

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 # S215F130373

Grants.gov Tracking#: GRANT11379827

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): _____ * Other (Specify): _____
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* 3. Date Received: 04/12/2013	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	5b. Federal Award Identifier: _____
---	--

State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

B. APPLICANT INFORMATION:

* a. Legal Name: Westport Public Schools	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 066002128	* c. Organizational DUNS: 0721252480000

d. Address:

* Street1: 110 Myrtle Ave
Street2: _____
* City: Westport
County/Parish: Fairfield
* State: _____ CT: Connecticut
Province: _____
* Country: _____ USA: UNITED STATES
* Zip / Postal Code: 069800000

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: David
Middle Name: _____	
* Last Name: Gusitsch	
Suffix: _____	

Title: Department Chair/ Curriculum Coordinator

Organizational Affiliation:

* Telephone Number: 2033412429	Fax Number: 2033411261
--------------------------------	------------------------

* Email: dgusitsch@westport.k12.ct.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:**

Westport Wellness Initiative

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Flora Meilan</p>	<p>* TITLE</p> <p>Business Manager</p>
<p>* APPLICANT ORGANIZATION</p> <p>Westport Public Schools</p>	<p>* DATE SUBMITTED</p> <p>04/12/2013</p>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

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

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name

* Street 1 Street 2

* City State Zip

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S215F130373

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.

GEPAWestport2013.pdf

Add Attachment

Delete Attachment

View Attachment

Westport Public Schools
Section 427 of the General Education Provision Act (GEPA)
NOTIFICATION OF NONDISCRIMINATION IN PHYSICAL EDUCATION

Westport Schools will ensure equitable access or participation in project activities. In order to meet needs of students with disabilities, special education teachers will collaborate with physical education instructors to accommodate various needs. Professional development opportunities (i.e. Tech Camp, Connecticut AHPERD, National AAHPERD) will offer teachers training on how to adapt physical education activities to students of varying ability and skill levels. All school buildings are handicapped accessible and recumbent bikes are included in our budget to present cardiovascular fitness opportunities to students with disabilities.

It is important to note that our project focuses on individual, objective assessment where students monitor their own progress toward fitness and nutrition goals, rather than comparing themselves to their peers. Equipment and supplies were selected based on research-based effectiveness as well as on the input of our students about what activities they would most like to see in the PE classroom. Exergaming systems are appealing to female students as are video game-based physical activities. Climbing walls will engage students in activities that activate *mind and body* and develop social skills, like teamwork and confidence. Lifetime activities, such as kayaking and rollerblading will encourage students to make fitness a permanent part of a healthy lifestyle.

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		
<input style="width: 100%;" type="text" value="Westport Public Schools"/>		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Flora"/>	Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Meila"/>	Suffix: <input style="width: 100px;" type="text"/>	
* Title: <input style="width: 250px;" type="text" value="Business Manager"/>		
* SIGNATURE: <input style="width: 300px;" type="text" value="Flora Meilan"/>		* DATE: <input style="width: 150px;" 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:

Westport Public Schools

Abstract

Westport is a coastal town located on Long Island Sound in Fairfield County, Connecticut, 47 miles north of New York City. The community is served by Westport Public Schools, which includes five elementary schools, two middle schools and a high school. Westport serves approximately 5,400 students all of whom will be impacted by our proposed PEP project. Recently, Westport conducted a comprehensive self-assessment of its current Physical Education (PE) program, identifying a number of challenges and deficiencies. The self-assessment process revealed the following: fitness center facilities are dated, contain old equipment, and are not conducive to multi-faceted fitness programs that meet the *individual* needs of students; Physical Education and Health teachers are in need of reference-based professional development opportunities specific to our programs and equipment; and our current PE program is not data driven. The district lacks the tools and technologies with which to continuously and accurately assess our students' fitness levels and progress.

To address these deficiencies, we are proposing to implement ***Westport Wellness Initiative***, which will target all K-12 students in our district and will address PEP Absolute Priorities 1 and 2 a-e.

PEP funds in our district will be used to promote an active lifestyle among students at the targeted schools and increase their exposure to lifetime activities that we are unable to provide. Our goal is to increase student activity, healthy eating, fitness and state PE standards achievement levels to promote lifetime wellness in our community. Project objectives include: increase the percentage of students at participating schools who achieve 60 minutes of physical

activity on a daily basis (GPRA 1); increase in 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 (GPRA 2); and increase the percentage of students at participating schools who consumed fruit two or more times per day and vegetables three or more times per day (GPRA 3). In addition, we have included project-specific outcomes to increase families' knowledge of fitness and nutrition concepts; increase the percentage of students who have a healthy body mass index (BMI); and increase PE teachers' knowledge of evidence-based practices and strategies for improving students' health, nutrition and fitness outcomes. The activities and strategies we are proposing to implement represent a true community-based collaboration that will result in meaningful, sustainable improvements to our students' health, nutrition and fitness outcomes.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

DISTRICT OVERVIEW Westport Public Schools (WPS) is located on Long Island Sound in Fairfield County, Connecticut. This school district serves approximately 5,400 K-12 students through 5 elementary schools, 2 middle schools and a high school. This project targets the entire District, where significant need for improvement has been identified. The WPS student population is comprised as follows: 92% white, 1% black, 3% Latino, 4% Asian, with 1.5% English Language Learners.

NEED Westport (population 26,000) is located on Long Island Sound in Fairfield County, Connecticut, 47 miles north of New York City. The community is served by Westport Public Schools (5,400 students), which includes five elementary schools (ES), two middle schools (MS) and a high school (HS). Westport recently conducted a comprehensive self-assessment of its current Physical Education (PE) program, identifying a number of challenges and deficiencies. The self-assessment process utilized the following tools: 1) student survey; 2) PE teacher survey; and 3) School Health Index survey. The self-assessment process revealed the following **program gaps and weaknesses**: 1) fitness center facilities and PE equipment caches are limited and dated, with equipment that is more often than not, out of service due to failure, and insufficient to meet the *individual* needs of students; 2) Physical Education and Health staff are in need of reference-based professional development opportunities specific to our programs and equipment; 3) nutrition education is lacking and not achieving the desired outcomes of educating students about basic nutritional concepts while encouraging them to adopt healthier eating habits; and 4) our current PE program is not data driven. The district lacks the tools and technologies with which to continuously and accurately assess our students' fitness levels and progress.

Current Physical Education (PE) program: The table below illustrates PE programming:

Grade	Frequency	Activities
K-5	Twice weekly (30-45 minutes per class)	Cooperative games, spatial awareness, eye-foot coordination, fitness, eye-hand coordination, manipulatives, bean bags and hula hoops, tumbling, yoga, dance, striking with long and short instruments, eye hand (basketball, handball), volleying, track and field, physical fitness assessment
6-8	Three times per week (40 minutes)	Badminton, Basketball, Games, Fitness Development/ Center/ Wellness, Flag Football, Floor Hockey, Golf, Lacrosse, Pickleball, Soccer, Softball, Track & Field, Tumbling, Volleyball
9-11	Four times per week (40 min)	Tennis, Badminton, Pickleball, Basketball, Fitness I, Floor Hockey, Health Swim I, Volleyball, Fitness Concepts, Swim II, Health, Fitness II, Flag Football, Team Handball/Ultimate Frisbee, Competitive sports, Recreational sports
Twelve	Elective	

Nutrition education is covered in Health classes (four-and-a-half-weeks per year for all grade

levels) in all grades as well as in our 10th grade “Fitness Concepts” class (a quarter-year course).

Fitness assessment results: November 2010 Physical Fitness Assessment results are below:

Grade	4th		6th		8th		10th	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Number of Student Tested on all 4 Items	223	217	234	235	208	203	193	199
Number of Students Meeting the Aerobic Standard (One-Mile Run/Walk or PACER)	179	212	214	229	165	188	176	190
Number of Students Meeting the Flexibility Standard (Modified Sit and Reach Test)	166	173	190	200	157	176	181	197
Number of Students Meeting the Upper Body Strength Standard	174	153	197	178	166	160	186	197
Number of Students Meeting the abdominal Strength and Endurance Standard	176	186	210	212	189	182	191	197
Number of Students Meeting the Standards on All 4 Test Items	124	129	155	156	110	135	162	176
Number of Students Not Meeting the Standards on All 4 Test Items	99	88	79	79	98	68	31	23
Total percentage passing all four tests	55.61%	59.45%	66.24%	66.38%	52.88%	66.50%	83.94%	88.44%
Percentage of Students not Meeting the Standards on 4 Test Items	44.39%	40.55%	33.76%	33.62%	47.12%	33.50%	16.06%	11.56%
Number of Students meeting “Challenge” on all four tests (Challenge is the “high fitness performance zone” on the FITNESSGRAM test)	0	0	18	35	17	40	30	60
Total percentage meeting “Challenge” on all four tests (Challenge is the “high fitness performance zone” on the FITNESSGRAM test)	NA	NA	7.69%	14.89%	8.17%	19.70%	15.54%	30.15%

Consolidated 2011 School Health Index (SHI) results are shown below:

Schools/Levels (elementary results are in aggregate)	Elementary	Bedford MS	Coleytown MS	Staples HS
Module 1: School health and safety policies and environment	67%	72%	64%	64%
Module 2: Health education	100%	74%	74%	74%
Module 3: Physical education and other physical activity programs	87%	65%	62%	62%
Module 4: Nutrition services	83%	62%	64%	64%

As shown in the table above in the SHI Overall Score Card, Westport scored poorly on all but the elementary schools' Module 2. Serious gaps were noted in modules one, two, three, and four. SHI results showed: 1) our students are not spending enough time being active; 2) physical education grading is subjective, rather than objective; 3) our PE teachers are in need of PE-related professional development; 4) the district needs to do more to improve nutrition education and 5) there is little if any, collaboration between food service staff and teachers. Based on the outcome of the SHI Survey, Westport has developed a *School Health Index Improvement Plan*, the goals of which are incorporated into the proposal presented herein.

Gaps in meeting state standards: Connecticut has developed six content standards for PE programs. The self-assessment process included a review of our PE curriculum in relation to these standards. The specific areas where our PE program is not meeting the standards include:

Standard	Gap in meeting standard
1. Physical activity: This standard focuses on the development of movement competency and proficiency.	Our current PE curriculum is primarily oriented towards team sports and does not include sufficient teaching of movement competencies and proficiencies. More activity equipment that allows for teaching of a wider range of individual-focused activities is needed.
3. Fitness: This standard focuses on self-assessment (e.g., developing personal goals, assessing physiological indicators such as heart rate and physical activity levels, etc.)	We lack the tools and technologies such as pedometers and heart rate monitors with which to accurately assess and build students' fitness levels. Students are not able to accurately self-assess their fitness levels, nor are they able maintain accurate personal records. Fitness-focused equipment is insufficient. Very limited amounts of equipment are available and only at some schools. Equipment available is old and often broken. Fitness equipment from weighted jump ropes to resistance bands to treadmills and stationary bikes are needed throughout the district.
4. Responsible behavior: <i>Students will exhibit responsible personal and social behavior in physical activity settings.</i>	Our team sports-oriented approach to physical education excludes most non-athletic students—limiting opportunities for these students to cooperatively interact with one another during physical activities. This limits the development of social behaviors. New equipment and a revised curriculum that places emphasis on cooperation and individual-focused improvement rather than competition is needed.
5. Respect for differences: <i>Students will exhibit an understanding of and respect for differences among people in physical activity settings.</i>	Our current program is primarily traditional team sports oriented because we lack equipment necessary in order to offer other physical activities. A team-sports oriented PE environment rewards the athletically gifted and “ignores” the less athletically inclined students. Competition is praised and opportunities for cooperation are limited. Students do not have opportunities to learn an appreciation for the strengths of and challenges faced by themselves and others. Due to a lack of PE technology (heart rate monitors, fitness assessment and planning software, etc.) and individual-centered sports equipment (bikes, kayaks, skates, etc.), there are few if any opportunities for individualized programming aimed at meeting students' unique needs.
6. Benefits of physical activity: <i>Students will identify and understand how physical activity</i>	Our team-sports oriented PE curriculum leaves those students who are less athletically gifted behind. Students who are unable to master a physical activity (e.g., team sports) generally do not enjoy it. Under our current program and lifetime physical activities are

<i>provides personal enjoyment, challenge and social interaction.</i>	limited to badminton, pickleball, running, and swimming. Equipment is needed to expand physical activities for students so that all students have the opportunity to learn to perform some activities they enjoy.
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Survey results: In March 2013, Westport PE teachers completed a survey regarding the district’s physical education program. Results of the assessment are highlighted below: 1) only 15% of PE teachers feel that, in their classrooms, lessons are closely aligned and cover all state standards over the course of the year; 2) nearly 59% felt the Connecticut standards are difficult to address in the current Westport PE environment; 3) ***44.4% of PE teachers said that the district does not have an assessment strategy in place*** to accurately measure the number of students achieving each standard. 33.3% reported they do not have the tools (e.g., technology) to accurately measure the number of students achieving each standard; 5) 55% of respondents said that nutrition education and/or healthy eating promotion is “never” or “sometimes but without any regularity” integrated into their PE classes; and 6) in terms of professional development needs, ***65% of respondents said that there is a critical need for professional development to enable PE teachers to “motivate unengaged students.”*** 55% cited a need for professional development about PE technology and 40% said that there is a critical need for professional development relating to addressing the needs of students who are overweight or obese.

