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By	



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education

August 28, 2013

To: Board of Education

From: Gary Yee, Superintendent
Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action
Curtiss Sarikey, Associate Superintendent of Family, School, and Community Partnerships Dept.
Joanna Locke, Director, Health and Wellness

Subject: District Submitting Grant Application

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant application to the U.S. Department of Education Carol White Physical Education Program for OUSD schools for fiscal years 2013-2016 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2013-2016 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-1741	Yes	Grant	Oakland Unified School District Elementary and Middle School Sites	To increase access to high quality physical education for OUSD students.	10/01/13 - 09/30/16	U.S. Department of Education	\$2,214,837.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$2,214,837.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant proposal for OUSD schools for fiscal year 2013-2016 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Carol White Physical Education Program (PEP) Narrative

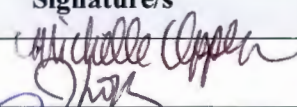
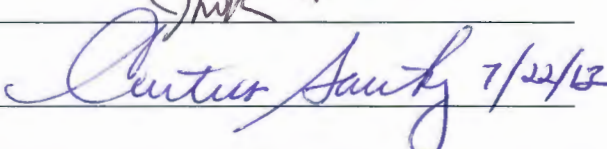
PEP Budget Summary

OUSD Grants Management Face Sheet


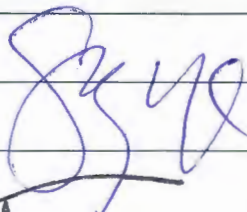
Title of Grant: Oakland Spark Into Action	Funding Cycle Dates: October 1, 2013-September 30, 2016
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Carlette Kyser Pegram Carol White Physical Education Program 550 12 th Street SW, Room 10071 Washington DC 20202	Grant Amount for Full Funding Cycle: \$2,214,837.00
Funding Agency: U.S. Department of Education	Grant Focus: Increased High-Quality Physical Education
List all School(s) or Department(s) to be Served: 20 Elementary Schools and 5 middle schools from throughout OUSD	

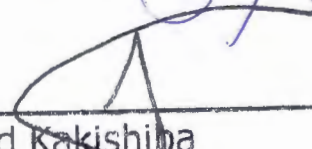
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	There is an established link between student academic performance and physical education. OUSD elementary students should be getting at least 100 minutes a week of Physical Education and secondary students should be getting 200 minutes a week of Physical Education.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Pre and Post Surveys for staff and students; Fitnessgram data for all students; Number of disciplinary referrals for students involved in program.
Does the grant require any resources from the school(s) or district? If so, describe.	Commitment by 25 schools, who will receive equipment, curriculum, training and other resources. Staff from the FSCP and LCI Departments will lead the program.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.25% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Michelle Oppen, Program Manager, Wellness Family, School, and Community Partnerships Department 746 Grand Avenue Oakland, CA 94610 (510) 273-1676 michelle.oppen@ousd.k12.ca.us


Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Michelle Oppen/ Joanna Locke		7/22/13
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		7/22/13

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		8/5/13
Superintendent	Gary Yee		8/7/13


 _____ 8/29/13
 David Kakishiba
 President, Board of Education


 _____ 8/29/13
 Gary Yee, Ed.D.
 Secretary, Board of Education

APPLICATION NARRATIVE

1. NEED FOR THE PROJECT

(A) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

School District & Community Background: Oakland Unified School District (OUSD) is an urban school district serving 36,273 students and their families at 86 elementary, middle, high and special needs schools in Oakland, CA. The public school district serving Oakland is enormously diverse, with over 91% students of color, 29% being English language learners, and 69% eligible for Free and Reduced Price Lunch (Education Data Partnership, 2011-12).

In 2013, driven both by extraordinary need *and* its growing success in addressing school health, the OUSD Family, School & Community Partnerships Department (FSCP) is partnering with the OUSD Leadership, Curriculum & Instruction (LCI) department to propose **Oakland SPARK into Action**, a Carol M. White Physical Education Program (PEP) program to be implemented with the support of a community collaborative comprised of the OUSD Nutrition Services Department, Alameda County Public Health Department (ACDPH), Running for a Better Oakland (RBO), and the City of Oakland.

U.S. Census data released in 2011 showed that nearly three of every ten children in Oakland live in poverty, an increase of more than 50% from three years prior (Glantz, *The Bay Citizen*, November 29, 2011). Moreover, according to the crime-level ranking of cities nationwide released by CQ Press, Oakland is ranked as having the third highest crime-rate among cities of similar size (CQ Press 2011-12).

