ \$50/day = \$750)] = \$5,070 total		\$5,070		\$5,070
d. WAHPERD conference --3 PE teachers will attend the WI Assoc. for Health, Physical Education, Recreation, & Dance (WAHPERD) convention on a rotating basis. They will share highlights & materials with colleagues upon return. [(\$0.505/mile x 160 miles/year + 1 night lodging (@ \$100 each) + meals & per diems @ \$50/person + registration @ \$150/person = \$1,143/yr.		\$1,143		\$1,143
e. WI Farm to Schools Summit - The Food Service Director, a Project Director, Task Force member & a food service staff member will attend annually for start-up support. [\$0.55/mile X 272 miles = \$150] + [lodging @\$100 each X 4 staff = \$400] + [meals & per diems @ \$50/person X 4 staff = \$200] + [\$45 registration X 4 staff = \$180] = \$930 total/yr.				
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
3. Travel continued...				
SUBTOTAL, Travel	(b)(6)	\$7,638	(b)(6)	\$6,638
4. Equipment				
a. Assessment Tools & Technology				
The following assessment devices and technologies will enable Wild Rose PE teachers to accurately evaluate students according to individual effort and ability, rather than standardized tests. This individualized method of assessment will help motivate youth to perform to their best ability and provide an accurate, computerized picture of each child's progress.				
Three (3) Laptop Computers, 1 for each Wild Rose PE instructor. [3 x \$2,000 = \$6,000]		\$6,000		
Three (3) Printers, 1 for each PE instructor. [3 x \$500 = \$1,500]		\$1,500		
One(1) DVD Handycam to record & replay activity to study & improve form & motion.[800]		\$800		
Three(3) BMI Scales (Body Mass Index) one for each school. [3x\$1,000= \$3,000]		\$3,000		
4. Equipment, continued				
Four (4) Web-based FitnessGram 9. Systems, Fitnessgram is a fitness assessment and reporting program for youth, which includes a variety of health-related physical fitness tests that assess aerobic capacity; muscular strength, muscular endurance, and flexibility; and body composition. Scores from these assessments are compared to Healthy Fitness Zone® standards to determine students' overall physical fitness and suggest areas for improvement when appropriate. The Healthy Fitness Zone standards are not based on class averages or any other peer comparisons. They are criterion-referenced standards that are based on levels of fitness needed for good health. [4 x \$599 = \$2,396]		\$2,396		
FitnessGram 9. Technician Support (Tier 2), Customers receive guidance on cleaning and maintaining databases; assisting with understanding of table fields and content on SQL server; troubleshooting including looking at data from the state, district, school; working with the user at all levels to determine if there is a problem with the individual installation of FG 9.x or an error in the program (not related to design); [\$4x150]		\$600		
One (1) Computerized Fitness/Health Assessment Software. [1 @ \$9,000 = \$9,000]		\$9,000		
One (1) Cart for Health Assessment. [1 @ \$700]		\$700		
Three (3) PDAs (Personal Digital Assts.) with health assessment software. [3x\$640=\$1,920]		\$1,920		
One (1) PE Class Management Software/Networking License. [1 @ \$3,200 = \$3,200]		\$3,200		
Installation Service for Health Assessment System. [\$1500]		\$1,500		
Seventy-Eight (78) Heart Rate Monitors, To be divided between all schools.[78 @ \$267]		\$20,826		
Three (3) Pedometer Class Packs (30) for all schools. [\$560 x 3 = \$1,680]		\$1,680		
Student Step Pedometers with Pedometer Safety Leashes (650) for daily activity monitoring, including for quarterly PEP grant GPRA requirements (students wear pedometers at home and school during quarterly reporting periods). Safety leashes keep pedometers safely secured to student's clothing to avoid loss. [(650 pedometers X \$2.70/each = \$1,755) + (650 safety straps X.70/each = \$455) = \$2,210]		\$2,210		
Three (3) Skinfold Calipers @ \$13 each, split between all schools. [\$13 x 3 = \$39]		\$39		
SUBTOTAL, Assessment Tools & Technology	\$0	\$55,371	\$0	\$0

(continued, next page)