Surveys were administered to elementary students (ES) and secondary students (SS) in March 2013 to identify student perception of gaps in the existing PE program. Survey results reported that: 1) 30.7% of ES and 49.5% of SS ate less than the recommended 2 daily servings of fruits during the reported timeframe; 2) ***78.5% of ES and 89.3% of SS ate less than the recommended 3 daily servings of vegetables during the reported timeframe;*** 3) ***39.3% of ES reported that they are not physically active for at least 60 minutes per day, and 88% of SS are NOT physically active for at least 60 minutes per day, and; 4. Only 35.5% of SS reported being physically active for at least 20 minutes on each of the 7 days prior to the survey!***

Plan to Address the Gaps: PEP funds will be used to promote an active lifestyle among students at the targeted schools and increase their exposure to lifetime activities that we are currently unable to provide due to a lack of equipment and insufficient teacher training on the topics. Examples of lifetime fitness activities include kayaking (we are a waterfront community on the Long Island Sound with many rivers), mountain biking/cycling, rock/traverse climbing, and exercise/fitness trail(s). Grant funds will also support the enhancement of existing intramural and extra-curricular club programs. Through the *Westport Wellness Initiative* we will expand our collaborations with local community-based organizations (community partners are outlined in the 'coordination of resources' section below) and will work collaboratively with our district food service agency to educate our students about nutrition concepts, provide our students with healthier food choices on campus, and encourage them to adopt healthier eating habits.

SIGNIFICANCE The *Westport Wellness Initiative* will target **all** PE students at all Westport schools. The activities and strategies that together comprise the *Westport Wellness Initiative* are derived from the *School Health Index Improvement Plan* and address the *absolute priority*. The project addresses the Connecticut Physical Education standards (PEP Absolute Priority) by expanding and improving our district’s PE program for students by undertaking activities that address **each of the six PEP program elements**. The goal of *Westport Wellness Initiative* is to increase student activity, healthy eating, fitness, and state PE standards achievement levels to promote lifetime wellness in our community.

Objective	Outcomes	Measurement
1) (GPRA 3) Increase the percentage of students at participating schools who consumed fruit two or more times per day and vegetables three or more times per day.	In comparison to baseline, the percentage of students who consumed fruit two or more times per day and vegetables three or more times per day will rise by 15% by the end of the project period. (GPRA 3)	Data will be measured using age-appropriate nutrition logs and/or surveys at the elementary level and fruit and vegetable consumption questions from the Youth Risk Behavior Survey at the middle and high school. Within 90 days of start, a baseline will be set; follow-ups will be conducted two additional times during the first year and twice yearly thereafter
2) (GRPRA 2) Increase in the	In comparison to baseline the	Data will be measured using the PYFP testing

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 by project period end.	percentage of students meeting a healthy fitness zone as established by PYFP in at least 5/6 fitness areas will rise by 20% by the end of the project period.	battery. Within 90 days of funding notification, a baseline will be established; follow-up assessments will be conducted two additional times during Year 1 and twice in subsequent years.
3) Increase the percentage of students who achieve age-appropriate cardiovascular fitness.	In comparison to baseline, the percentage of students who achieve age-appropriate cardiovascular fitness will rise by 20% by the end of the project period.	Data will be measured using the PACER 20-meter shuttle run and age-appropriate test or protocols for ages 9 and under. Within 90 days of funding notification, a baseline will be established; follow-up assessments will be conducted one additional time during Year 1 and two times in subsequent years.
4) Decrease the percentage of students who are overweight or obese.	In comparison the baseline data, the percentage of students who have a BMI of "overweight" or "obese" will decrease by 3% by the end of the project period.	BMI data will be measured using CDC BMI-for-Age Growth Charts for analysis or BMI based on PYFP standards (to be determined by evaluator), conducted twice per year.
5) (GPRA 1) Increase the percentage of students who achieve 60 minutes of physical activity on a daily basis.	In comparison to baseline, the percentage of students achieving 60 minutes of physical activity on a daily basis will rise by 20% by the end of the project period.	Data will be measured using pedometers K-12 and the Three Day Physical Activity Recall (3DPAR) 5-12. Within 90 days of start, a baseline will be established; 2 additional follow-up assessments will occur in Year 1 and two times each year in subsequent years.
6) Increase the percentage of students who have Individualized Fitness Plans	In comparison to baseline, the percentage of students who have Individualized Fitness Plans will increase to 25% by the end of Year 1 and 75% by project period end.	Evaluator-determined protocols for auditing PE Teachers will be used two times each year.
7) Increase District PECAT Scores	In comparison to baseline, the PECAT scores for each District school will increase by 25% by the end of the project period.	Data will be measured by completing the PECAT at the beginning and end of the project period.
8) Increase District HECAT Scored	In comparison to baseline, the HECAT scores for each District school will increase by 25% by the end of the project period.	Data will be measured by completing the HECAT at the beginning and end of the project period.
9) Increase District PE staff participation in physical activity/nutrition-related professional development	In comparison to baseline, 80% of PE teachers will attend at least 2 physical activity/nutrition-related professional development events each year.	Data will be measured by evaluator assessment of training tracking sheets and PE teacher surveys (to be created by the evaluator).
10) Enable District PE staff implementation of concepts, strategies or lessons learned in trainings.	In comparison to baseline, 80% of PE teachers will implement concepts, strategies, or lessons learned in trainings in their classes by the end of the same year.	Data will be measured by evaluator assessment of PE teacher surveys (to be created by the evaluator) and Project Director and Project Coordinator observations and walk-throughs.

The table below illustrates the key strategies we are proposing to implement through this initiative, the gap(s) that each strategy addresses, and its relationship to the objectives above.

Gap	Strategies	Relation to objective(s)
Nutrition education is lacking and not achieving the desired outcomes	Administering HECAT Healthy Eating Module and using results to guide the process for updating nutrition curriculum to provide instruction in healthy eating and good nutrition; updating nutrition-related policies	Relates to objectives 1
Students and PE teachers are unable to accurately assess students' fitness levels; without accurate assessment, students are unable to establish a reliable baseline from which to develop a personal fitness plan	Introducing new activities to facilitate fitness education and acquiring monitoring and assessment technologies to facilitate accurate, objective assessment; establishing individualized fitness plans for all students	Relates to objectives 2-6
Fitness center facilities and PE equipment caches are limited and dated	Acquisition of new fitness equipment and offering of new activities	Relates to objectives 2-5
PE teachers lack knowledge of current, evidence-based research, trends and strategies for improving students' fitness, health and nutritional outcomes	Provide ongoing professional development for PE teachers; participation in PE-related conferences	Relates to objectives 7-10
PE curriculum is not aligned to state standards	Use PECAT and HECAT tools to revise PE curriculum	Relates to objectives 9-10
Poor student fitness outcomes	All of the strategies above	Relates to objectives 1-6

QUALITY OF THE PROJECT DESIGN A. CAPACITY-BUILDING. Sustainable Model:

By leveraging research-based strategies (see next section), the *Westport Wellness Initiative* approach will **build capacity**, is likely to **result** in positive change, and will be **sustainable beyond the funding period**. Many of these activities institutionalize valuable practices and procedures that result in student nutritional and activity behavior change and do not require financial support beyond the original start-up funding provided by PEP funds. High-quality equipment designed for heavy use and longevity will be purchased to ensure equipment will be usable for many years with minimal maintenance. The districts are committed to funding necessary equipment maintenance through the annual budget after the grant ends.

Professional Development: Providing ongoing, standards-based professional development for our PE instructors is a core element of our capacity-building and sustainability strategies for the *Westport Wellness Initiative*. Our PE instructors will benefit from technology-focused professional development sessions that provide information and strategies for effectively

incorporating the use of technology into the PE classroom. For example, teachers will learn how to incorporate the use of heart rate monitors, pedometers, and assessment technologies into games and activities such as jumping rope and other aerobic activities. This will help the students to understand concepts such as exertion level, target heart rate zone, etc. PE instructors will also participate in the annual National (AAHPERD) and State (CTAHPERD) PE professional conferences. Through participation in the professional development sessions offered at these conferences, the instructors will learn about the latest research, strategies, methodologies, and resources for motivating students to be more physically active to improve student fitness outcomes in the PE classroom. Each school will develop a resource manual that includes the information (e.g., hand outs, charts, etc.) and lessons learned from the professional development sessions. This will ensure that the knowledge gained through professional development will remain in the school, thus allowing new teachers to benefit from this knowledge as well. Additional professional development plans are outlined in the table below.

Professional development	Description	Timing
Technology and equipment workshops	These sessions will provide PE teachers with intensive training on the proper use of new fitness equipment, effective strategies for utilizing the heart rate monitors, pedometers, and other assessment technologies, objective assessment, aligning PE curriculum to state standards and more	Year 1
National and State AAHPERD Conferences	Participation in these conferences will enable our PE teachers to learn about the latest standards-based strategies proven effective at sustainably improving students' fitness outcomes. Conferences also provide opportunities for networking and sharing of knowledge and resources.	Years 1-3
District Professional Development Days	District professional development days will be utilized to reinforce standards-based strategies learned through participation in conferences and training sessions, to share knowledge and resources, and to incorporate new knowledge resources into the curriculum. Full staff professional development opportunities will be coordinated to be held on district PD days to minimize loss of instructional time. Topics currently under consideration based on PE teacher survey results include: motivating unengaged students; incorporating nutrition education into PE classes; increasing student fitness levels; advocating for a coordinated approach to school health; Adventure practices and strategies; and lifetime physical activity performance.	Three times each year
Technology in PE Conference	Will enable PE teachers to fully develop fundamental knowledge and skills necessary to ensure effective integration of technologies (e.g., monitoring and assessment) into the PE classroom environment. Also, includes a special focus on establishing and sustaining a true data-driven PE classroom for maximum results.	Year 1

Use of PECAT and HECAT tools: As part of the overall assessment process and to ensure that our revised curriculum is fully aligned to the State of Connecticut standards, we intend to utilize the **PECAT and HECAT tools**. A follow-up PECAT/HECAT assessment will be conducted when the curriculum improvement plan has been implemented to ensure alignment to rigorous standards. Individuals involved in the review process will include: Westport Public Schools K-12 Health Curriculum Review and WPS K-12 Physical Education Curriculum Review committees. These committees are comprised of teachers and administrators from each level. Parent and student feedback will also be included in the process.

Partnerships: Community collaboration and coordination with appropriate district, community, state and Federal resources are key elements of our project approach. Partnerships are shown below. An exciting partnership with Wakeman Town Farm will allow us to offer teachers information and training for nutrition education and student opportunities to be active outside of school, including in the summer to participate in activities like Yoga, gardening, and cooking classes. Additionally, we will work with the Chamber of Commerce to participate their local Wellness Expo promoting our project to the greater community and offering students access to a wide range of health information.

Partner	Contribution
Westport School District and the Westport Wellness Committee	<ul style="list-style-type: none"> • Designate a representative from the organization to participate as a project team member and attend 2-4 meetings per year • Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district, including, but not limited to, the District Wellness Policy, Body Mass Index (BMI) Collection Policy, and referral protocol for students with unhealthy BMIs • Coordinate with the district to reduce or eliminate duplication of services and ensure cross-promotion to students and families of Community-based organization and district opportunities related to physical activity and nutrition/healthy eating • Assist the district in raising community awareness of PEP-funded opportunities
Director of Dining Services	
Town of Westport Westport Weston Health District	
First Selectman for the Town of Westport (Head of Local Government)	
Wakeman Town Farm	

Progress Tracking and Student Evaluation: Our project approach places a strong emphasis on evaluating improvements in students' fitness levels throughout the project period and beyond.

To that end, we have outlined a strategy for regularly gathering accurate, objective performance feedback and data. Specifics of our evaluation plan are presented later in this proposal. Information gathered and feedback obtained will be used to refine, strengthen and improve our program approach. Westport intends to purchase a database and data management system in order to ensure accurate, ongoing data collection, summary, and analysis. The data administration system (DAS) will be used to track and monitor student attainment of the State PE Standards. It will provide the physical education teachers with an ongoing way to track and monitor the percentage of students meeting State Standards, create grade-by-grade benchmarks for student success, and create a new level of accountability in our program. In addition to helping to assess teacher effectiveness, the system will transform the district's antiquated grading system that is based primarily on "dressing out" and student compliance into a data-driven, standards-based program. It will also enable students to track and monitor their own personal fitness program. With this technology, PE teachers will: 1) track and monitor student fitness and progress on state standards; 2) create and share lesson plans based on PE State Standards; 3) automatically generate student certificates/awards; 4) create and share grading rubrics, curriculum maps, and end-of-course exams; 5) generate student progress reports; 6) keep community stakeholders (e.g., administrators, teachers, parents, community partners) informed on student achievement through monthly email updates; 7) create and share presentations (i.e., nutrition, weight management, and fitness lessons); and 8) ensure transparency and accountability. All student data will be collected and maintained and reported in compliance with all state and Federal confidentiality laws. No individually-identifiable student information will be reported or distributed. **Student "PE Profiles" and GPRA Requirement:** The DAS platform will be used by our physical education teachers to record and store the required GPRA data such

as pedometer readings (**Meets GPRA #1**), PYFP (**Meets GPRA #2**), BMI data (**Meets Competitive Priority #1**), and Nutrition Recall Survey (**Meets GPRA #3**).

Through the *Westport Wellness Initiative*, the PEP Implementation Team will update our PE curriculum after administering the CDC's Physical Education Curriculum Analysis Tool (PECAT) assessment in order to ensure alignment to the State of Connecticut standards; professional development opportunities will be provided for district staff to learn about and be proficient in applying the latest standards-based strategies for demonstrably and sustainably improving student outcomes in Health, Wellness, and Physical Education; the purchase of new equipment will assist in promoting lifelong wellness throughout the schools and community and enable our PE curriculum to engage a significantly larger percentage of students; the development of cross-curricular lessons and activities will be researched and encouraged at all levels; the establishment of wellness centers that include the most modern technology and equipment will provide real life learning for students; community activity opportunities (organized and self-driven) will be endorsed.

Westport Wellness Initiative activities and strategies: The following activities and strategies together comprise our proposed approach.