There are also significant public health challenges. ACDPH, our local public health entity, has addressed these challenges in an initiative called *Place Matters* which asserts that where we

live, our race and income shapes how long we live. The difference of a couple of miles, the color of one's skin, and poverty impacts health and lifespan. Compared with a White child in the Oakland Hills, an African American born in the Oakland flatlands is:¹

- 7 times more likely to be born into poverty.
- Likely to live in a neighborhood with 2 times the concentration of liquor stores and more fast food outlets.
- As an adult, 5 times more likely to be hospitalized for diabetes, 2 times as likely to die of heart disease, and 3 times more likely to die of stroke.
- *Expected to live 15 fewer years.*

These facts are startling, but improving instruction in healthy eating habits and physical fitness activities in our schools can help change the trajectory for many OUSD students and their families. Recognizing this, OUSD has developed significant assets that impact student health and fitness. We are committed to serving the well-being of the whole child through the creation of a *Full-Service Community School District*. In fact, *Social, Emotional and Physical Health* is one of the three pillars of OUSD's 5-year Strategic Plan, which started in 2011 and runs through 2016, the full length of the PEP program. This will be detailed in Section 2, Significance.

Moreover, OUSD has extended its streak as California's most improved large, urban school district to six years. With our Full Service Community Schools, 15 school-based health centers provide primary care throughout the district. Students also have the opportunity not only for free or reduced lunch, but universally free breakfast; some schools are even piloting a free supper program. Garden education programs are supported by ACDPH and other partners. OUSD was the first district in California to ban sodas and has participated in significant, nationally-recognized school food reform initiatives such as the School Food FOCUS project.

¹ Alameda County Public Health Department, *Life and Death from Unnatural Causes: Health & Social Equity in Alameda County*.

Identified Target Schools: Despite many positive improvements, student health disparities are being furthered by the lack of access to PE and nutrition education at low-resource OUSD schools. Our district must fill the access and equity gap that exists for these. As a result, OUSD has chosen to target PEP to 20 elementary and five middle low-resource schools, four of which appear on the list of Persistently Lowest-Achieving schools (**meeting the standard to apply for Competitive Preference Priority 1**), and a 5th with similar population and academic indicators. All schools are located in stressed neighborhoods such as East Oakland.

The 20 elementary schools serve about 7,800 children each year, and the rate of students eligible for free and reduced price meals (FRPM) averages 84%, with rates as high as 95% at several sites. Students at these schools are about 90% Latino and African American.

In California, students take the California Physical Fitness test in 5th, 7th and 9th grades,² and 2011-12 elementary school data shows a weighted average of just 43% of 5th graders at target schools in the Healthy Fitness Zone (HFZ) for their body composition. An average of 38% are "at high risk for obesity" according to the FITNESSGRAM test. Their scores mean they are not just overweight, but already obese by CDC standards. Nationally, just 18% of children aged 6-11 were obese in 2010 (CDC Obesity Facts). Moreover, only about 40% of 5th graders in targeted schools passed 5 of 6 fitness components on the FITNESSGRAM test.

A 2010 study of the OUSD PE program (by researchers from the University of California, San Francisco) demonstrated the effect of income on these rates. In study schools with more resources, where parent groups raise funds for extra services (and have very few students eligible for free/reduced lunch), as few as 2% may score "High Risk" with regard to Body Composition

² California Education Code requires each school district administer the FITNESSGRAM test to students in grades 5, 7, and 9 between February and May each school year. As of the 2013-2014 school year, the *FITNESSGRAM* will replace the *President's Challenge Physical Fitness Test* per the Presidential Youth Fitness Program website.

or BMI. The highest performing Oakland elementary school (with a 1.2% Free Lunch rate) had 97.1% of 5th graders in the Healthy Fitness Zone (HFZ). In the lowest performing school (with an 86.2% FRPM rate), *not a single child* placed in the HFZ.

Almost 2,000 students attend the five *middle schools* targeted. Over 99% of students are people of color (largely Latino and African American) and almost 90% are low-income (eligible for Free and Reduced Price Meals). Recent FITNESSGRAM data for these schools is as follows:

	% in Healthy Fitness Zone (HFZ) for Body Composition	% w/High Risk BMI	% Passing 5 of 6 FG components
Alliance Academy*	49	17	38
Elmhurst Community Prep*	39	51	35
Roots International Academy*	42	46	23
United For Success Academy*	39	13	31
Frick Middle	34	23	21

*Are Persistently Lowest-Achieving Schools. Data from Education Data Partnership, FITNESSGRAM, 2011-12.