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
4. Equipment, continued				
b. Aerobic Conditioning Equipment				
Students will be introduced to a variety of aerobic equipment to promote cognitive awareness of how their bodies change during a fitness training program. Such equipment will be available to family members and students after-school during extended hours at each high school building. The Wild Rose School District assumes costs for staffing high school & middle school fitness centers during extended hours.				
Three (3) Upright Stationary Bicycles. (Grades 6-12) [\$2,785/unit x 3 bicycles=\$8,355.00]		\$8,355		
Three (3) Recumbent Stationary Bicycles. (Grades 6-12) [\$2,985/unit x 3 bicycles=\$8,955.00]		\$8,955		
Six (6) Elliptical Machines. Located in the 6-12 building. [6 @ \$5,490 each = \$32,940]		\$43,200		
Three (3) Stairmasters. Located in the 6-12 building. [3 @ \$2,500 each = \$7,500]		\$7,500		
One (1) 38 Player Positive Gaming Wireless iDance System. To capitalize on students' interest in technology & connect with those who show little enthusiasm for PE. This challenging group dance exercise, which develops balance, coordination, timing, & cardiovascular fitness in a highly-motivating format, will be combined with technology-based assessment devices for a truly cutting-edge, fun, personalized experience. The system includes a dedicated computer with iDance software, a wall projector, 32 wireless dance platforms, custom A/V cart with speakers & wireless mic, chargers, & other related peripherals. [\$69,000]				
Square Dance Set [\$140]		\$140		
Wii Fit. 4 units at each school @ \$600 each including console, Wii Fit software & games, accessories, peripherals & shipping/handling. [\$2,400]		\$2,400		
Six (6) Treadmills. Located in the 6-12 building. [6 @ \$6,750 = \$40,500]		\$40,500		
SUBTOTAL, Aerobic Conditioning Equipment	\$0	\$111,050	\$0	\$0
c. Strength Conditioning / Weight Training Equipment				
To help students discover the changes a safe and sequential program of weight conditioning will have on their various muscle groups, the following muscular strength equipment will be purchased for the middle and high schools. Strength conditioning and development of muscle groups (especially upper body) is particularly important for our disabled students who participate in the specially designed / adaptive physical education program. Requested equipment facilitates core strength training and establishes a good foundation for a sequential and progressive strength training program.				
Two (2) Weight Assisted Chin & Dip. Two machines at the high school. [2@ \$3,045 = \$6,090]		\$6,090		
One (1) Squat Calf. One machine at the high school. [1 @ \$3,995]		\$3,995		
Two (2) Abdominal. Two machines at the high school. [2 @ \$3,595 = \$7,190]		\$7,190		
One (1) Pectoral Rear Delt. One machine at the high school. [1 @ \$3,895]		\$3,895		
Two (2) Leg Press/Calf. Two machines at the high school. [2 @ \$3,525 = \$7,050]		\$7,050		
Two (2) Leg Extension/Curl. Two machines at the high school. [2 @ \$3,425 = \$6,850]		\$6,850		
Two (2) Biangular Transformer. Two machines at the high school. [2 @ \$3,965 = \$7,930]		\$7,930		
Two (2) Biceps Curl. Two machines at the high school. [2 @ \$3,295 = \$6,590]		\$6,590		
Two (2) Multi-Hip. Two machines at the high school. [2 @ \$3,465=\$6,930]		\$6,930		
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
4. Equipment, continued				
Two (2) Triceps Extension . Two machines at the high school. [2 @ \$3,395 = \$6,790]		\$6,790		
One (1) Cable Crossover . One machine for the high school. [1 @ \$3,045]		\$3,045		
One (1) Lower Back . One machine at the high school. [1 @ \$3,695]		\$3,695		
One (1) Adductor Machine . One machine at the high school. [1 @ \$3,045]		\$3,045		
One (1) Adductor Machine . One machine at the high school. [1 @ \$2,945]		\$2,945		
Eight (8) KettleBells . Set located at the high school. [8 @ \$70 = \$560]		\$560		
Eight (8) Medicine Balls . One set of various size medicine balls for high school. [8@ \$52=\$416]		\$416		
Two (2) Strive 3 Kick . 3 Kick is a heavy duty commercial grade machine designed with proprietary and resilient foam pads that can be punched, kicked, slapped, or tapped with shoes or bare feet, a fist, or an open palm. [2 @ \$8,495 = \$16,990]		\$16,990		
Two (2) Strive Heavy Ball . Made of heavy quarter inch tough plastic material, the Heavy Ball uses a 4 lb. 6 lb. or 8 lb. medicine ball and can be configured in a variety of ways to conveniently fit many different space constraints. [2 @ \$6,795 = \$13,590]		\$13,590		
Two (2) Strive Jump Q . Designed to provide an incredible lower body workout, it also increases a users' reaction time. The heavy duty steel construction & cushioned rubberized non slip tread platforms make it tough enough for everyone. [2 @ \$6,995 = \$13,990]		\$13,990		
Three (3) Plyo Box 30" . Lower body plyometrics training boxes for high school. [3@\$200=\$600]		\$600		
Thirty (30) Pro Resistance Tubing . Medium/heavy resistance bulk rolls of resistance tubing @ \$23/roll will be purchased for use at all grade levels. [30 @ \$23.00 = \$690]		\$690		
Three (3) Black Resistance Chains (pair) . Three pairs of resistance chains for the high school. [3 @ \$158 = \$474]		\$474		
SUBTOTAL, Strength Conditioning Equipment	\$0	\$123,350	\$0	\$0
d. Flexibility / Agility Conditioning Equipment				