Instruction in healthy eating habits and good nutrition: The PEP Implementation Team will review its current nutrition curriculum using the Healthy Eating Module of the CDC's Health Education Curriculum Analysis Tool (HECAT). Next, using best practices we will update our nutrition curriculum such that it is: a) evidence-based; b) aligned to the State of Connecticut standards; and c) aligned to the School Health Index Improvement Plan and addresses all gaps identified through the self-assessment process. Student Health Force is one evidence-based strategy that Westport is currently reviewing for inclusion in our nutrition curriculum. Student Health Force is a K-12 enrichment curriculum and in-school, afterschool or summer health

education program focused on enabling students to make healthier choices, and to be advocates to other students. The revised nutrition curriculum will meet the standards as outlined by the Connecticut State Department of Education Action Guide for School Nutrition and Physical Activity Policies, as well as the State's Healthy and Balanced Living Curriculum Framework. The goal will be to educate students about basic nutritional concepts (e.g., the harmful effects of sugary snacks, the importance of fruits, vegetables and whole grains, how to properly read a label, etc.) while teaching them how to make healthier food choices on a daily basis. In addition to utilizing the Health Education Curriculum Analysis Tool (HECAT), we will also utilize Connecticut's Health Education Assessment Project (HEAP) and ensure that the nutrition curriculum is properly aligned to state and national standards. Additionally, in partnership with Wakeman Town Farm, students will have opportunities to participate in gardening and healthy cooking programs after school and in the summer. **Absolute Priority 1, 2e; PEP Requirements 1, 2, 3, 4, 5** **Fitness education and assessment to help students understand, improve or maintain their physical well-being:** To address this element of our project, we will implement the use of fitness and wellness evaluation, tracking, and planning technology. Implementation of the technology components will enable PE teachers to gauge the fitness levels of each individual student, but more importantly and uniquely, it will also empower them with the tools necessary to: 1) identify the causes for low levels that exist currently, and 2) develop and monitor individualized plans for improvement. Westport will also provide staff with necessary training to effectively implement new evidenced-based technology. The assessment tools to be purchased include: heart rate monitors; pedometers; health risk appraisal software, blood pressure assessment tools, meal planning software, bioimpedance scales¹ and other tools that will enable

¹ Bioimpedance scales assess body composition—body fat percentage—in a less intrusive and more accurate manner than the traditional skinfold test. Furthermore, they are more appropriate for PE classroom use because their

PE teachers and students to truly evaluate health and fitness levels. This will result in a data-driven PE environment in which students and PE teachers can collaborate to create personalized wellness plans that ensure healthy diets and proper energy balance for the students most in need of an intervention. **Absolute Priority 2a; PEP Requirements 1, 2, 3, 5, 6, 7**

Facilitating the development of, and providing instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle: To provide students at all levels (elementary, middle, and high) with instruction in cognitive concepts about motor skills and physical fitness, we will incorporate the use of tube-based exercises. These exercises utilize soft, flexible—yet highly durable—rubber tubes that providing varying levels of resistance. This concept is often referred to as “functional training.” The underlying philosophy behind functional training is to train movements, not individual muscles. To strengthen the entire body, you must include; Pushing, Pulling, Rotating, and Lunging/Squatting. When performing these movements, students strive for precision in the basic movement before adding progression. Once students begin adding progression, there is an incredible variety of movements and tools that can be used to continually challenge the body. In teaching functional fitness, the body IS the machine, so students develop a foundation of knowledge and mastery by building a large menu of equipment-less movements and mastering those first, before moving on to more complex activities. **Absolute Priority 2b, 2c, 2d and 2e; PEP Requirements 1, 2, 3, 5, 6**

Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student: *Westport Wellness Initiative* has been specifically designed to incorporate evidence-based activities and strategies that have proven to be effective in providing students’ opportunities to develop positive social and cooperative skills through physical activity participation while also facilitating the

measurement mode is significantly less humiliating for overweight/obese students.

development of and providing instruction in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle. First, we will upgrade our fitness facilities to include a wide variety of weight lifting and cardiovascular equipment. New cardiovascular equipment to be purchased will include treadmills, elliptical trainers, upright bikes and recumbent bikes, among other cardiovascular equipment. In addition, to take advantage of our location near the water and a variety of trails and parks located in our area, we will acquire mountain bikes and helmets, kayaks and paddles, along with roller blades and pads. PE instructors will be trained in proper, safe use of the equipment. Prior to using any of this equipment, students will have to participate in a mandatory safety class. In addition, parents will also need to provide their permission.

The introduction of "exergaming" equipment is an innovative component of the ***Westport Wellness Initiative***. Exergaming essentially refers to an interactive exercise experience wherein a fitness component incorporates television screens or other technology devices that enable the user to be "entertained" as he or she engages in physical activity. The technology component engages the user, resulting in a more positive response to exercise. Exergaming can also be in the form of technology-driven games that require the participant to use his/her body to play the game. Exergaming activities also provide users with a variety levels to choose from that promote self-paced challenges. The popularity of video games spawned the rise the exergaming industry and continues to influence its advancement. While videogames are accepted as a fun activity for children, they have also been labeled as a sedentary addiction that is helping promote the epidemic of childhood obesity that we currently face. Exergaming combines the fun aspect of gaming with a physical activity component. Children enjoy games and can be relentless when it comes to playing them as long as they perceive them as being fun and if they obtain a measure of success. Exergaming activities are fun games that require the children to use their bodies to

play them. Part of the enjoyment in these exergaming activities comes from gaining the problem solving skills that are required to advance to higher levels. Their success helps keep the players engaged and also helps them to develop a certain level of attachment to the possible outcome of the game. With the exergaming bikes, students can pedal against a classmate, against the computer or by themselves. Students have the opportunity to maneuver through terrain and trails with varying levels of difficulty that both challenge the students while increasing their heart rate and providing a cardiovascular workout. Studies² have shown that PE teachers that have incorporated exergaming into their PE curriculum report that students look forward to using the equipment, that they love the interaction with technology and that they gain a sense of satisfaction and accomplishment from programs that provide direct feedback such as the dance machines and video bikes.³ The addition of the exergaming equipment will be a strong component of our strategy to increase the amount of time that our students are physically active.

To enhance not only the physical development of students but to also facilitate social and emotional development, we will incorporate activities such as traverse walls and sport walls into the *Westport Wellness Initiative*. A Traverse Wall is a climbing wall, which runs horizontally along a wall rather than vertically. These walls are ideal for athletic and non-athletic students, as well as for students of all ages. Many kids who don't excel in other, more traditional sports will find that they can succeed in climbing. Success is measured and controlled by setting attainable goals. Anyone on the wall is active. Continual and exciting activity encourages the kids to challenge themselves and motivate others to succeed. Their development and successes are promoted and shared with their peers together. Traverse walls and sport walls help students

² Rand, D., Kizony, R., & Weiss, P.L. (2004). Virtual reality rehabilitation for all: Vivid GX versus Sony PlayStation II EyeToy. Proceedings of the 5th International Conference on Disability, Virtual Reality, and Associated Technologies, Oxford, UK.

³ Barney, D. Mauch, L. Alternatives to Traditional Cardio-Labs: The Interactive Fitness Experience. Strategies. Reston: Jul/Aug 2007. Vol. 20, Iss. 6; pg. 8, 3 pgs

develop fundamental and complex movement skills, as developmentally appropriate, acquire skills to live safely and reduce health risks, and use social skills to promote health and safety in a variety of situations. The activities, games, or exercises that the children participate in are specific and controlled. Many of the movements in climbing are natural and instinctive and do not involve unnecessary impact or compression to the joints. Climbing can be seen as a gentle progression of physical development that doesn't require rigorous conditioning routines. Climbing allows children to work outside their own comfort zone in a safe atmosphere. The skills learned carry beyond the traverse wall and bring awareness and sensibility in dealing with challenges and decisions that may have been inherently dangerous. The children's respect and understanding, coming from climbing, helps to develop a sense of cooperation vs. competition. Ultimately, creating a safe and productive environment wherein everyone can thrive. **Absolute Priority 2b, 2c, 2d and 2e; PEP Requirements 1, 2, 3, 5, 6**

Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education: Through professional development our PE teachers will obtain essential knowledge and skills and learn the latest in effective, research-based strategies for improving student health outcomes through PE. Information about our professional development approach is provided in the "capacity-building" section of this narrative. **Absolute Priority 2b, 2c, 2d and 2e; PEP Requirements 1, 2, 3, 5, 6**

Nutrition and physical activity-related policies: Westport has recently updated its Health and Wellness policies. The Board of Education is currently reviewing the revised policies and is expected to approve and adopt them before the start of the school year. The Health and Wellness Policies include: **Nutrition Education; Foods served during the school day; and Physical Education and Physical Activity.** Examples of proposed updates to our policies include: 1) as

part of the new teacher orientation each year, there will be a discussion on healthy practices with regard to classroom rewards, incentives and in-school celebrations. District administrators will present Westport's Student Health and Wellness Policy and stress the system's preference for not providing food as rewards or incentives. The instructor will also offer alternate suggestions for rewards, incentives and celebrations that experienced teachers have used successfully. This same discussion will be held with returning teachers during staff development days; 2) school food services shall encourage the consumption of nutrient-dense foods and assist students in complying with the USDA dietary guidelines for Americans by providing a variety of whole grains, fresh fruits, vegetables, and foods low in saturated fat, trans fat, cholesterol, sugars and salt; 3) physical education classes shall be a regular part of students' schedules each year K-11. During Grade 12, seniors may choose a physical education elective; and 4) information about the physical education program shall be made available to parents on a regular basis such as sending home physical education program information, providing assessments of student progress, posting programs on district websites, and other appropriate methods. **Absolute Priority 1; PEP Requirements 1, 2, 3, 4, 5**

B. RESEARCH/EFFECTIVE PRACTICE. *Westport Wellness Initiative* is built on proven effective, research-based, and best practices.

Program Component	Research/Evidence of Effectiveness
PE4Life model implementation	PE4Life is a best practice model for physical education. Additionally, content area and curriculum-focused professional development for PE and Health teachers and nutrition education is a best practice recommended by the SHI. Well-trained activity providers is a best practice recommended by First Lady Obama's Let's Move! initiative.
Individualized Fitness Plans (K-12)	<i>The Guide to Community Preventative Services</i> indicates individualized programs were proven to increase physical activity and cardiovascular fitness levels in 14 out of 14 studies reviewed. The median increases in physical activity and cardiovascular fitness were 35.4% and 6.3%, respectively. ⁴
Heart rate monitor & fitness assess. technology (K-12)	A preliminary study from Southern Illinois University Carbondale examined the impact of technology-based PE curriculum in schools and determined that heart rate monitors and assessment technology can provide immediate feedback that can motivate students work harder during PE time. ⁵

⁴ <http://www.thecommunityguide.org/pa/behavioral-social/individuallyadapted.html>

⁵ Bian, W., Partridge, J., King, M. et al. Impact of Technology-Enhanced Curriculum on High School Students' Physical Activity Participation. (2007) *Research Consortium Poster Session: Thematic Physical Education and Physical Activity Instruction and Motivation Posters*. In 2007 AAHPERD National Convention and Exposition (March 13 – 17, 2007). Retrieved from http://aahperd.confex.com/aahperd/2007/finalprogram/paper_10418.htm

Adventure: Climbing and cooperative games	Our revised PE program will include increased incorporation of Adventure activities, including cooperative games and problem-solving activities and climbing. According to research by Hattie et al., and Jelalian et al., Adventure strategies and education increase self-efficacy which increases motivation, positive behaviors, and skills needed to make positive choices and behavior changes—including changes necessary for achieving fitness and a healthy weight. ^{6,7}
Comprehensive, ongoing training for PE teachers	PE teachers will participate in significant training opportunities each year of the grant, including but not limited to vendor-led assessment technology trainings and participation in state and national PE professional conferences, as well as three training events yearly on topics to be determined based on PECAT and HECAT results and teacher learning needs.

C. EXCEPTIONAL MODEL. The project is **responsive to the Absolute Priority, as noted in Design part A--Capacity-Building,** and Competitive Preference Priority 2, based on a partnership between the school district (LEA), Director of Dining Services, Wakeman Town Farm (CBO) the Westport Weston Health District (local public health), and the First Selectman for the Town of Westport (head of local government) as demonstrated by the partnerships table in Design part A. The project is also responsive to Invitational Priority 1: Let's Move! design filters.

Design Filters	Reflection in <i>Westport Wellness Initiative</i>
1. Strive for universal access.	The program will be offered equally to all students in the school regardless of gender, background, or ability. Community partners will be asked for input to ensure cultural sensitivity. Materials in other languages or translators will be provided as needed. Professional development opportunities (i.e. Tech Camp, Connecticut AHPERD, National AAHPERD) will offer teachers training on how to adapt physical education activities to students of varying ability and skill levels. All school buildings are handicapped accessible and recumbent bikes are included in our budget to present cardiovascular fitness opportunities to students with disabilities.
2. Include a range of age-appropriate activities.	The PEP Team will ensure all activities are age-appropriate by leveraging age-level performance indicators listed for each of the CT State Learning Standards for PE and purchasing equipment appropriately sized for students at each school.
3. Aim to reach recommended dosage/duration.	With the introduction of increased PE equipment, we will be able to increase activity levels in PE classes. In partnership with Wakeman Town Farm, we will offer opportunities for students to participate in new physical activities like Yoga outside of school, as well as to learn about growing, preparing, cooking with and eating fresh fruits and vegetables and other nutrition education topics.
4. Be engaging and fun for kids.	Equipment and supplies were selected based on research-based effectiveness as well as on the input of our students about what activities they would most like to see in the PE classroom. Exergaming systems are appealing to female students as are video game-based physical activities. Climbing walls will engage students in activities that activate <i>mind and body</i> and develop social skills, like teamwork and confidence. Lifetime activities, such as kayaking and rollerblading will encourage students to make fitness a permanent part of a healthy lifestyle.
5. Led by well-trained coaches/mentors.	All PE teachers are state certified and will participate in physical activity and nutrition-related professional development events each year of the project.