Overall, at these schools, data reflect a wide range of fitness with some key needs standing out:

- No school has more than 38% of 7th graders passing 5 of 6 FITNESSGRAM components.
- Schools like Elmhurst and Roots Academy have about *half* of students obese per CDC standards; nationally, 18% of youth aged 12-19 were obese in 2010, per the CDC.
- No school has over 50% of students in the Healthy Fitness Zone for Body Composition.

With regard to nutrition, OUSD California Healthy Kids Survey (CHKS)³ data from 2011-12 shows that while only 13% of White 7th graders had consumed *no fruit* in the past 24 hours; the rate was 24% for African Americans, and 21% for Latinos. Only 12% of White students had consumed *no vegetables*, compared to 30% of African Americans and 31% of Latinos.

Gaps or Weaknesses in Physical Education & Nutrition Services and Infrastructure: As

noted earlier, OUSD is working hard on many fronts to improve the health of its students. The

³ CHKS is analogous to the CDC’s YRBS, but required for schools and districts in the state of California.

District has the capacity and the determination to make positive changes. Unfortunately, we still have a number of systemic gaps and weaknesses:

■ **State Education Code for Minutes:** State law asserts that instruction in PE shall be provided not less than 200 minutes each 10 school days for students in grades 1-6. Middle school students must receive PE instruction for 400 minutes each 10 school days. In OUSD, middle schools are meeting standards, but our elementary schools are at about *half* the required time. This 50% gap was reflected in a 2012 California Department of Education Audit of OUSD PE.

■ **State Education Code for Instruction:** State code also says that PE shall be taught by a teacher credentialed to teach Physical Education. In California, all middle school teachers must have PE credentials, but in elementary schools, a multi-credentialed classroom teacher can teach PE. In OUSD, some higher-resource elementary schools are able to afford a credentialed PE teacher, but the budget simply does not allow for this at most schools. As a result, classroom teachers are expected to lead PE and physical activity (PA) – with varied results. The biggest barrier is that teachers leading physical education are rarely trained in PE or PA best practices. Many are uncomfortable with the active movement, safety issues and “controlled chaos” of PE.

■ **Lack of Consistent Curriculum:** Compounding lack of training, OUSD has not implemented a consistent PE curriculum – at either the elementary or middle school levels.

■ **Shortage of equipment:** In OUSD, PE budgets are frequently non-existent, leading to a lack of equipment. With many students, and only a few balls, this amounts to lower levels of moderate to vigorous activity as students wait to use equipment. In the 2010 UCSF study, when asked for suggestions to improve PE programs, *all* teachers suggested “more equipment.”

■ **Instructional Time/Academic Standards:** Because some OUSD students are falling behind with regard to academic performance, schools also face the challenge of dedicating time to PE

when the stakes are very high for academic achievement. In this PEP opportunity, OUSD is looking at curricula and models that *support and reinforce* classroom learning.

■ **Increase demand for healthy foods at individual, school and district levels** In a 2011-12 OUSD *Wellness Policy and Practices Inventory*,⁴ the District’s Wellness Policy assessment tool, more than half of participating schools reported serving or selling unhealthy food at celebrations, events or fundraisers. This is contrary to OUSD Wellness policy which says that vending, fundraising, and celebratory foods (“competitive foods”) served on campus should meet USDA nutrition guidelines and have nutritional value. Moreover, many low-resource schools are located in “food deserts” with access to lots of junk food, but not healthy food. Despite nutritional district gains, there is work to do to increase awareness, education, and demand for healthier foods. Improved nutrition education models, such as those proposed here, can support this.

State Physical Education (PE) Standards and Needs Identified in School Health Index

(SHI): As per PEP’s **Absolute Priority**, OUSD is working to address California’s five overarching *model content PE standards* for elementary and middle school students. Three of the five are particularly addressed by proposed plans (e.g., using the SPARK K-12 evidence based curriculum that has aligned activities to address each of the standards). OUSD also used the School Health Index (SHI) self-assessment to develop a School Health Improvement Plan focused on improving these issues, and to design an initiative that addresses identified gaps and weaknesses (see SHI scorecards in Other Attachments as per PEP Requirement 1):

⁴ OUSD partnered with Kaiser Permanente and University of California at San Francisco (UCSF) to develop the *Wellness Program and Policy Inventory* that was administered in spring 2012 for the first time. It will be used every other year to map the existence of wellness resources and adherence to OUSD Wellness Policy.