To develop students' coordination, flexibility, balance & stability, core strength, spatial awareness, and speed & agility, the following equipment will be purchased for program at all levels. Much of this equipment will also be used in the Adaptive PE program.				
Two (2) Stability Ball Sets . Ten inflatable balance balls will be purchased for all school levels, for use in core-strengthening exercise routines such as Pilates during PE class. [2 @ \$300 = \$600]		\$600		
One classroom set of thirty (30) Stability Balls with legs and eight (8) Tables . Stability balls with legs will replace the traditional chairs in the Health classroom of the middle school/high school. The balls will help students improve core strength and concentration. Use of the balls will be piloted in Year 1 and expanded to other classrooms with use of local funds as interest builds. [30 balls @ \$50= \$1,500 + 8 tables X \$130 = \$1,040. \$1,500 + \$1,040 = \$2,540]		\$2,540		
Twenty (20) Pilates Rings . Rings will be used at all levels. [20 @ \$30 = \$600]		\$600		
One(1) Pilates Video . Pilates teaches body awareness, good posture & graceful movement while improving flexibility, agility & economy of motion, used at all levels. [1@\$15]		\$15		
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
4. Equipment, continued				
One (1) Yoga Deluxe Pack . Yoga creates balance in the body through developing both strength and flexibility done through the performance of poses or postures, each of which has specific physical benefits. It includes 24 mats, 24 blocks, 3 DVDs, and the storage cart. [1 @ \$1,000]		\$1,000		
Forty-Five (45) Indo Board Balance Trainer . Develops balance, coordination, leg strength, & core fitness through fun class activities. Increasing levels of difficulty allow students to progress at their own pace. Includes 30"L x 18"W wooden Indo Board with nonslip surface, 14" dia rubber cushion & 6-1/2" dia polyethylene roller. [45 @ \$160 = \$7,200]		\$7,200		
Two (2) Balance Walkers - 6 Person . Help develop teamwork, improve coordination, and promote communication skills. [2 @ \$179 = \$358]		\$358		
Two (2) Balance Walkers - 4 Person . Help develop teamwork, improve coordination, and promote communication skills. [2 @ \$119 = \$238]		\$238		
Four (4) Balance Walkers - 2 Person . Help develop teamwork, improve coordination, and promote communication skills. [4 @ \$70 = \$280]		\$280		
SUBTOTAL, Flexibility / Agility Conditioning Equipment	\$0	\$12,831	\$0	\$0
e. Adventure-Based & Team-Building Equipment				
Too many Wild Rose youth are funneling high-risk energy, low self-esteem, and boredom into destructive activities. As a physical education department, we have developed opportunities for students to take "healthy risks" and experience the sense of accomplishment that stems from completing a difficult task individually or as part of a team. experiential, adventure-based, and team-building activities will foster a number of positive affective outcomes including development of self-esteem and improved goal-making, and interpersonal skills. Physically, these activities will boost students' spatial awareness, strength, and coordination.				
One (1) Climbing Wall with Mat System for middle school/high school. Each panel has a variety of rock-like protrusions that can be used along with standard holds to traverse the wall. Textured surface gives a realistic look & feel. To accommodate different hold positions, each predrilled 3/4" thick panel includes 40 T-nuts, plus mounting hardware & holds. 40'W x 8'H Wall w/ SafetyClose™ Mats, 1,800 lb. [\$77,325]				\$77,325
One (1) Climbing Wall Curriculum . Provides essential information and support as well as creative wall activities. Includes 47 activities and resources to help make the climbing wall unit the best it can be. Spiral bound. 136 pages. [\$60]				\$60
One (1) Portable Adventure Challenge Kit (pack with curriculum) . Cutting edge physical education, health/wellness, and behavior management activities, props. Based on 30 years of experience, standards in education and best practices. Project Adventure trainers will conduct on-site training, as delineated in Section 6, Contractual. [\$2,480]		\$2,480		
One (1) Indoor Low Elements (associated with Adventure Challenge) for K-12. Low elements are usually group-oriented challenges that are located on or near ground level. These elements don't require special safety systems other than diligent spotting by group members. Low elements are the heart of the challenge course experience, & provide an introduction to the power of the Adventure model. The emphasis is on full participation, trusting others, & creative thinking. [\$6,500]		\$6,500		
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
4. Equipment, continued				
e. Adventure-Based & Team-Building Equipment, continued				
One (1) Storage for Indoor Low Elements (associated with Adventure Challenge). Storage container to protect the Indoor Low Element materials. Total \$1,420		\$1,420		
SUBTOTAL, Adventure-Based & Team-Building Equipment	\$0	\$10,400	\$0	\$77,385
f. Lifetime Activities Equipment				
To complement & upgrade our existing lifetime fitness activities, promote safety & sequential skill development, & motivate students to become lifelong participants in rollerblades and bicycles, including adaptive bikes for students with special needs and differing ability levels.				
Thirty (30) Rollerblade Skating Packages: Packages include skates, helmets, and safety gear will be purchased for the K-5 and 6-8 levels. [30@ \$300 = \$9,000]		\$9,000		