⁶ Hattie, J. and et al. (1997). "Adventure Education and Outward Bound: Out-of-Class Experiences that Make a Lasting Difference." *Review of Educational Research* 67(1): 43.

⁷ Jelalian, E., Mehlenbeck, R., Lloyd-Richardson, EE., Birmaher, V., & Wing, RR. (2006). 'Adventure Therapy' combined with cognitive-behavioral treatment for overweight adolescents. *International Journal of Obesity* 30 (1). 30–39.

6.Track individual & group progress.	All students will be monitored for progress toward individual wellness goals using pedometers, activity monitors, and/or heart rate monitors and fitness assessment software and other tools. Students will create individualized fitness plans.
7. Consistent motivation/incentives.	Monitoring tools will provide real-time and ongoing feedback that will be motivating and rewarding for students as these tools help them visualize and track achievement toward personal fitness goals.

Our project is responsive to all PEP requirements as shown below and noted in Significance and earlier in Design.

Alignment with district Wellness Policy: The *Westport Wellness Initiative* will be closely coordinated with the district’s Wellness Policy. In particular, we will continue to work with our district Wellness Committee to promote health, wellness, and fitness for students and parents. The purpose of the Wellness Committee is to oversee the deployment of the district’s Wellness Policy. Committee membership includes: at least one (1): parent, student, health services representative, school food service representative, school administrator, member of the public, employee benefits representative, and other community members as appropriate. The *Westport Wellness Initiative* project leader will meet with the Wellness Committee at least monthly, specifically for the purpose of coordinating the *Westport Wellness Initiative* with the district’s Wellness Policy (engaging students and families, conducting outreach sessions, leveraging community resources, sharing responsibilities, etc.). **(PEP Requirements 2, 3, 4)**

Key Wellness Policy Requirements	Westport Wellness Initiatives Activities to Further the Goals
Provide nutritional and physical education that is planned, ongoing, sequential, and that teaches students the knowledge and skills needed to adopt healthy eating behaviors and to achieve lifelong physical fitness.	Administer PECAT and HECAT assessments and revise and supplement PE and nutrition curricula based on results to ensure standards-alignment and sequencing. Formally integrate all new equipment into the revised curriculum resulting in specific units and lesson plans for implementation by teachers. (PEP Requirements 5, 6)
Reinforce educational messages about healthy eating through the food services program by offering foods during the school day that, on balance, promote good nutrition and contribute to the development of healthy, lifelong eating habits.	Establish a plan for PE and Food Service staff communication to ensure consistent messaging. The Director of Dining Services/Food Service Director will participate on the Management Team for this project.
Provide adequate time for students to engage in physical activity which includes, but is not limited to, physical education and recess.	The Implementation Team will devise and implement a schedule for opening fitness centers to students outside of school hours in the first quarter of Year 1.
Coordinate nutrition and physical fitness programs with other components of a healthful school environment, in order to provide students with consistent learning opportunities for making healthy choices and practicing healthy behavior	Revised curricula will integrate and imbed nutrition education into PE classes and programming.

Coordination with State Resources: Upon notification of funding, project leadership will contact State of Connecticut Nutrition, Physical Activity and Obesity Prevention program to coordinate our efforts with the state efforts. In designing this initiative, we have reviewed this state program to ensure that our strategies and outcomes are tied to those outlined in the plan. This plan provides a framework and process by which communities and institutions throughout the State of Connecticut can coordinate efforts and resources and jointly implement strategies to promote lifelong physical activity and the development of healthy eating habits. In updating our curriculum and policies, the project team will utilize resources available through the State of Connecticut *Action Guide for School Nutrition and Physical Activity Policies, Health Education Curriculum Analysis Tool, Health Education Assessment Project* and *Healthy and Balanced Living Curriculum Framework*. Each of these resources will be utilized after the PECAT/HECAT review process to further ensure our revised curriculum and all nutrition- and physical activity-related policies are aligned to rigorous state standards. Also, to further ensure effective coordination, we will contact the State of Connecticut upon notification of funding to advise them of our efforts. **(PEP Requirement 5, 4)**

Coordination with Federal resources: We have administered the SHI and will re-administer it to determine progress at the end of the project period. **(PEP Requirement 1)** The district's PE and nutrition curricula will be reviewed and updated using the CDC's PECAT and HECAT assessment tools. Also, the goals and objectives that we have presented in this proposal are aligned to the federal *Healthy People 2020* program (e.g., focus areas such as education and community-based programs, nutrition and overweight, and physical activity and fitness). Westport Public Schools does not have any of these programs in place: Team Nutrition; Coordinated School Health Program; Communities Putting Prevention to Work; Alliance for a Healthier Generation; Farm-to-School; Pioneering Healthier Communities; or Action for Healthy

Kids. However, it is our intent to contact the Connecticut office of the *Farm-to-School* program (<http://www.ct.gov/doag>), which produces a CT Grown Crop Availability Calendar and connects school districts with local, approved growers of fresh produce and vegetables. The Westport Culinary Arts class will host events such as 'Farm-to-Table Wednesdays' and similar activities that provide students opportunities to explore and savor healthy, locally-grown foods. Additionally, the project team will consult the *Team Nutrition* resources available for school districts seeking to improve their students' knowledge of nutritional concepts and encourage them to adopt healthier eating behaviors. (PEP Requirements 5, 4)

PEP Requirement 7: Aggregate data on GPRA measures and project-specific measures will be collected regularly, reported to the US Department of Education annually, made easily accessible to the community through the district websites and used for improvement purposes.

ADEQUACY OF RESOURCES As demonstrated in the Significance section, our program is responsive to all gaps identified through the needs assessment and will yield significant outcomes. As our management plan (below) shows, sufficient staff time has been allocated to properly accomplish all activities. For about \$173 per student, we will transform our program into an effective system that facilitates state PE standards and fitness achievement for all students in an enjoyable environment that motivates lifelong physical activity and healthy eating. Costs are almost exclusively one-time costs, so this effort will reach thousands more students over the next 10-20 years (the usable lifespan of most activity equipment items) at virtually no additional cost beyond basic equipment maintenance, which can be supported through our annual budgets. Assuming one new group of Kindergarteners per year with approximately 415 students in each group (our local average), this project will reach 9,550 students in ten years, reducing the per-student cost to just \$98.

QUALITY OF THE MANAGEMENT PLAN

We intend to hire a full time Project Coordinator (TBD) to oversee day-to-day management and implementation of *Westport Wellness Initiative*. A job description is included in the appendices. The PEP Implementation Team will be comprised of the Project Director, Project Coordinator, and Site Coordinators and lead implementation of all project activities, data collection and reporting. The Implementation Team will meet monthly. A PEP Management Team comprised of the individuals outlined in the table below will assist in project implementation. The Management Team will coordinate collaborative activities, review evaluation reports and feedback, and provide suggestions and recommendations for improving the program based on that feedback (continuous improvement). The Management Team will also provide general oversight, review budgets and expenditures, and ensure that the overall project is implemented as planned, within budget and on schedule. The Management Team will meet quarterly .

Name/title	Project roles and responsibilities	Time Commitment
Project Director, David Gusitsch (Department Chair and Curriculum Coordinator for grades K-12)	The Project Director will provide overall project leadership and guidance; supervise the Project Coordinator; communicate with the federal monitor and partners; oversee spending and adherence to the budget; ensure that all project activities are carried out as outlined in the project proposal and compliance with all reporting requirements.	0.15 FTE
Project Coordinator, TBD	The Project Coordinator will manage the day-to-day grant activities and ensure proper implementation of and adherence to the timeline, communicate with PE staff, schedule trainings and meetings, select and oversee delivery and installation of equipment and supplies, and coordinate data collection with PE teachers and other staff under the direction of the Project Director and Evaluator.	1.0 FTE
Food Service Manager	The Food Service Manager will discuss methods of effectively incorporating nutrition into classes on a more frequent basis with PE teachers; ensure campus food service offerings are aligned to district policies; participate in SHI and HECAT assessments; participate in nutrition-related policy review; participate on the Advisory Board. Through collaborative conversations with school staff, food service, and the District Dietician, a plan will be implemented for students	0.05 FTE
District Curriculum Director	The Curriculum Director will support PE and nutrition education staff in performing PECAT and HECAT assessments and updating curricula.	0.05 FTE
District Technology Staff	Technology Staff will support the implementation of new PE technology, including but not limited to setting up new technology, providing tech support and follow-up training to teachers and staff, and trouble-shooting and resolving problems.	0.10 FTE
9 - Site Coordinators	Site Coordinators will support project implementation and training at each school site – One Site Coordinator at each Elementary and Middle School, Two Site Coordinators at the High School.	0.05 FTE
Parents (2-3)	Serve on project team; provide input and guidance as necessary; provide	Five (5) hours

	feedback on project progress and input regarding resolving problems or areas of weakness within the project; assist in promotion of the project to the greater community	per month
Representative from each project partner	Serve on project team; provide input and guidance as necessary; provide feedback on project progress and input regarding resolving problems or areas of weakness within the project; assist in promotion of the project to the greater community. Contribute resources as mutually-agreed-upon.	Five (5) hours per month

The project will adhere to the following timeline.

Date	Activity	Persons Responsible
Oct 2013	1) Receive award and hold initial call with federal grant monitor 2) Establish G5 account 3) Hire Project Coordinator 4) Conduct bidding for Y1 Equipment, Supplies, and Contracts 5) Submit POs for fitness and other physical activity equipment, assessment and other technology, office supplies, and contracts	1) Project Director (PD), Business Admin. (BA) 2) BA 3) PD, BA 4) PD, BA 5) PD, BA
Nov 2013	1) Attend PEP New Grantees Meeting 2) Review PECAT & HECAT results; begin curriculum work-- <i>continue throughout the project period</i> 3) Training: data collection, assessment tools, Fitness Asses. System 4) Technology equipment installed 5) CTAHPERD conference 6) Convene Advisory Board (AB)	1) PD, PC 2) PD, Site Coordinators (SC), Curriculum Director (CD) 3) Evaluator, PC, Vendors 4) Vendors, PC 5) PD, PC, SCs 6) PD, PC, SCs, AB Mem.
Dec 2013	1) Collect baseline data for GPRA and project-specific measures 2) Technology training	1) SC, PE teachers, PC, Eval. 2) PE teachers, CD, vendor
Jan 2014	1) Fitness equipment training 2) Convene Advisory Board	1) Vendor 2) PD, PC, SCs, AB Mem.
Feb 2014	1) Draft a letter to parents re: Body Composition 2) Collect progress data for GPRA and project-specific measures	1) PC 2) SC, PE teachers, PC, Eval.
Mar 2014	1) Convene Advisory Board 2) Publish body composition data previously collected	1) PC, AB Members 2) PC, SC, AB
Apr 2014	1) Prepare annual federal report	1) PD, PC, SC, Evaluator
May 2014	1) Collect progress data for GPRA and project-specific measures 2) Collect Body Composition data	1) SC, PE teachers, PC, Eval. 2) SC, PE teachers, PC, Eval.
June 2014	1) Publish body composition data 2) Convene Advisory Board	1) PD, Tech Dept. 2) PC, AB Members
S2014	Final data and information for Year 1: PECAT, HECAT, SHI	PD, PC, SCs, CD
Oct 2014	1) Nutrition Curriculum Training 2) Convene Advisory Board	1) Vendor, PC, SCs 2) PC, AB Members
Nov 2014	1) CTAHPERD conference 2) Collect GPRA and project-specific measures data	1) PC, PE staff 2) SCs, PE teachers, PC, Eval.
Feb 2015	1) Draft a letter to parents getting permission to publish BMI data 2) Convene Advisory Board	1) PE staff/ Secretaries 2) PC, AB members
M'15	Collect GPRA, project-specific, and BMI data	SCs, PE teachers, PC, Evaluator
June 2015	1) Publish BMI data 2) Begin working on final report	1) Tech. Dept. 2) PD, PC, SCs, Evaluator
Oct 2015	1) Nutrition Curriculum Training 2) Convene Advisory Board	1) Vendor, PC, SCs 2) PC, AB Members
Nov 2015	1) CTAHPERD conference 2) Collect GPRA and project-specific measures data	1) PC, PE staff 2) SCs, PE teachers, PC, Eval.
Feb 2016	1) Draft a letter to parents getting permission to publish BMI data 2) Convene Advisory Board	1) PE staff/ Secretaries 2) PC, AB members
M'15	Collect GPRA, project-specific, and BMI data	SCs, PE teachers, PC, Evaluator

June 2016	1) Publish BMI data 2) Begin working on final report	1)Tech. Dept. 2) PD, PC, SCs, Evaluator
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QUALITY OF THE PROJECT EVALUATION The evaluation will be comprehensive, ongoing, utilize formative and summative assessment techniques, and seek to determine project effectiveness based on the degree of achievement of the goal and objectives. Outcome measures are directly related to determining the degree to which the goal and objectives have been met.