California State Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.
Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

OUSD Gaps	Solutions	SHI Issues Addressed
<ul style="list-style-type: none"> ▪ Lack of instructional time in PE/PA (50% minute gap in elementary schools). (Stds. 1,3,4) ▪ Insufficient classroom teacher training in PE/PA. (Stds. 1,3,4) ▪ Lack of consistent curricula (Stds. 1, 4) ▪ Lack of equipment. Std. 1) ▪ Need to increase demand for healthy foods. (Std. 4) 	<ul style="list-style-type: none"> ▪ Curriculum adoption with age-appropriate instruction for varied activities. Expectation of time dedicated to PE/PA activities and ongoing assessment of daily activity. ▪ Three years of ongoing teacher development and coaching in PE/PA curricula. ▪ SPARK sequential curriculum implemented, focused on motor skill development and evaluation ▪ Purchase of SPARK curriculum equipment ▪ Implementation of nutrition curriculum and ongoing coaching. 	<ul style="list-style-type: none"> ▪ Students active for at least 50% of class time ▪ Health-related physical fitness K-12 ▪ 150/225 minutes of PE per week ▪ Professional development for teachers ▪ Sequential PE curriculum consistent with standards ▪ Information and materials for teachers ▪ Information and materials for teachers ▪ Essential topics on healthy eating <i>and</i> Promote healthy food and beverage choices

In summary, Oakland SPARK into Action supports achievement of critical state standards and codes, addresses specific OUSD needs, and meets PEP priorities and requirements. It will contribute to OUSD meeting its strategic goal of increasing the *Social, Emotional and Physical Health* of students. This will be achieved by *increasing weekly time* exercising; improving the *quality* of PE and PA instruction through educator development and evidence-based PE curriculum, and *improving nutrition education* with an evidence-based nutrition curriculum.

2. SIGNIFICANCE

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

Oakland SPARK into Action will result in system change and improvement at the district and the individual school site levels.

District Level: Our discussion of system change must begin with OUSD's commitment to serving the well-being of the whole child through the creation of a Full-Service Community School District. Community schools are based on a developmental triangle with: 1) strong instructional programs, 2) expanded learning opportunities through enrichment activities, and 3) services designed to remove barriers to learning and healthy development.

Community Schools, Thriving Students, OUSD's Five Year Strategic Plan implemented in June 2011, sets *Social, Emotional and Physical Health* as one of the three legs of the triangle. A key new School Quality Standard is that *all students achieve and maintain satisfactory physical health including diet, nutrition, exercise and rest*.

This leg of the triangle will receive timely, critical support with the implementation of a PEP program. Oakland SPARK into Action is designed to create a **district model** at target schools, one which will *increase weekly time* exercising; improve the *quality* of PE and PA instruction through educator development and evidence-based PE curriculum, and *improve nutrition education* with an evidence-based nutrition curriculum.

The likelihood of success is supported by this proposal's tremendous alignment with other OUSD structural initiatives fully embraced by the Superintendent and School Board:

- **Districtwide Policy:** The OUSD Wellness Policy was passed in 2006, and PE Policy passed in 2004. Both policies are currently undergoing revision with input from students, parents and staff, and should be passed by the OUSD School Board of Directors at the beginning of the 2013-2014 school year. New policy commits to providing a school environment that promotes student wellness, healthy eating, nutrition education, and regular physical activity as part of the total learning experience. The districtwide School Wellness Council (formed in 2004) will assist schools with implementation of the policy. The implementation of a PEP

program concurrent with new policy provides a unique opportunity to *immediately* bolster policy with resources, and expert evaluation of PEP activities will, in turn, provide data to continuously improve district policies and systems in the future.

- **Wellness Champions:** Three years ago, OUSD implemented a Wellness Champion Program with teachers or other school staff receiving stipends to promote nutrition, wellness, and physical activity at their school sites. Forty schools now have a Champion. They conduct professional development, lead school-wide wellness events and conduct a Wellness Program & Policy Inventory. Aligning Oakland SPARK into Action with this effort will ensure that each targeted school has an identified point person to assist with data collection, coordinate trainings, and ensure that the program blends and enhances other district efforts.
- **Coordinated Teacher Development:** In school year 2013-14, OUSD will implement a California Endowment-funded effort in the 20 targeted elementary schools for PEP, including teacher development in physical activity programming to help improve student behavior and classroom management techniques. The timely alignment of Oakland SPARK into Action with this effort will fill the gaps unmet by The California Endowment grant and strengthen elementary school teacher development in PE/PA, reinforcing progress towards meeting state educational code and curriculum standards.