Twenty-Five (25) Secondary Bikes with Safety Equipment. Twenty-Five bikes for middle/high students will be purchased including safety gear i.e. helmets, safety pads, and maintenance tool kits. [25 bicycles @ \$400 each = \$10,000]		\$10,000		
Thirty (30) Elementary Bikes with Safety Equipment. Thirty bikes for K-5 students including safety gear i.e. helmets, safety pads, & maintenance tool kits. [30 bicycles@ \$250 each = \$7,500]		\$7,500		
Three (3) Special Needs Bikes with Safety Equipment. Three bikes for special need populations will be purchased including safety gear i.e. helmets, safety pads, and maintenance tool kits. [3 bicycles @ \$300 each = \$900]		\$900		
One (1) Tandem Bike. To be used at the secondary level to promote fitness & teamwork. [\$699]		\$699		
Three (3) Junior Trikes. Three junior trikes available at the elementary schools for students who are not proficient two-wheel bicycle riders. {3 @ \$439 = \$1,317}		\$1,317		
Nine (9) Frisbee Golf Disc Cages: The ongoing fitness boom finds more and more people taking up recreational activities in an effort to improve health and quality of life. Disc golf provides upper and lower body conditioning, aerobic exercise, and promotes a combination of physical and mental abilities that allow very little risk of physical injury. Concentration skills increase by mastering shots and negotiating obstacles. Players of limited fitness levels can start slowly and gradually increase their level of play as fitness improves. [9 @ \$545 = \$4,905]		\$4,905		
Five (5) Indoor/Outdoor Mini-Golf: Minigolf is great for students health. Short bouts of physical activity such as walking while playing minigolf can help control cholesterol & reduce blood pressure while having fun! Five sets to be used by all levels. [5 @ \$1,450 = \$7,250]		\$7,250		
Five (5) Rolling Rack Golf: Storage unit for golf equipment to keep it protected and organized between uses to prolong the life of the equipment. [5 @ \$270 = \$1,350]		\$1,350		
Thirty (30) Putter Junior (33"): Teaches junior golfers to swing correctly & safely. Hard striking surface allows for realistic play, while the cushioned polyurethane foam back promotes safety on the back swing. Flexible steel shafts ensure superior feel; putter shaft is lightweight fiberglass. Use with any golf ball, indoors or out. For elementary students. [30 @ \$17.00 = \$510]		\$510		
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
4. Equipment, continued				
Thirty (30) Snowshoeing Equipment for Elementary Students: 30 pairs of snowshoes @ \$100 each to introduce a snowshoeing unit at the elementary school level-- a fun way to get students to enjoy the many outdoor natural resources in Waushara County. [30 @ \$100 = \$1,000]		\$3,000		
Two (2) Snowshoeing Equipment Deluxe Packs for Secondary Students: A completely ready to use out-of-the-box pack. The snowshoes have an easy-to-use stainless-steel crampon system, powder-coated to prevent build-up of snow and ice. Bindings feature nylon-web straps for easy adjustments to any size boot. Telescoping aluminum trekking poles that fit a variety of users by expanding 25"L to 55"L; provide greater balance and an upper-body workout. Each pack contains: 24 pr Snowshoes, 24 pr trekking poles, 24 snowshoe carry bags, 1 Snowshoeing: From Novice to Master Book. [2 @ \$3,999 each to introduce a snowshoeing unit -- a fun way to get students to enjoy the many outdoor natural resources in Waushara County. [2 @ \$3,999 = \$7,998]		\$7,998		
Twenty-Five (25) Cross-Country Ski Packages: 25 cross-country ski packages including poles and skis for the secondary levels. [25 @ \$300 = \$7,500]		\$7,500		
One (1) Cross-Country Ski Storage Device: One storage device will be purchased to protect the equipment while not in use. [\$1,100]		\$1,100		
Two (2) Badminton Sets: Badminton improves hand eye coordination and agility, as well as cardiovascular benefits. The six-court set equips each court with 4 racquets and 12 shuttlecocks in matching rainbow colors for organized, coordinated badminton action. Includes 24 steel racquets with coated-steel strings (4 sets of 6; 26"L) and 72 shuttlecocks (12 sets of 6), plus 6 recreation nets with 12-ply nylon and 3/4" mesh (21' x 30"). [2 @ \$405 = \$810]		\$810		
Five (5) Roll Away Table Tennis Set: Table tennis promotes better hand eye coordination, mental sharpness, and agility. It is a lifetime sport. Five tables with extra-heavy-duty chassis for stability and world-class game action. Warp-resistant 3/4" wood-composition blue top with scratch/fade-resistant, nonreflective surface. Rugged 2" steel apron for added support, with protective corner pads. Extra-heavy-gauge steel frame. Self-opening 2" sq legs for easy setup; four 5" rubber-coated polypropylene wheels with ball-bearing casters. Folds for storage and playback. Performance-grade pivoting net and post system for quick and easy storage. 108"L x 60"W x 30"H; 228 lb. [5 @ \$720 = \$3600]		\$3,600		
SUBTOTAL, Lifetime Activities Equipment	\$0	\$67,439	\$0	\$0
SUBTOTAL, ALL EQUIPMENT	\$0	\$380,441	\$0	\$77,385
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
5. Supplies				
Integrated Nutrition Education: Academics Fitness Health and Nutrition Activities Pack - Integrates health and nutrition information with physical activities, stimulating cognitive thinking and covering heart disease risk factors, obesity, diet and nutrition, among other topics. Offers cross-curricular integration of K-8 Health/Nutrition topics and PE class activities. [\$1,429]		\$1,429		