Goal: To improve district wellness by increasing student achievement of IL Learning Standards for PE. Objectives are shown in Significance, as is data collection frequency. **Baseline data will be collected by 12/31/2013.** Per **program requirements**, data on all three GPRA measures will be collected two times each project year in addition to a baseline collection period in Year 1. Progress data for project-specific measures will be collected annually in May/June unless otherwise indicated. *Data will be collected by PE teachers or the evaluator.*

Outcomes	Measurement Tools
MEASURABLE OUTCOME 1: 15% increase in the percentage of students served by the grant who consume fruit two or more times per day and vegetables three times per day by the end of the project period. (GPRA 3)	Food logs followed by adapted Youth Risk Behavior Survey questions on fruit/vegetable consumption or SPAN survey
MEASURABLE OUTCOME 2: 20% increase in 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 by the end of the project period. (GPRA 2) MEASURABLE OUTCOME 3: 20% increase in the percentage of students who achieve age-appropriate cardiovascular fitness by the end of the project period. MEASURABLE OUTCOME 4: 3% decrease in the percentage of students who are overweight or obese by the end of the project period.	2. PYFP testing battery 3. 20-meter shuttle run (PACER) and age-appropriate test or protocols for ages 9 and under 4. BMI data using CDC BMI-for-Age Growth Charts for analysis or BMI based on PYFP standards (to be determined by evaluator)
MEASURABLE OUTCOME 5: 20% increase in the percentage of students served by the grant who engage in 60 minutes of daily physical activity (GPRA 1)	5. K-6: Pedometers; 3-Day Physical Activity Recall: grades 5, 6
MEASURABLE OUTCOME 6: 25% of students by the end of Year 1 and 75% of students by the end of the project period will have individual fitness plans that include at least one fitness or activity goal and at least one healthy eating goal by the end of the project period.	6. PE teacher audit of fitness plans using evaluator-determined protocol
MEASURABLE OUTCOME 7: The PECAT scores for each district will increase by 25% by the end of the project period. MEASURABLE OUTCOME 8: The HECAT scores for each district will increase by 25% by the end of the project period. MEASURABLE OUTCOME 9: 80% of PE teachers will attend at least 2 physical activity/nutrition-related professional development events each year. MEASURABLE OUTCOME 10: 80% of PE teachers will implement concepts, strategies, or lessons learned in trainings in their classes by the end of the same yr.	7. pre/post PECAT 8. pre/post HECAT 9. Training tracking sheet, PE teacher surveys created by the evaluator 10. PE teacher surveys, evaluator and Project Director observations and walk-throughs

Data on process outcomes will also be collected to determine implementation quality and inform direction. Qualitative data will be gathered through yearly staff and student surveys, interviews, monthly PC/evaluator observations of teachers and walk-throughs, out-of-school time attendance records, and formal and informal discussions. All surveys will be developed by the evaluator.

Other Evaluation Components to be Considered

- Were all planned project activities for the time period under consideration implemented or completed?
- Did the project remain within the budget and timeline?
- Were the PECAT and HECAT conducted and was the PE curricula appropriately revised? Is implementation underway?
- Did PE Teachers integrate new activity strategies, equipment, PE technology, and nutrition information?
- Has coordination and collaboration between PE providers and cafeteria staff increased?
- Did students attend out-of-school time activity opportunities?
- Did partners contribute to the value of the project?
- Did teachers increase the frequency incorporation of lifetime fitness, fitness-building, and Adventure activities?
- Is there evidence of progress toward elimination of identified Gaps and SHI assessment-identified weaknesses?

The PEP Implementation Team will meet monthly to discuss progress and challenges based on evaluation data and team observations. Data and resulting information will guide project plan adjustment. The Implementation Team will create action plans for mitigating challenges that arise as necessary. Action plans will include steps to be taken, persons responsible, and timeframes. Mid-year and year-end progress reports will be prepared by the Project Coordinator, Director, and evaluator for the federal program office. Reports will be distributed to the Management Team (meeting quarterly) and Superintendent for feedback twice yearly.

Other Attachment File(s)

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LEA Partner Agreement for Competitive Preference Priority #2:

Agency Name: Westport School District DUNS # 072125248

This agreement is written and signed as a formal demonstration of partnerships that have been formed for our 2013 PEP project to promote physical fitness and nutrition for students K-12. The partnerships below fulfill the requirements of Competitive Priority #2, making our district eligible for 2 bonus points during review.

For each project partner and per the requirements of the 2013 PEP Competitive Preference Priority #2, the following elements are outlined below for each partner: 1) each partner's roles and responsibilities in the project; (2) if and how each partner will contribute to the project, including any contribution to the local match; (3) an assurance that the application was developed after timely and meaningful consultation between the required parties, as defined in this notice; and (4) a commitment to work together to reach the desired goals and outcomes of the project.

(LEA Partner)

LEA Authorized Representative: Westport School District will serve as lead agency and fiscal agent for the PEP grant and all associated activities. As such, they will ensure compliance with all local, state and federal regulations and implement the program as outlined in the grant narrative with the purpose of increasing student achievement of state PE standards and establishing healthy student behaviors that promote student wellness, including: engaging in regular physical activity, eating healthy, making good decisions, and communicating and cooperating well with others.

Westport will employ the project staff and convene a diverse Advisory Board of key stakeholders and relevant professionals to inform the project team as needed, provide feedback on progress and suggestions for improvement, ensure proper implementation for successful outcomes, and promote the project to the community. The district will contract with an evaluator to perform regular assessments as indicated in the grant narrative and required by program and federal rules and regulations. Within this evaluation process, the district will collaborate with the evaluator to compile and complete required federal reports in a timely manner and to accurately measure student progress in meeting project objectives. The district will track all grant-related funds, including federal and matching funds and ensuring matching commitments are met.

Contribution to the Project:

- Access to the target population, which is comprised of district students
- Newly hired or designated staff for implementation of project activities, including PE teachers, key project team members and valuable consultants (some of whom will be paid for with grant funds), and partners
- Space for most project activities
- Advisory board leadership

- Provision of information to the Advisory Board and community on project progress toward outcomes
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Matching funds as described in the submitted budget narrative that meet any and all matching requirements

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

Name and Title of Authorized Representative: Elliott Landon, Superintendent

(b)(6)

Signature of LEA's Authorized Representative

Date: April 1, 2013

(LEA's Food Service or Child Nutrition Director)

Food Service Director: Frank Rupp, Director of Dining Services for Westport Public Schools, will participate in the assessment of existing district nutrition curricula and education through the use of the Healthy Eating Module of the CDC's Health Curriculum Analysis Tool (HECAT). He will also assist the district in the selection and adoption of new, creation of new, or revision of existing nutrition education curricula as driven by the HECAT process. Mr. Rupp will deliver nutrition education through cafeteria signage and other promotions, in coordination with the Advisory Board and District Wellness Committee. He will participate in the re-assessment of district strengths and weaknesses through the use of the CDC's School Health Index (SHI) Modules 1-4 during and at the end of the project period

Contribution to the Project:

- Serve as an Advisory Board member and attend 2-4 meetings per year
- Assist in HECAT and SHI assessments and revision of district food service policies
- Input and feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Input and feedback on nutrition curricula and the delivery and level of effectiveness of nutrition education within the schools
- Nutrition education and health eating options in the cafeterias that are aligned with positive district policies and coordinated with this project
- Input and feedback on existing or proposed physical activity and nutrition policies
- Promotion of the project to the greater community

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

Name and Title of Authorized Representative: Frank Rupp, Director of Dining Services

Signature of Public Health Entity's Authorized Representative:

(b)(6)

Dated:

4-1-13

(Public Health Entity Partner)

Public Health Partner Name: Westport Weston Health District

Roles and Responsibilities: The Westport Weston Health District (WWHD) is a governmental agency which provides local public health services to the residents of Westport and Weston. WWHD provides a wide range of services to help keep the communities of Westport and Weston healthy.

Contribution to the Project: Westport Weston Health District will offer:

- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by the Public Health Entity and/or its partners
- Promotion of the project to the greater community
- Participation as an Advisory Board member and attend 2-4 meetings per year
- Assistance to the district in raising community awareness of PEP-funded opportunities

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

Name and Title of Health Entity's Authorized Representative:

Mark A. R. [Signature]

(b)(6)

Signature of Public Health Entity's Authorized Representative:

Director of Health

Dated:

03/28/2013

(CBO Partner 2)

CBO Representative: The Wakeman Town Farm Sustainability Center is an organic demonstration homestead open to the public of Westport. The Farm is a model facility created to educate the community with local healthy food production, responsible land stewardship, sustainable practices and community service orientation. They serve the students and families of Westport through activities that include:

- educational workshops and student internships
- after school environmental clubs and children's summer camp programs where students participate in and learn about growing fruits and vegetables and animal husbandry

Contribution to the Project: As a partner in the PEP project, Wakeman Town Farm will provide:

- A representative from the organization to participate as an Advisory Board member and attend 2-4 meetings per year
- Participate upon request in the review, revision, adoption, and/or creation of physical activity and nutrition policies for the district
- Assist the district in raising community awareness of PEP-funded opportunities
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by Wakeman Town Farm
- Promotion of the project to the greater community

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

Name and Title of CBO's Authorized Representative: Michael Aitkenhead, Director of Wakeman Town Farm

Signature of CBO's Authorized Representative:

(b)(6)

Dated: 4/2/13

(Head of Local Government)

Head of Local Government: Mr. Gordon F. Joseloff, First Selectman for Town of Westport, CT will represent the Westport government and provide feedback on the PEP project as it relates to the health of Westport residents.

Contribution to the Project:

- (First Selectman or designee) Participate as an Advisory Board member and attend 2-4 meetings per year
- Assist the district in publicizing and promoting PEP activities throughout the Westport community
- Feedback on project progress and input regarding resolving problems or areas of weakness within the project
- Feedback on existing or proposed physical activity and nutrition policies
- Information on opportunities related to physical activity and nutrition/healthy eating for families that are offered by the local government and/or its partners

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

Name and Title of Authorized Representative: Gordon F. Joseloff, First Selectman

Signature of Head of Local Government or Designee:

(b)(6)

Dated:

3/28/13

SAMPLE PROGRAM SPECIFIC ASSURANCE

Agency Name: Westport Public Schools

DUNS # 072125248

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

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

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

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

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

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

Coordinated School Health Program

Team Nutrition Training Grant

Recovery Act Communities Putting Prevention to Work – Community Initiative

Others not listed here *Action for Healthy Kids

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

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

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

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

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

(b)(6)

Signature of Authorized Representative

Westport Public School
Applicant Organization

Superintendent
Title

4/12/13
Date Submitted

POSITION DESCRIPTION – Westport Public Schools

- Position:** Project Coordinator PEP
- Purpose:** Responsible for managing the day -to-day implementation of the Carol M. White PEP, grant including implementation of the timeline. Serves as the primary contact person for the grant funder.
- Supervision:** Reports to the Project Director
- Nature and Scope of Work:** Provides oversight and coordination of the grant project activities. Works collaboratively with Project Director, K-12 PE department and project staff, other employer organization staff, and Advisory Board members to implement the project's activities and timeline. Regularly communicates with supervisors about needs, ideas, accomplishments, opportunities, and concerns regarding the grant project.

Specific Responsibilities:

1. Implement and evaluate the grant activities and timeline

- Coordinate and monitor all grant project goals, objectives, activities, timelines, and evaluation activities under the direction of the Project Director and Evaluator.
- Assist with budget management and funds tracking
- Participate in the development a plan for long-term sustainability by ensuring sustainable design, building partnerships, and investigating possible additional and/or future funding sources.
- Act as liaison to and coordinate data collection as requested by the evaluation contractor

2. Promote program activities and accomplishments

- Conduct community outreach and inform parents and community of project elements
- Maintain relationships with project partners and schedule meetings of PEP advisory board

4. Provide content expertise and technical assistance

- Assist with equipment and materials selection
- Oversee installation and implementation of equipment and curriculum

5. Manage Professional Development activities

- Schedule training events and track attendance

Qualifications: Bachelor's Degree in Education or related field required; Masters Degree preferred. Experience in grants management and familiarity with Carol M. White PEP Grant preferred.

DAVID M. GUSITSCH

(b)(6)

OBJECTIVE: To facilitate the process of all necessary aspects of the 2013 Carol M. White PEP Grant.

Experienced professional with a performance history of improving educational and operational achievement through leadership, collaboration, and forward thinking. Experience includes seven years of administrative experience complemented by six years of full time classroom teaching.

Strengths include being a conscientious, goal-oriented colleague, who effectively leads personnel to collectively work towards an objective(s). Consistent track record of building and maintaining positive family and community relationships. Proficient in managing positive change and continuous improvement.