At the **individual school site** level, Oakland SPARK into Action will contribute to each school's development as a Full Service Community School. Each targeted school will be supported in developing a "culture of wellness." As noted in Section 1, some foods sold/served outside of the meal program at schools have limited nutritional value. In addition, elementary classroom teachers leading PE are not trained to do so. Schools also face the challenge of dedicating time to PE when the stakes are very high for academic achievement.

Infusing low-performing schools with resources, and increasing the quantity and quality of PE/PA and nutritional instruction at each, can change school priorities and systems. Ongoing development and education of classroom teachers, with coach support, will help create significant change because teachers will be able to lead inspiring and vigorous nutrition and PE lessons for the remainder of their careers. School Wellness Champions can work to promote SPARK activities in School Wellness Councils, school events, and meal programs.

In short, Oakland SPARK into Action is significant – and will succeed in improving systems across the district - because it builds upon current OUSD efforts and resources to improve student nutrition and physical activity. It is supported by existing and upcoming OUSD wellness policies, and will, in turn help enhance future policies. Coupled with The California Endowment funded project, it will result in extensive teacher development in PA/PE and improve quality of instruction that will be carried into every subsequent school year. Aligned with local, state and federal initiatives, it will contribute to a change of *culture* in under-resourced schools, helping to close the gap in access to nutrition education and resources to promote physical fitness.

3. QUALITY OF THE PROJECT DESIGN

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

OUSD and its partners will work towards an overarching **Goal**, supporting OUSD's Strategic Plan goal, *to increase the social, emotional and physical health of students*. **Objectives** are:

- 1) To increase student daily time spent in physical activity, increasing the percent who engage in 60 minutes of daily PA by a statistically significant amount (and no less than 10%) over baseline.
- 2) To improve the quality of PE/PA instruction with more minutes spent in moderate to vigorous physical activity to increase the percent of students in the Healthy Fitness Zone (HFZ) by a statistically significant amount (and no less than 10%) over baseline.

3) To improve nutrition education and student knowledge about healthy food choices, increasing the percent who consume fruit two or more times per day, and vegetables three or more times per day, by a statistically significant percent (and no less than 10%) over baseline.

Proposed objectives (and activities outlined below) cut across **PEP Absolute Priorities**, expanding and improving OUSD's instruction in healthy eating habits and good nutrition, and expanding and improving its physical education program, consistent with California's physical education standards. (As we will describe below, all five absolute PE priorities are addressed).

OUSD has chosen three **project strategies** to support district capacity. The strategies build on existing activities, and create a structure for future sustainability, so that the impact of Oakland SPARK into Action can extend beyond the grant period:

- 1) Leveraging and building on the growing foundation of work planned, or already taking place in OUSD, to improve student health;
- 2) Combining Strategy 1 opportunities with implementation and teacher development in evidence-based PE (*SPARK*) and nutrition (*Healthy Kids Challenge*) curricula.
- 3) Utilizing the resources of new and existing partners to strengthen and enhance PEP activities (**per Competitive Preference Priority 2**).

Regular assessment, measurement and program improvement will be conducted (per Section 6) to reinforce and improve districtwide policy and inform national evaluation efforts.

Strategy 1) In Year 1, OUSD is aligning the elementary-school implementation of PEP with a concurrent California Endowment-funded program taking place in all 20 of the targeted elementary schools. The district plans to leverage part of this funding, including curricula and planned teacher development, to ensure that every elementary classroom teacher (most have received little PA/PE training to date) learns new skills to increase the minutes of physical

activity in each school day. This summer, prior to PEP Year 1, teachers will be trained in two evidence-supported models that increase minutes of physical activity at school:

- *Instant Recess* provides 10 minute daily physical activity breaks to add 50 minutes of Moderate to Vigorous Physical Activity per week. Breaks are designed to be fun (e.g., a video in reggae dance routine), and based on a recent focus group, teachers are already excited about introducing this model in their classrooms.
- *Take 10* combines age-appropriate physical activities with grade-specific academic learning objectives – they are “brain breaks” tied to physical activity. One activity has students jump an invisible jump rope as the teacher counts jumps. Students perform math tasks (counting by 5s, counting backwards) to reinforce age-appropriate math skills.