Super Foods Promotional Kit- Recommended for Food Service staff, this kit of posters, handouts, bookmarks, stickers, and other materials, helps educate and motivate students to make healthier choices without being scary or negative about heart disease, cancer and high cholesterol. [2 (1 for each elementary school) X \$150 = \$300]		\$300		
Posters for lunch room - "Portion Distortion" posters clearly illustrate the difference between recommended portion sizes and what more likely appears on our plate. "One Great Plate" posters encourage kids to make their plates a healthy variety of foods. [(2 Portion Distortion posters for MS/HS X \$20 = \$40) + (4 Great Plate posters for both elementary schools and MS/HS X \$15 X = \$60) = \$100]		\$100		
Five for Life Nutrition Kit: Kit activities teach important nutritional concepts such as food groups, serving sizes, balanced diet, energy content of foods, the role of vitamins and minerals and weight management. The emphasis is on nutritional concepts to help students make informed decisions that lead to a healthy lifestyle. Grades K-5.[\$200 X 6 = \$1,200]		\$1,200		
Boost Snacking Power Bulletin Board Kits: Encourages super snack choices that give a boost of energy between meals. Numerous snack ideas, simple snack recipes, benefits of snacks, snack tips, etc. [\$25 X 3 schools (2 elementary/1 middle/high school) = \$75]		\$75		
Nutrition/Healthy Eating DVDs: DVDs for K-12 instruction in eating healthfully for a lifetime including RX Nutrition Eating for Improved Performance in Life: [\$46 X 13 = \$598]		\$598		
Physical Best and other textbooks & workbooks: Physical Best resources will include activity guides for all grade levels, Fundamentals of Athletic Training, Applying Weight Training Concepts, & Fitness for Life middle and high school editions. The second edition of Physical Best resources includes: New, teacher-tested activities for students from K to 12; CD-ROMs with PDF versions of the reproducible in each activity guide; Expanded and updated information on physical activity guidelines, assessment, nutrition, and goal setting; Expanded tips for including students of all abilities; and Practical examples for applying the proven concepts in real-world physical educational settings and for assessment. [Total cost for CDs, books, and materials: \$800]		\$800		
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	Match	Grant
5. Supplies, continued				
General Office and Computer Supplies – (paper, pens/pencils, diskettes, CDs, presentation materials, tape, ink cartridges, binders and clips, mailers, copies, & postage) – will help project staff conduct community outreach, advertise events, organize public awareness campaigns, raise additional funds, and revise the curriculum. These supplies, valued at \$5,000 annually, will be contributed by the District and/or project partners as an in-kind match.	(b)(6)		(b)(6)	
SUBTOTAL, Supplies		\$4,502		\$0
6. Contractual				
a. Leadership Training — Related to strengthening our communitywide partnering skills, and leadership in this initiative for the long-term, Project Director Craig Hayes will participate in the Tri-County Leadership Initiative program offered through the UW-Extension Office in Waushara County. The program consists of six intensive, hands-on sessions that will enable the participants to leave with a solid understanding of the issues facing the region and how they can contribute toward improving the quality of life for all residents and visitors in the region. [Cost of program is \$400 + a per diem allotment of \$100 per session, total = \$1,000]		\$1,000		
b. Technology Training — Technology workshop and training sessions to enable PE/health staff members to efficiently and comfortably take advantage of technology support for the revised PE curriculum. [Total cost over three years: \$4,500]		\$1,500		\$1,500
c. Project Adventure Training - All 3 Wild Rose PE teachers will receive on-site training from Project Adventure trainers in Year 2. Topics will include using adventure PE curriculum including community-building, trust-building and problem-solving activities. [\$1,700 per day X 4 days = \$6,800]				\$6,800
c. Outdoor Pursuits Training— All 3 Wild Rose PE teachers will attend "Outdoor Pursuits Training" in year 2 so they are better equipped to teach outdoor lifetime activities to students. [3 x \$500 = \$1,500]				\$1,500
d. Polar Training— All 3 Wild Rose PE teachers will attend "Polar Training" in year 1 with a follow-up session in year 2. Consultants from Polar USA will provide Wild Rose teachers with one day of training in project year one on the use of new heart rate monitors, pocket PCs, and the TriFit assessment systems. Refresher trainings will be provided in project year 2. [3 x \$1,425 = \$4,275]		\$2,700		\$1,575
e. Curriculum Consultation with Wisconsin School District— Wautoma Area School District personnel will consult with Wild Rose personnel on effective curriculum revisions to the Wild Rose PE and Health Curricula. The Wautoma Area School District has been the recipient of two previous PEP awards. Wild Rose will leverage their experience to facilitate superior curricula adoptions. [2 people at \$20/hr. for 2 days = \$640]		\$640		
<i>(continued, next page)</i>				