PROFESSIONAL EXPERIENCE:

WESTPORT PUBLIC SCHOOLS – Westport, CT

2003-Present

K-12 Physical Education and Health Curriculum Coordinator

- Coordinator of Physical Education for all Westport Public Schools, K-12
- Department Chairman for Physical Education and Health for grades 9-12
- Responsibilities include supervision, evaluation, and planning for 32 staff members
- Plan and present professional development experiences
- Interview and hire new staff
- Prepare staff and daily operating schedules for entire school year
- Manage departmental budget and maintain department inventory and supplies
- Facilitate district and school goals of promoting critical thinking and deeper understanding in the area of Physical Education and Health
- Chair of K-12 Health curriculum revision committee
- Chair of K-12 Physical Education curriculum revision committee
- Teach Physical Education and Health classes at Staples High School
- Assistant coach for freshman and varsity football program, varsity boys, and varsity girls swim teams

Interim Assistant Principal, Coleytown Middle School (grades 6-8)

2011-12

- Supported the administrative team with day to day and long range functions
- Directly responsible for grade seven students, teachers and support staff
- Involved in staff development, supervision and evaluation of building personnel, and school and district initiatives to improve instruction and program development

BROOKFIELD HIGH SCHOOL – Brookfield, CT**2002-03**

- Physical Education and Health Teacher
- Member of Health curriculum revision committee
- Assistant Coach – Lacrosse – Brookfield High School
- Head Coach – Swimming – New Milford High School

RIVESIDE BROOKFIELD HIGH SCHOOL – Riverside, IL**2000-02**

- Physical Education Teacher
- Member of 2002-2003 RBHS Physical Education curriculum design committee
- Mentor teacher for University of Illinois at Chicago student teacher program, spring 2002
- Sponsor of RBHS Guard Club
- Co-chair of RBHS social committee
- Member of 2001 coaching search committee
- Head Coach – Boys and Girls swim programs
- Pool Director - Responsible for scheduling all dual meets, invites, swim lessons, adult swim programs, open and lap swim, hosting invitational and conference meets, all budgetary needs, and for supervision and evaluation of ten staff members

REALATED WORK EXPERIENCE:**REDDING COUNTRY CLUB – Redding, CT****2006-08**

- Aquatics Manager - Responsible for scheduling all dual meets, swim lessons and programs, open and lap swim, pool maintenance, all budgetary needs, and supervision and evaluation of twelve staff members

PATTERSON COUNTRY CLUB – Fairfield, CT**2004-05**

- Aquatics Manager - Responsible for scheduling all dual meets, swim lessons and programs, open and lap swim, hosting conference meets, pool maintenance, all budgetary needs, and supervision and evaluation of eighteen staff members
- Head Swim Coach – responsible for pool and dry land training, meet management and scheduling

WESTERN ILLINOIS UNIVERSITY – Macomb, IL**1998-2000**

- Graduate Assistant Swim Coach – Responsible for on deck and dry land training, meet management, traveling with team, pool maintenance, and recruitment of prospective NCAA Division I student-athletes

LONGHORN SWIM CAMP – Austin, TX**1998-99**

- Head counselor and Camp Coach – Responsible for developing weekly work schedule for counselors, developing weekly activity and arrival/departure schedule for campers, dry-land and on deck coaching, evaluating counselor staff, and providing 24-hour supervision and care for campers

CENTRAL CONNECTICUT STATE UNIVERSITY – New Britain, CT 1997-98

- Undergraduate Assistant Swim Coach - Responsible for on deck and dry land training, meet management, traveling with team, pool maintenance, and recruitment of prospective NCAA Division I student-athletes

NEW FAIRFIELD PARKS AND RECREATION – New Fairfield, CT 1991-98

- Head lifeguard and Water Safety Instructor – Responsible for town beaches and swim lesson program

EDUCATION:

SACRED HEART UNIVERSITY – Fairfield, CT 2007

- Sixth Year Degree, Educational Leadership

WESTERN ILLINOIS UNIVERSITY – Macomb, IL 2000

- Master of Science, Sport Management

CENTRAL CONNECTICUT STATE UNIVERSITY – New Britain, CT 1998

- Bachelor of Science, Physical Education and Health with Coaching concentration
- 4-year member and captain of Division I Men’s Swimming Team

CERTIFICATION:

- Provisional Educator Certification – Intermediate Administrator (092)
- Provisional Educator Certification – Physical Education (044)
- Provisional Educator Certification – Health (043)

COMMITTEE PARTICIPATION, ACTIVITIES, AND HONORS:

- Member of Principal’s leadership team, Staples High School
- Member of Collaborative Team, Staples High School
- Member of Information and Technology Literacy Committee, Staples High School
- Mentor and faculty advisor for Staples High School Senior Internship Program
- Member CSCAA Academic All American Team, 1995-1997 seasons
- Recipient of 1998 CCSU Presidents Citation - Awarded annually for outstanding leadership in activities on the campus and in the community, and for personal and academic success and achievement.
- Dean's List
- Member of high school and college record setting relay teams
- Member of AAHPERD, CTAHPERD, NEA
- Named RBHS “Coach of the Month” - December 2000 and February 2002

References Available Upon Request

ANDREW C. McLOUGHLIN

(b)(6)

Education:

- 2002 Masters of Science in Education – Instructional Technology, Western Connecticut University
- 2002 Major G.P.A. - 3.77
- 1997 Bachelor of Science in Physical Education and Health with Teaching Certificates - East Stroudsburg University, East Stroudsburg, PA
- 1997 Cumulative G.P.A.- 3.17 -- Major G.P.A.- 3.2

Teaching Experience:

- 2005 to present - Instructor - Physical Education (K-5), Saugatuck Elementary School, Westport, CT.
- 1998 to 2005 – Instructor - Physical Education (K-8), Kent Center School, Kent, CT.

Certifications:

- 2007 Professional Educator Certificate in Physical Education/Health K-12 - State of Connecticut
- 2006 Children's Specialist Certificate (ECA World Fitness)
- 2005 Connecticut Best Mentor Certification

Athletics:

- 92-96 Scholarship Athlete-ESU football. Four year letterman in football and three year starter at tight end
- 1997 Scholar Athlete of the Year awarded by National Football Foundation & Hall of Fame

Memberships:

- 05-13 Member of Westport Education Association (WEA). Served as a WEA school representative for Saugatuck Elementary School from 2006-2009.
- 04-05 Member of Kent Education Association. Served as a Kent Center School representative and contract negotiator for the 2004-2005 school year
- 98-10 Connecticut State Association for Health, Physical Education, Recreation, and Dance

Extracurricular Activities:

- 06-07 Assistant Coach – 8th grade Police Athletic League boys' basketball team
- 05-13 Instructor - Westport Continuing Education sports and homework club for students in grades 2-5
- 04-05 Instructor - Kent Park and Recreation after school program for children in grades 1-8
- 02-04 Assistant Coach - 7th and 8th grade boys' baseball team at Kent Center School
- 02-04 Coordinator - Annual track meet for 6 elementary schools in Region 1
- 02-04 Coordinator - 4th - 8th grade exercise club
- 98-04 Head Coach - 7th and 8th grade girls' basketball team at Kent Center School
- 98-04 Head Coach - 5th and 6th grade intramural basketball league at Kent Center
- 98-00 Assistant Varsity Football Coach - Housatonic Valley Regional High School

Additional Work Experience:

- 12-13 Co-leader for Sports and Fun camp (grades 1-9) offered through Westport Continuing Education

Community Service:

- 00-04 Organizer/Administrator - Jump Rope for Heart for the American Heart Association
- 99-04 Organizer/Administrator - Faculty basketball game fund raising event for Kent Center School
- 01-02 Organizer/Administrator - Bottle Drive for Workers and Victims involved in 9/11 Tragedy in NYC
- 97-99 Organizer/Administrator - Hoops for Heart event for the American Heart Association

Conferences:

- 2007 National Physical Education conference – Baltimore, MD
- 2006 ECA World Fitness conference - New York City
- 2004 Understanding by Design conference - New Orleans, LA
- 98-09 Connecticut State Association for Health, Physical Education, Recreation, and Dance - Waterbury, CT

References: Personal and professional references available upon request

Jeffrey Adam Doornweerd

(b)(6)

OBJECTIVE

EDUCATION

Southern Connecticut State University, New Haven CT

Educational Leadership, Currently Enrolled

Sacred Heart University, Fairfield CT

Master of Arts in Teaching, Fall 2009

Graduate GPA: 3.97

Springfield College, Springfield MA

Bachelor of Science in Movement and Sport Studies, May 2005

Undergraduate GPA: 3.01

Licensure: Physical Education: Pre K – 8, 5 - 12

Passed all MA and CT Tests for Educator Licensure

TEACHING EXPERIENCE

ELEMENTARY

Stony Hill Elementary School, Wilbraham, MA Fall 2003

Glickman Elementary School, Springfield, MA August–October 2002

Sumner Elementary School, Springfield, MA January - May 2002

- Designed unit and lesson plans, prepared and taught daily educational games, dance, fitness, volleyball, movement concepts, and gymnastic lessons for students in grades Pre K – 6th
- Independent teaching experience at kindergarten and pre-kindergarten levels
- Objectively evaluated student performances daily

SECONDARY

Coleytown Middle School, Westport, CT 2005 - Present

Kiley Middle School, Springfield, MA August-October 2004

Springfield Central High School, Springfield, MA October – Dec. 2004

Chestnut Accelerated Middle School, Springfield MA March-May 2003

Pathfinder Regional Voc. – Tech. High School, Palmer, MA Winter 2002

- Designed and taught lessons using Polar Heart Rate Monitors and Digiwalker Pedometers
- Initiated the use of GPS watches to track students aerobic fitness
- Integrated the use of technology throughout Physical Education
- Awarded a PTA grant to purchase Interactive Fitness equipment
- Designed and implemented different formal and informal assessments, prior knowledge worksheets, and written tests

- Designed Outdoor Adventure lessons for a group of high school students stressing teamwork, trust, communication, and cooperation

DOORNWEERD, Pg 2

- ADAPTED P.E.** Springfield College, Springfield MA Winter 2003
- Designed aquatic lessons for adapted children and assessed performance with American Red Cross standards
 - Taught peers in lessons specifically focused towards students with visual impairments and students with behavioral problems

RELATED PROFESSIONAL

- Physical Education Teacher, Hamden Hall Summer Camp 2011
Camp Counselor, Continuing Education, Westport, CT 2008 – 2010
- Organized athletic activities for young teenagers
 - Designed a swimming clinic for high school students
- Assistant Swim Coach, Staples High School 2008 - 2010
Pool Director, Patterson Club, Fairfield, CT Summer 2007
- Supervised lifeguards, organized swimming lessons, maintained pool, organized swim practices and meets
- Assistant Swim Coach, YMCA, Westport, CT 2005 - 2008
Water Safety Instructor, YMCA, Meriden, CT Spring 2000-2005
Pool Supervisor, Hubbard Park, Meriden, CT Summer 2000-2005
- Supervised all lifeguards and maintained pool sanitation
 - Taught swimming lessons to a culturally diverse group of inner city children

COMMUNITY SERVICE

- Westport P.A.L. Charity Basketball Game 2005 – 2009
 Leukemia Lymphoma Society Basketball Fundraiser 2006 - 2011
 Hoops For Heart, Westport, CT 2005 – 2010
 Humanics in Action Day, Springfield College, 2001 – 2003
 Asst. Coach - Special Olympics Swim Team, Meriden, CT, 1998 – 2003
 Asst. Coach - Special Olympics Bowling Team, Meriden, CT, 2000

MEMBERSHIPS & CERTIFICATIONS

- American Red Cross Water Safety Instructor
 American Red Cross Lifeguard Training & Community First Aid & Safety
 American Red Cross CPR for the Professional Rescuer

ATHLETICS

- Springfield College Division III Varsity Swimming
- Three-time All-Conference Awards (NEWMAC)
 - NCAA Division III qualifying time, 50 yd. Freestyle
 - Team Captain 2003

ACTIVITIES

- Philadelphia Marathon Finisher, 2009

Hartford Marathon Finisher, 2008
Fairfield Half Marathon Finisher, 2008 - 2011

(b)(6)

Michael Robert Caetano

Education

2011-Present Southern Connecticut State University New Haven, CT
**Studying for Administrative Degree in Educational Leadership
(Currently in Internship) – Anticipated Completion Date – December
2013**

2008-2010 Southern Connecticut State University New Haven, CT
Master's Degree in School Health Education

2003-2006 Southern Connecticut State University New Haven, CT
**Bachelor's Degree in Exercise Science – Teacher Preparation and
School Health Certification (maintained a 3.68 GPA while taking
between 16.5 to 19 credits per semester)**

2002-2003 Quinnipiac University Hamden, CT
Earned 30 credits as a Mathematics Major

1998-2002 Amity Regional High School Woodbridge, CT
High School Diploma

Volunteer experience

2012-Present Cohort 2 Member
**Acting as a current member of a committee which recognizes how
teachers and departments school wide are achieving our district goal.**

2008-Present Physical Education Curriculum Team Member
**Acting as a current member of the Physical Education Curriculum
Revision Team. We are going through the current curriculum and
making the revisions needed to update.**

2010-2011 Health Curriculum Team Member
Acting as a current member of the Health Curriculum Revision Team.

2007-Present Collaborative Team Member
**Serving as the Physical Education department's representative on this
school-wide board that makes decisions about the school. Each
department is represented by their Chairman and one member in order
to discuss the latest news in the school. This group meets weekly.**

2008-Present Breakdancing Club

and licenses

Undergraduate and Graduate School, CPR Certified, Community First Aid & Safety

Professional Physical Education and School Health Certification

(b)(6)

Colin J. Devine

Education

2011 Southern Connecticut State University New Haven, CT
Master's Degree in School Health Education

2001-2005 Southern Connecticut State University New Haven, CT
Bachelor's Degree in Exercise Science – Teacher Preparation and Certification

2000 Graduate of Trumbull High School

Student Teaching

Spring 2005 Peck Place School, Orange ,CT

Spring 2005 Trumbull High School, Trumbull , CT

Work experience

2007-Present **Physical Education Teacher Staples High School, Westport ,CT**

2007-Present **Head Varsity Boys Basketball Coach Staples High School, Westport , CT**

2008-Present **Owner Fairfield County Basketball School**

2006-2007 **Physical Education Teacher South School, New Canaan ,CT**

2006-2007 **Varsity Assistant Boys Basketball Coach New Canaan High School**

2002-2005 **Head Junior Varsity Boys Basketball Coach Trumbull High School**

2001- **Volunteer Assistant Boys Basketball Coach Trumbull High School**

2000-2005 **Assistant Camp Director , Trumbull Eagle Basketball Camp**

Professional memberships

2002- Present Connecticut High School Coaches Association

**Accreditations and
licenses**

Provisional Physical Education and School Health Certification

References

(b)(6)

JOYCE EVANS

PROFESSIONAL EXPERIENCE

2000 - present Coleytown Elementary School, Westport, CT

Physical Education Teacher

- Designs Physical Education Curriculum Map and Implementation Plan for Pre-K through 5th grade students
- Expanded curriculum by developing Yoga unit
- Manages 28 classes, preparing lesson plans for every class and grade level
- Controls Physical Education Department budget
- Manages the classroom, creating innovative lessons that engage students with a wide range of abilities and learning styles
- Implements "Responsive Classroom" philosophy, which promotes social and academic confidence, while fostering responsibility and self control
- Collaborates with parents in planning and implementing special CES PTA Runner's Club
- Serves on Staff Social Committee, School Mission Statement Committee, Calendar and Event Planning Committee, Staff Advisory Committee, District Social Skills Committee
- Developed before school "Coleytown Runners Club"
- Owner of "Open The Door Integrative Health Coaching LLC"