Implementing these models in Year 1 will provide a “stepping stone” for untrained classroom teachers in adopting a more formal curriculum in Years 2 and 3.

Strategy 1 will be supported by each school’s Wellness Champion, who will work closely with a new proposed PEP-funded contract position: non-credentialed Physical Activity (PA) Specialists hired upon grant award. PA Specialists will move between elementary schools, support teachers in implementing the stepping stone curricula, model the lessons, and give feedback for improvement. The ongoing training they will provide throughout Year 1 will prepare classroom teachers for enhanced coaching in Year 2. OUSD’s PE Specialist (the Project Co-Director) will hire and train Year 1 PA Specialists.

Strategy 2: OUSD will introduce the *SPARK* curriculum (with modules for students K-2, 3-6, and Middle School) and an associated nutrition curriculum, the *Healthy Kids Challenge* (HKC, grades K-12). SPARK will be introduced in middle schools in 2013-14 and in elementary schools (building on the base in Strategy 1) in 2014-15. HKC will be introduced in 2013-14.

The *SPARK* program⁵ has curricula and on-site training for teachers designed to address all 5 of PEP's PE Absolute Priorities:

- (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being: SPARK positively affects activity, physical fitness, sport skills, enjoyment, academic achievement, activity levels away from school, and sustainability.
- (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development: SPARK shows significant increase in children's manipulative skills (throwing, catching, and kicking).
- (c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle: SPARK provides lessons in cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle. SPARK 3-6 and Middle School curricula include written Unit Tests to test knowledge.
- (d) opportunities to develop positive social and cooperative skills through physical activity participation: SPARK has instruction and assessment of social skills. There are two different social skills for each grade level, K-8. SPARK includes *Character Matters*, a social skills development program designed to identify, reinforce, and assess character education concepts.
- (e) opportunities for professional development for teachers to stay abreast of the latest research, issues, and trends in the field of PE: SPARK professional development has been rated highly by teachers, schools and districts. Since *OUSD's plans for program effectiveness and sustainability hinge on teacher development*, this was a key consideration in choosing SPARK. Moreover, OUSD classroom teachers participating in a 2013 focus group chose SPARK as the evidence-

⁵ SPARK is a research-based, public health organization of San Diego State University Research Foundation - www.sparkpe.org

based model *they would most like to implement* in their schools. OUSD also plans to train district-level Adapted PE Teachers who provide PE and PA to *students with disabilities*.

In middle schools, SPARK will be led by existing certified PE teachers, but in elementary schools (which have no dedicated PE teachers), OUSD will hire five district-level Credentialed PE Coaches rotating among target schools to help classroom teachers learn, support and sustain SPARK. They will provide ongoing development and refresher training to support gains.

Meeting Absolute Priority 1, *Healthy Kids Challenge (HKC)* utilizes evidence-based content and instructional strategies aligned with the recommendations of CDC, NIH, American Academy of Pediatrics and USDA to provide effective nutrition education materials and services. At both school levels, HKC will be led by a new 0.5 FTE Nutrition Coach who will conduct teacher development, model and coach teachers through lessons and provide ongoing support.

With their PE expertise, middle schools will be able to start SPARK in Year 1 – SPARK will provide on-site training to these teachers. Elementaries will have SPARK teacher development in Summer 2014 to prepare for Year 2 implementation. SPARK equipment purchases will be made to provide schools with the resources they need to implement the curriculum.

Strategy 3: OUSD, the LEA, is applying for Competitive Preference Priority 2: Partnerships Between Applicants and Supporting Community Entities. This will enable the district to leverage additional services to support program activities at each participating school, as follows:

- *OUSD food service or child nutrition director:* Jennifer LeBarre, OUSD Director of Nutrition Services, manages all school meal programs. She will be a collaborator for school nutrition education and is a key member of the OUSD School Wellness Council.
- *Head of the local government:* The City of Oakland and OUSD meet regularly as part of the Oakland Community Schools Leadership Council, whose goal is to work together for healthy,

thriving students. This group will serve as an advisory body for the PEP grant, helping support sustainability with linkages to other city resources.