BUDGET NARRATIVE - ROSIE NATION EXPECTATIONS	Year One		Year Two	
	Match	Grant	(b)(6)	Grant
6. Contractual, continued				
f. Release Time for Teachers during Staff Development Activities—Substitute teachers will be contracted by the District to enable Wild Rose teachers to attend workshops, conventions, and on-site training sessions. While many conferences will take place during non-contract days, weekends, and summer, some workshops will require substitute teachers to cover teachers' class periods. The District will cover substitute teacher pay so that physical education teachers can participate in such activities. [Based on 34 sub days per year @ \$90/day = \$3,060/yr.]	(b)(6)			
g. Evaluation Consultant—Wild Rose School District will retain the professional evaluation services of a highly qualified external project evaluation consultant, openly bid for per EDGAR policies, at the beginning of the project. He or she will meet with project staff quarterly to analyze both project implementation strategies and achievement of outcome objectives. The estimated cost includes travel expenses for multiple site visits. [Year 1:\$18,000, Year 2, \$14,000, Year 3, \$15,173.]		\$18,000		\$14,000
h. Climbing wall instruction and demonstration — Included in the vertical climbing wall package is on-site technical assistance from Adventure-Based Experiential Educators that covers sequential, standards-based curriculum development, liability and safety issues, instructional techniques, in-class activities, and assessment strategies for wall climbing.				\$0
i. Secretarial / Clerical Support—on-staff Administrative/Clerical Assistants will provide an average of two hours of clerical support to the project per week during the school year. [\$15/hour x 2 hours X 36weeks/year = \$1,080) + fringes @ 30% (\$324) = \$1,404]				
SUBTOTAL, Contractual		\$23,840		\$25,375
TOTAL, DIRECT COSTS		\$477,381		\$162,546
<i>Indirect Costs: our most recent (2011-12) restricted negotiated rate is 4.20%; please see attached documentation of this established rate.</i>		\$20,050		\$6,827
TOTAL		\$497,431		\$169,373
<i>Matching Percent of Total Project Cost by Year</i>				
TOTAL PROJECT COST, YEAR ONE		\$557,189		
TOTAL PROJECT COST, YEAR TWO			\$225,864	
TOTAL PROJECT COST, YEAR THREE				
TOTAL PROJECT COST, ALL THREE YEARS				\$986,913
GRAND TOTAL GRANT REQUEST, YEARS 1-3		\$819,594		
GRAND TOTAL MATCHING CONTRIBUTION, YEARS 1-3	(b)(6)			