2003 – 2010 Staples High School, Westport, CT

Girl's JV/Varsity Tennis Coach

- Assists varsity coach in conducting try-outs
- Cooperates with FCIAC coaches to create season schedule
- Creates training and practice program for athletes that includes overall conditioning as well as the development of specific tennis skills and strategies
- Fosters an environment for success for each individual athlete

1996 - 2000 Coleytown Elementary School, Westport, CT

Paraprofessional

- Assisted classroom teacher with curriculum instruction at various grade levels
- Supervised students during recess, lunch, and dismissal

EDUCATION

2007 The Graduate Institute

M.A. Integrative Health and Healing

2003 Southern Connecticut State University

M.S. Health Education

1979 Central Connecticut State University

B.S. Physical Education

2009 completed Integrative Health Coaching Certificate Program
Duke Integrative Medicine, Duke University Medical Center

PROFESSIONAL MEMBERSHIPS

CAHPERD (Connecticut Association for Health, Physical Education, Recreation and Dance)

AWARDS RECEIVED

2000 CAHPERD Outstanding Program Award

“Moving Into The Millennium Fitness Program”

2002 CAHPERD Honorable Mention Award

“Family Fitness Vacation Program”

2011 CAHPERD Outstanding Program Award

“Coleytown Runners Club”

VOLUNTEER EXPERIENCE

Builders Beyond Borders

Connecticut Hospice

Facilitator for The Courage To Speak Foundation’s Parenting 101 Drug and Alcohol awareness course: Courageous Parenting 101

OTHER CERTIFICATIONS

American Red Cross CPR and First Aid

AED (Automatic External Defibrillator)

BEST Mentor – Support Teacher Training

Connecticut Coaching Permit

Jamie Viesselman

- Experience**
- 2004-present King's Highway Elementary School Westport, CT
Elementary Physical Education Teacher
- Teach Physical Education classes from grades kindergarten to 5th grade
- 1997–2004 Brunswick School Greenwich, CT
Elementary Physical Education Teacher
- Taught Physical Education classes from grades pre-k to 5th grade
 - School Athletic trainer for all middle and upper school sports programs (1997-99)
 - Assistant varsity baseball coach (1997-2004)
 - 7th grade football coach (1999-2004)
- 2001–2009 Brunswick Strength and Conditioning Clinic Greenwich, CT
Director/Coach
- Founded and ran day to day operation of strength and conditioning clinic for middle and high school boys over the summer
 - Responsible for designing and implementing weight training, conditioning, and agility programs
- Education**
- 1993-1997 University of Connecticut Storrs, CT
- B.S. Sport Science.
 - Graduated *magna summa cum laude*.
- 1999-2001 Teachers College, Columbia University New York, NY
- M.A. Curriculum and Teaching in Physical Education.

Daniel T. Barbiero

(b)(6)

OBJECTIVE:

EDUCATION:

Sacred Heart University, Fairfield, CT
Sixth Year Educational Leadership, Dec 2008
Academic GPA: 3.9
Southern Connecticut State University, New Haven, CT
M.S. School Health Education, May 2005
Academic GPA: 3.6
Springfield College, Springfield, MA
B.S. Movement and Sport Studies, May 2001
Academic GPA: 3.1

CERTIFICATION/ MEMBERSHIPS:

Intermediate Administrator and Supervisor (092), Connecticut Provisional Educator Certification, Physical Education Pre-K-12 (044), Health Education, Pre-K-12 (043)
Massachusetts Educator's Advanced Provisional Certification, Physical Education K-12
American Red Cross Certified CPR/AED/FIRST AID, 2012
Water Safety Instructor (WSI) Certified, 2007
American Alliance of Health, Physical Education, Recreation, and Dance Member

ADMINISTRATIVE EXPERIENCE:

Summer 2008-Present, Westport Continuing Education, Westport, CT
-Summer School Assistant Principal
-Supervise approximately 75 teachers/staff for approximately 50 courses
-Work directly with Continuing Education Director on a daily basis
-Handle multiple academic, enrichment and sports related programs
-Supervise students in grades K-12
-Communicate directly with parents, administrators, counselors and staff on a daily basis
-Design and implement numerous summer programs
-Handle interviewing, hiring and dismissing of staff

PROFESSIONAL EXPERIENCE:

Bedford Middle School, Westport, CT 2003-Present
-teach physical and health education to grades 6-8 (classes and duties)
-Physical Education units: soccer, ultimate Frisbee, flag football, gymnastics, roller blading, cooperative games, project adventure, high elements ropes course, basketball, volleyball, lacrosse, softball, pickle ball, pedometers
-Health units: nutrition, human growth and development, first aid, STI's, substance abuse, decision making, social relationships, contraceptives, eating disorders, fetal development
-organize and run after school intramural sports including flag football, tennis, soccer, pickle ball, volleyball, basketball, floor hockey, badminton and weight lifting
-coordinator for Hoops for Heart event for the American Heart Association for a combined Bedford and Colleytown Middle School event
-chaperone an annual one-week sixth grade Nature's Classroom trip

Helen Keller Middle School, Easton, CT August 2002- June 2003
-teach physical and health education to grades 5-8

Bethel Middle School, Bethel, CT August 2001- June 2002
-teach grades 6-8

COACHING
EXPERIENCE:

Staples H.S. Assistant Boys Basketball Coach: 2003- 2006, Westport, CT
-Assisted both junior varsity and varsity basketball teams
-Four practices and two games a week

Bethel Middle School Head Basketball Coach: 2001-2002, Bethel, CT
-head basketball coach for Bethel Middle School Tigers boys varsity and junior varsity basketball team
-organized and implemented try-outs, daily practices and plays

Bethel Middle School Head Softball Coach: 2002- 2002, Bethel, CT
-head softball coach for Bethel Middle School Tigers varsity softball team
-organized and implemented try-outs and daily practices
-worked individually with pitchers

RELATED
EXPERIENCE:

Summer 2007, Westport Continuing Education, Westport, CT
-Water Front Director

Summer 2004-2006, Westport Continuing Education, Westport, CT
-Aerospace Camp Coordinator
-Senior Health Class Teacher

Summer 2002, Milford Summer Playground Program, Milford, CT
-Site Director

Summer 2001, Sterling House Summer Day Camp, Stratford, CT
-7th & 8th Grade Head Counselor

Fall 1999-Spring 2001, Springfield Residence Life, Springfield, MA
-Resident Assistant

Summers 1999 and 2000, Funworks Summer Camp, Stratford, CT
-Assistant Sports Director

Summer 1998, YMCA Summer Camp, Stratford, CT
-Trip Director

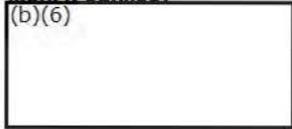
PUBLIC SERVICE:

2001-Present, Hoops for Heart Coordinator
2001-2011, Weekly Church Lector
2012-Present, Catechist
2010-Present, Basket Brigade

REFERENCES:

Available upon request.

Mark R Carmody



Education

Master Degree in Physical Education May 1999

Springfield College, Springfield, MA

B.A. Degree in Athletic Training May 1995

Springfield College, Springfield, MA

Minor in Psychology

Career History and Accomplishments

Physical Education Teacher K-5, Long Lots School, Westport, CT Fall 1999 - present

Responsible for carrying out and teaching the Westport Physical Education Curriculum to students grades K-5

Implement developmentally appropriate lessons for the students of Long Lots

Provide a safe environment both mentally and physically for the students

Over the course of my tenure, I have developed a strong rapport with staff and students alike.

Aid in the development and writing of the Westport Physical Education Curriculum.

Carry out various other duties such as recess and bus duty per request of the administration.

Serve as team leader for specials department on the Executive Advisory Committee.

Member of the Long Lots Crisis Team

Business Owner, Peak Performance Sports Camps, LLC 1/2009-present

Run the day to day operations of the business.

Handle the financial, marketing, and human resources departments of the business.

Responsible for the purchasing and distribution of all materials for the camps.

Responsible for the social media marketing

Responsible for the hiring of new staff and all expansion of the company

Coach after school programs when needed

Was named to the top 40 Under 40 business people in Fairfield County in 2012

Business Owner, Kids at Play, LLC 1/1/2004-12/31/2008

Ran the day to day operations of the business.

Handle the financial, marketing, and human resources departments of the business.

Responsible for the purchasing and distribution of all materials for the camps.

Responsible for the hiring of new staff and all expansion of the company

Coach after school programs when needed

Youth Basketball Coordinator, Westport Parks & Recreation 12/2003- 3/2012

Developed the drills and format for the Pre-K, Kindergarten and Grade 1 basketball classes for Westport Parks and Recreation.

Managed the coaches assigned to work the program

Coached various small groups during the basketball programs

Was lead instructor for the program

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:**

Westport Public Schools

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

066002128

*** c. Organizational DUNS:**

0721252480000

d. Address:

*** Street1:**

110 Myrtle Ave

Street2:

*** City:**

Westport

County/Parish:

Fairfield

*** State:**

CT: Connecticut

Province:

*** Country:**

USA: UNITED STATES

*** Zip / Postal Code:**

068800000

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:**

David

Middle Name:

*** Last Name:**

Gusitsch

Suffix:

Title:

Department Chair/ Curriculum Coordinator

Organizational Affiliation:

*** Telephone Number:**

2033412429

Fax Number:

2033411261

*** Email:**

dgusitsch@westport.k12.ct.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:**

Westport Wellness Initiative

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16 Congressional Districts Of:

* a Applicant

b Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a Start Date:

* b End Date:

18. Estimated Funding (\$):

* a Federal	\$538,423
* b Applicant	(b)(4)
* c State	
* d Local	
* e Other	
* f Program Income	
* g TOTAL	

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 100f)

** 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:

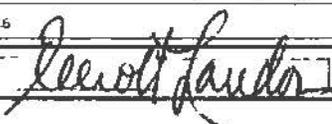
* Last Name:

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. §§4726-4763) 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. 91-516), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	* TITLE Superintendent
* APPLICANT ORGANIZATION Westport Public Schools	* DATE SUBMITTED

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

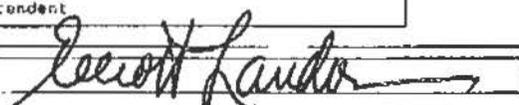
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Westport Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Elliott Middle Name:
* Last Name: Landon	Suffix:
* Title: Superintendent	
* SIGNATURE: 	* DATE:

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1362

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)

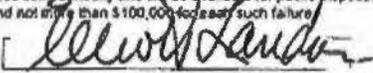
Prefix: * First Name: Middle Name:

* 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 Ier 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. 7-87)

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:
	David		Gusitsch	

Address:

Street1:	110 Myrtle Ave
Street2:	
City:	Westport
County:	Fairfield
State:	CT: Connecticut
Zip Code:	06880
Country:	USA: UNITED STATES

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

2033412429	2033411261
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Email Address:

dgusitsch@westport.k12.ct.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) #:

--

No Provide Assurance #, if available:

--

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

--

Add Attachment

Delete Attachment

View Attachment

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Applicant:
Project Name:
 2013 PEP Grant Budget

Westport Public School District
 Westport Wellness Initiative

FEDERAL REQUEST										LOCAL MATCH									
FEDERAL BUDGET CATEGORY & LINE ITEM	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match			
	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	
Personnel																			
Project Director @ .15 FTE (\$135,000 x.15) Dave Gusitsch; The Project Director will provide overall project leadership and guidance; communicate with the federal monitor and partners; ensure that all project activities are carried out as outlined in the project proposal and compliance with all reporting requirements.										(b)(4)									
Project Coordinator @ 1.0 FTE To be hired: The Project Coordinator will manage the day-to-day grant activities and ensure proper implementation of and adherence to the timeline, communicate with PE staff, schedule trainings and meetings, select and oversee delivery and installation of equipment and supplies, and coordinate data collection with PE teachers and other staff under the direction of the Project Director and Evaluator.																			
	1	\$50,000	\$50,000	1	\$52,000	\$52,000	1	\$54,000	\$54,000										
Food Service Manager @.05 FTE (\$130,000 x .05): The Food Service Manager will: discuss methods of effectively incorporating nutrition into classes on a more frequent basis with PE teachers; ensure campus food service offerings are aligned to district policies; participate in SHI and HECAT assessments; participate in nutrition-related policy review; participate on the Advisory Board. Through collaborative conversations with school staff, food service, and the District Dietician, a plan will be implemented for students to utilize dietary charts and literature in their class work.																			