■ *Local public health entity*: Alameda County Public Health Department Nutrition Services is a long-time partner providing nutrition education/access to healthy food activities to Oakland students and families. They will continue this work and also continue to be advisors through the School Wellness Council and other shared collaboratives.

■ *CBO*: Running for a Better Oakland (RBO) is a non-profit organization that encourages kindergarten through 12th grade students to develop healthy lifestyles through running. RBO trains kids to run the 5K, 10K, ½ marathon and full marathon components of the City of Oakland Running Festival. Through Oakland SPARK into Action, RBO will work with 100 elementary and middle school students from the targeted schools each year, providing afterschool and weekend coaching and training to help students run in the competitive event.

In summary, district nutrition and physical activity/education *capacity* is built by implementing Strategies 1 and 2. Strategy 2, focusing on long-term teacher development will *yield long-term results* beyond the period of federal assistance since teachers will carry skills learned into every subsequent school year. Moreover, leveraging partner resources (Strategy 3) provides additional opportunities for sustaining gains *and* activities beyond the grant period.

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

Oakland SPARK into Action reflects up-to date knowledge on two levels. First, it aligns with the newest research showing that healthy students are better prepared to succeed in school. A new federally-supported report, *Health in Mind*, from the Healthy Schools Campaign and Trust for America’s Health (2013) asserts that this “common-sense notion” is critical in addressing vast health disparities that impact the national achievement gap.

The report presents actionable policy recommendations focused on supporting schools in addressing health and wellness in order to improve student learning and achievement.

Dovetailing with OUSD Wellness Policy and the purposes of PEP, recommendations include:

- Preparing principals and teachers to promote student health and wellness through professional development programs and in-service training that equips them to identify and address student health issues: This is a key feature in both OUSD strategies 1 and 2.
- Re-thinking the role schools can play in our nation’s prevention efforts: OUSD has been “re-thinking” its role since 2011 when it adopted its new Strategic Plan and joined the vanguard of the Full-Service Community School District movement. OUSD is also unique in involving a host of community partners (health centers, businesses, CBOs) in efforts to improve school health and wellness, as reflected in Strategy 3.

Secondly, SPARK into Action utilizes evidence-based curricula to support PEP Absolute Priorities, Requirements *and* state PE curriculum standards. SPARK has almost 25 years of research proving its effectiveness, including validated evidence of success with: physical activity (McKenzie et al. 1997, 2004; Sallis et al., 1997, 2003); physical fitness (Sallis et al., 1997); motor skill development (McKenzie et al., 1998); academic achievement (Sallis et al., 1999); Adiposity (Sallis et al., 1993); Student enjoyment (McKenzie et al., 1994); program maintenance and institutionalization (Dowda et al., 2005; McKenzie et al., 1997). SPARK has been validated by the U.S. Department of Education and earned “Exemplary Program” status.

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

Part A, above addressed the alignment of program objectives and activities with PEP’s Absolute Priorities. Requirement 1, Aligning Project Goals with Identified Needs Using the SHI was addressed in Section 1. As has been discussed, Requirement 2 is addressed with new OUSD

Wellness and PE policies scheduled for redesign and Board adoption by the beginning of school year 2013-14. As per our attached Program-Specific Assurances, we will use PEP data and findings for continuous policy refinement, and will detail related policy improvements in our final PEP report. OUSD also has a plan to integrate PEP Requirements 3 - 7 into program design, as detailed in the Notice Inviting Applications.

■ 3. Linkage with Local Wellness Policies: We have detailed OUSD's new Strategic Plan and how the proposed project supports the Full Service Community District model. The District School Wellness Policy supports all activities in the PEP program and its impending revision will be further enhanced by the proposed activities.

■ 4. Linkages with Federal, State, and Local Initiatives: Trained through the American Cancer Society, OUSD follows a coordinated school model, but it does not directly receive CDC Coordinated School Health program or Recovery Act funding. OUSD PEP is aligned with other state and federal initiatives in several key ways. The District plans to enroll all targeted schools into Alliance for a Healthier Generation Healthy Schools Program and has already developed a partnership with the California Regional Manager. OUSD also has a long-standing partnership with Kaiser Permanente and will collaborate on their new Thriving Schools Campaign. Finally, the choice of SPARK helps OUSD meet all seven **Let's Move! Initiative design filters (Invitational Priority 1)**, being a universal and age-appropriate intervention built on recommended guidelines for dosage and duration, with extensive training and data tracking, and consistent motivation so that activities are **engaging and fun** for students (SPARK 2013 Resource Guide, page 8).