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

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

Name of Institution/Organization

School District of Wild Rose

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	38,220.00	33,434.00	34,436.00	0.00	0.00	106,090.00
2. Fringe Benefits	22,740.00	19,714.00	20,310.00	0.00	0.00	62,764.00
3. Travel	7,638.00	6,638.00	6,213.00	0.00	0.00	20,489.00
4. Equipment	380,441.00	77,385.00	69,000.00	0.00	0.00	526,826.00
5. Supplies	4,502.00	0.00	0.00	0.00	0.00	4,502.00
6. Contractual	23,840.00	25,375.00	16,673.00	0.00	0.00	65,888.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	477,381.00	162,546.00	146,632.00	0.00	0.00	786,559.00
10. Indirect Costs*	20,050.00	6,827.00	6,159.00	0.00	0.00	33,036.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	497,431.00	169,373.00	152,791.00	0.00	0.00	819,595.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2012 To: 06/30/2013 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): WI Dept of Public Instruction

The Indirect Cost Rate is 4.20 %.

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

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.20 %.

Name of Institution/Organization School District of Wild Rose	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)(6)					
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:
	Chris		Bahr	

Address:

Street1:	600 Park Avenue
Street2:	
City:	Wild Rose
County:	Waushara
State:	WI: Wisconsin
Zip Code:	54984-0276
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
920-622-4201 Ext. 1423	

Email Address:

bahrchr@staffwildrose.k12.wi.us

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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