<i>(Travel must be explained in terms of costs per person for airfare, hotel, ground transport, per diem, etc.)</i>																		
Travel for three persons to participate in PE Tech Camp professional development sessions in Naperville, Illinois led by Illinois State University to facilitate understanding proper use and implementation of PE assessment technologies. Airfare (3 @ \$500 = \$1,500); Hotel (4 nights @ \$150 per night x 3 persons = \$1,800); Per diem (5 days @ \$100 per day x 3 persons = \$1,500)			\$4,800															
Two persons to attend PEP New Grantee meeting in Washington, DC. Airfare (2 @ \$400 = \$800); Hotel (3 nights @ \$150 per night x 2 persons = \$900); Per diem (\$100 per day x 3 days x 2 persons = \$600)			\$2,300															
National AAHPERD Conventions (PE professional conference) for 3 staff members - Airfare (3 @ \$400 = \$1,200) Hotel (3 nights @ \$200 per night x 3 persons = \$1,800), Food Per Diem (\$200 x 3 persons = \$600), Registration (3 persons x \$475 per registration = \$1425) PE teachers will alternate each year and share their experiences with their peers during professional development days.			\$5,025			\$5,025			\$5,025									
State CTAHPERD Convention for 3 staff members - Mileage (\$100--estimated, locations to be determined), Hotel (3 staff x 3 days x \$150 = \$1350), Food (\$150 x 3 staff = \$450), Registration (3 persons x \$125 per registration = \$375) PE teachers will alternate each year and share their experiences with their peers during professional development days)			\$2,275			\$2,275			\$2,275									
Travel Total			14400			7300			7300			0			0			0
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
Equipment	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total

Fitness Evaluation System used to continuously track and report on individual and group student fitness levels. This system can also be used to creating individualized fitness plans. To be utilized at all schools.	1	\$8,395	\$8,395															
Traverse/Horizontal Climbing Walls: Climbing offers an opportunity to build upper body and core strength, practice Adventure skills, and learn a lifetime physical activity. To be utilized at elementary schools and high school.	4	\$8,691	\$34,764															
Interactive 12 Player Exergaming System: Physically active video games that are engaging for students and facilitate moderate to vigorous physical activity and fitness. To be utilized at middle schools.	2	\$26,075	\$52,150															
Four-station Sportwall Systems (Indoor): An electronic wall of lights and sound that engages students in physical fitness while developing coordination and speed. To be utilized at the middle schools and high school.				3	\$19,607	\$58,821												
Two-station Sportwall Systems (Indoor): An electronic wall of lights and sound that engages students in physical fitness while developing coordination and speed. To be utilized at elementary schools				5	\$11,469	\$57,345												
Five (5) Outdoor Fitness Stations: The stations allow students to increase strength, flexibility and range of motion. Exercise stations allow students to do push-ups, pull-ups, stretches, step-ups, agility exercises and more. Cost includes set-up, installation, lesson plan development and training.			\$19,502															
Equipment Total			114,811			116,166			0			0			0			0
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
Supplies	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total

Fitness-Building Supplies: To ensure students have the tools necessary to build fitness in all five fitness component areas as required by state PE standards and achieve GPRA Measure 2.																				
Elementary School Fitness Equipment Package in YEAR ONE includes: 40 Power Jump Ropes, 36 Jungle Gyms with Wall Mounts, 12 Smart Test Hurdles, 6 ABC Agility Ladders, 40 Personal Fitness Mats, 48 Medicine Balls, 40 Movement Sticks, 2 Portable Dumbbell Carts filled with various sizes of chrome/rubber hex dumbbells, and all necessary Portable Storage Systems. In YEAR TWO: 36 Snap On Wall Mount Training Stations, 12 Training Station Extra Cable Sets, 12 Train Station Extra Double Cable Sets, and 2 Portable Cable Caddies. In YEAR THREE: 48 PowR Walk Tubing Systems, 24 C-bands, and 2 Portable Cable Caddies. Packages will be divided between the five elementary schools so that each school has a usable amount of equipment to create fitness stations for students.	3	\$10,995	\$32,985	3	\$3,795	\$11,385	3	\$1,995	\$5,985											

<p>Middle School Level Fitness Equipment Package in YEAR ONE includes; 40 Power Jump Ropes, 36 Jungle Gyms with Wall Mounts, 12 Smart Test Hurdles, 6 ABC Agility Ladders, 40 Personal Fitness Mats, 48 Medicine Balls, 40 Movement Sticks, 2 Portable Dumbbell Carts filled with various sizes of chrome/rubber hex dumbbells, and all necessary Portable Storage Systems. in YEAR TWO; 36 Snap On Wall Mount Train Stations, 12 Train Station Extra Cable Sets, 12 Train Station Extra Double Cable Sets, and 2 Portable Cable Caddies. In YEAR THREE; 48 PowR Walk Tubing Systems, 24 C-bands, and 2 Portable Cable Caddies. Packages will be divided between the middle schools so that each school has a usable amount of equipment to create fitness stations for students.</p>	1	\$10,995	\$10,995	1	\$3,795	\$3,795	1	\$1,995	\$1,995										
<p>High School Level Fitness Equipment Package in YEAR ONE includes; 40 Power Jump Ropes, 36 Jungle Gyms with Wall Mounts, 12 Smart Test Hurdles, 6 ABC Agility Ladders, 40 Personal Fitness Mats, 48 Medicine Balls, 40 Movement Sticks, 1 Portable Dumbbell Cart filled with various sizes of chrome/rubber hex dumbbells, 1 Stationary Dumbbell Rack filled with heavier sets of chrome/rubber hex dumbbells, and all necessary Portable Storage Systems. In YEAR TWO; 36 Snap On Wall Mount Train Stations, 8 Train Station Extra Cable Sets, 16 Train Station Extra Double Cable Sets, 8 Train Station Extra Triple Cable Sets, 12 Power Push-up Ill, 12 Power Wheel, and 2 Portable Cable Caddies. In YEAR THREE; 48 PowR Walk Tubing Systems, 24 C-bands, 24 Circuit Trainer Bands, 2 Center Rings for Circuit Trainers, and 2 Portable Cable Caddies.</p>	1	\$11,995	\$11,995	1	\$4,995	\$4,995	1	\$2,975	\$2,975										
<p>Treadmills. To be utilized at middle and high schools.</p>	10	\$2,200	\$22,000																

Ellipticals. To be utilized at middle and high schools.	10	\$2,200	\$22,000															
Upright Bikes. To be utilized at middle and high schools.	10	\$1,400	\$14,000															
Recumbent Bikes. To be utilized at middle and high schools.	10	\$1,400	\$14,000															
Ergonomic Bikes. To be utilized at middle and high schools.	4	\$1,400	\$5,600															
1 Power Rack Platform. To be utilized at high school.	1	\$3,000	\$3,000															
Lifetime Physical Activity: To promote physical activity and fitness development in and outside of school now and throughout life.																		
Mountain Bikes. To be utilized at high school level.				36	\$300	\$10,800												
Bike Helmets. To be utilized at high school level.				36	\$10	\$360												
Kayaks and Paddles. To be utilized at high school level.	10	\$400	\$4,000															
Rollerblades. To be utilized at high school level	36	\$100	\$3,600															
Rollerblade Safety Pads. To be utilized at high school level.	36	\$30	\$1,080															
Exergaming: Physically active video games that are engaging for students and facilitate moderate to vigorous physical activity and fitness.																		
Exer-Game Bikes. To be utilized at middle and high schools.	4	\$900	\$3,600															
X-Box Kinect Game Systems.	4	\$300	\$1,200															
Sony Playstation Game Systems.	2	\$100	\$200															
Speakers for interactive gaming system. To be utilized at middle schools.	1	\$159	\$159															
A/V Gaming Heavy Duty Storage Cart. To be utilized at middle schools.	1	\$399	\$399															
16-Pad Storage Cart for Interactive Exergaming Systems	2	\$1,195	\$2,390															

Multi-Media Technologies: To be used for group participation in screen-led physical activities and fitness-building exercises and fitness and nutrition education instruction																
Flat Screen Wall Mount Televisions for Presentation or Curricula and Course Materials. To be utilized at elementary, middle, and high schools.	10	\$400	\$4,000													
Apple Ipad3 to be used in the field for instruction and for the provision of videoconferences among teachers and distance learning professional development. To be utilized at elementary, middle, and high schools.	15	\$600	\$9,000													
Projector carts to be used with cd/dvd/speaker/gaming system. To be utilized at middle schools and high school.			\$0							(b)(4)						
Smartboard for nutrition and PE presentations. To be utilized at high school.	1	\$1,600	\$1,600													
Multi-Media Projector. To be used for group physical activity and fitness activities and fitness and nutrition education presentations. To be utilized at middle schools	1	\$1,199	\$1,199													
Monitoring and Assessment Technologies and Supplemental Tools: To be used to ensure objective, accurate data can be gathered and track on physical activity and fitness levels																
Ipod Touches to be used with Heart Rate Monitors and Fitness Apps. iPods to be utilized by students for fitness apps and in conjunction with H6 sensors. To be utilized at elementary, middle, and high schools.	30	\$100	\$3,000													
Activity Monitor Units: Displays number of steps, calories and time spent on each activity zone; measures 24/7 daily activity; activity level; target and achieved time in the moderate to vigorous activity zones; contains two weeks of activity data.	300	\$99.95	\$29,985													

Activity Monitor Carrying Cases for proper transport and storage of Activity Monitors.	25	\$142	\$3,550															
Activity Zone Posters	8	\$14	\$112															
Target Heart Rate Zones Posters	8	\$14	\$112															
Active Quick Guide Posters	8	\$41	\$328															
Activity Progress Posters	8	\$41	\$328															
Activity Monitor Battery Sets	80	\$44	\$3,520															
FlowLink device for downloading Activity Monitor data for tracking and reporting purposes.	16	\$49.95	\$799															
H6 Sensors. Sensors sync with iPhones or iPods and monitor heart rate data, similar to heart rate monitors, but displayed through apps as well as E600 watches.	70	\$62.75	\$4,393															
H1 Sensors. Sensors sync with apps and cardio equipment in fitness center to monitor heart rate data.	90	\$40.00	\$3,600															
Heart Rate Monitors	180	\$109.95	\$19,791															
H1 Battery Sensors	40	\$44	\$1,760															
E600/Move Carrying Cases for proper transport and storage of heart rate monitors.	15	\$142	\$2,130															
Elastic Fabric Straps for heart rate monitors	1500	\$14.50	\$21,750															
Heart Rate Monitor Battery Sets	36	\$44	\$1,584															
TriFit fitness assessment software (or similar) for Elementary Schools. used to continuously track and report on individual and group student fitness levels. This system can also be used to creating individualized fitness plans.	5	\$995	\$4,975															
Group Reporting for TriFit 700: one at each middle school, and one at the high school	3	\$620	\$1,860															
Meal Planner Software: one at each middle school, and one at the high school	3	\$620	\$1,860															
Health Risk Appraisal Surveys for high school	1	\$995	\$995															
Biompedance Scales: one at each middle school, and one at the high school	3	\$1,096	\$3,288															
Supplies Total			278721.70			31335			10955			2400			0			0
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
Contractual	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total

Highly qualified, skilled third party evaluator to ensure ongoing, accurate, objective of progress towards achieving our stated goals and objectives.			\$25,000			\$25,000			\$25,000									
PE database development and maintenance. Contractual cost of implementing the PE database management solution described in our proposal. First year cost represents database development, installation and training. Second and third year costs are for platform maintenance (District will absorb this cost in subsequent years)			\$16,800			\$2,500			\$2,500									
Professional development for all PE staff in proper and effective use of foundational fitness approaches in the PE environment.			\$3,995			\$3,995			\$3,995									
Registration for PE Tech Camp in Naperville, IL (\$500 x three teachers = \$1,500)			\$3,000															
Fitness professional guest speaker to give presentation for PE teachers during annual August Professional Development Day to kick-off the school year.			\$2,000			\$2,000			\$2,000									
Equipment training and installation for Sportwalls			\$2,595			\$10,395												
Professional development and training workshops for all PE staff in proper and effective use of monitoring and assesment technologies.	3	\$1,575	\$4,725															
Polargofit.com Annual First Teacher License Per School: This webservice allow Activity Monitor data to be downloaded for individual and group proress tracking and reporting purposes.	8	\$419	\$3,352	8	\$419	\$3,352												
Priority Plan Renewal (Maintenance for assessment technology) for Middle School and High School Years 2 and 3				3	\$490	\$1,470												
Priority Plan Renewal (Maintenance for assessment technology) for Elementary Schools Years 2 and 3				10	\$290	\$2,900												
Fitness assessment and tracking system 2nd Year Warranty				1	\$695	\$695												

Contractual Total	61467			52307			33495			0			0			0		
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
Other Expenses	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total
Shipping Charges			\$5,024			\$3,810			0			0			0			0
Other Total			5024			3810			0			0			0			0
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
Direct Cost Total			538423.70			277478.00			120870.00			116320.00			109824			108288
<i>Indirect Costs</i> are calculated at ____ and this approved rate is documented by an attached letter from ____.			0			0			0			0			0			0
	Year 1 Request			Year 2 Request			Year 3 Request			Year 1 Match			Year 2 Match			Year 3 Match		
Stipends	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total	#	Cost	Total
			0			0			0			0			0			0
Stipends Total			0			0			0			0			0			0
YEARLY GRAND TOTALS			538423.70			277478.00			120870.00			(b)(4)			(b)(4)			(b)(4)
TOTAL FEDERAL REQUEST			936771.7									Required Match (b)(4)			Required Match (b)(4)			Required Match (b)(4)
TOTAL LOCAL MATCH			334432															

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

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

Name of Institution/Organization

Westport Public Schools

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	50,000.00	52,000.00	54,000.00			156,000.00
2. Fringe Benefits	14,000.00	14,560.00	15,120.00			43,680.00
3. Travel	14,400.00	7,300.00	7,300.00			29,000.00
4. Equipment	114,811.00	116,166.00				230,977.00
5. Supplies	278,721.00	31,335.00	10,955.00			321,011.00
6. Contractual	61,467.00	52,307.00	33,495.00			147,269.00
7. Construction						
8. Other	5,024.00	3,810.00				8,834.00
9. Total Direct Costs (lines 1-8)	538,423.00	277,478.00	120,870.00			936,771.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	538,423.00	277,478.00	120,870.00			936,771.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	David		Gusitsch	

Address:

Street1:	110 Myrtle Ave
Street2:	
City:	Westport
County:	Fairfield
State:	CT: Connecticut
Zip Code:	06880
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
2033412429	2033411261

Email Address:

dgusitsch@westport.k12.ct.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) #:

--

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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