■ 5. Updates to PE and Nutrition Instruction Curricula: OUSD is proposing to implement SPARK and HKC and has obtained a HECAT and PECAT, included in Other Attachments.

- 6. Equipment purchases will be made that strictly align with SPARK curricular components.
- 7. Increasing Transparency and Accountability: OUSD commits to reporting information to the public is evidenced by an attached Program-Specific Assurance.

SPARK into Action is exceptional in many ways. It is directly supportive of district goals. It leverages existing resources and infrastructure, as well as the activities of community partners, to meet objectives. And mostly, it provides a unique opportunity for growth. OUSD is primed to implement a comprehensive PE and nutrition education model, and given the significant gaps outlined in Section 1, PEP a represents a significant opportunity to make a huge leap forward.

4. ADEQUACY OF RESOURCES

(A) How costs are reasonable in relation to number served and anticipated results/benefits.

Cost Per Student: OUSD requests \$750,000 in Year 1 to deliver SPARK into Action to approximately 9,800 students (about 7,800 at the elementary school level, and 2,000 in middle schools) annually. This results in a federal cost per student of just \$77. This rate decreases in Years 2 and 3 and is very cost effective, particularly considering the high cost of doing business in the San Francisco Bay Area, and the risks students in Oakland currently face.

Anticipated Results and Benefits: In Section 1, we highlighted a host of challenges which students, particularly lower income students, face in OUSD. These include insufficient time spent in PE and PA at the elementary school level, lack of PE equipment, and a lack of consistent curricula to deliver PE/PA and nutritional education.

As a result, physical risks are higher among lower income students: they have higher BMIs and are less likely to place in the Healthy Fitness Zone (HFZ). This, in turn, puts them at higher risk for chronic conditions like diabetes and heart disease, which can shorten life span.

In the short term, we expect that students will spend more time exercising each week, that the quality of that exercise will increase, and that knowledge and behavior about healthy food choice will increase as a result of nutrition education. Additionally, with ongoing teacher training, SPARK into Action is a sustainable model, resulting in essential school culture change. We expect that program effects will continue at each site well into the future, compounding learning and positive health results over time.

Supporting Resources: As outlined in Section 3, OUSD is able to offer a competitive rate per student by using its three strategies – building on existing programs and resources, fostering ongoing teacher development, and leveraging resources from a rich collaborative of partners. Other significant support for project implementation includes:

- **OUSD Staff:** OUSD is matching the time of two health experts to lead the project: *Michelle Oppen* is the Coordinated School Health Program Manager within the Family, Schools, and Community Partnerships (FSCP) Department. With a Masters of Public Health, Ms. Oppen brings 15 years of experience managing obesity prevention programs, and will serve as Co-Project Director with *Laura Binczak*, the PE Specialist in the Leadership, Curriculum and Instruction (LCI) Department. A long-time PE teacher and expert, Ms. Binczak provides leadership, curriculum and instruction for all the PE programs at all 86 OUSD schools.
- **California Endowment Funding:** In Year 1, OUSD is matching \$106,611 from The California Endowment. As outlined in Strategy 1 above, this funding supports the implementation of “stepping stone” curricula in elementary schools.
- **In-Kind Wellness Champion:** Each school has a lead Wellness Champion, partially funded by the S.D. Bechtel Jr. Foundation and Kaiser Permanente, to support other teachers, work with coaches, collect data, and support the implementation of SPARK into Action at their school site.

- **PE Equipment Library:** In 2012 and 2013, OUSD received two awards from the Bechtel Foundation for a PE equipment library valued at \$150,000 that will support project implementation. Staff will use equipment for modeling lessons and technical supplies, such as video cameras. It will supplement the SPARK equipment budget with extra items for large classes and special activities such as field days.
- **OUSD Wellness Council:** Expert project steering and oversight will be provided by this long-standing districtwide council, as described in Section 5.
- **Partner Contributions:** As noted, ACDPH is a long-time nutrition collaborator, and will contribute activities such as Harvest of the Month, where schools get to taste new fruits and vegetables. They have an accompanying curriculum which can be combined with Healthy Kids Challenge. RBO will provide volunteer coaches to help train students to run in distance events.

5. QUALITY OF THE MANAGEMENT PLAN

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

Staffing, Management and Oversight Plan: As noted, staff from two OUSD departments will oversee Oakland SPARK into Action as Project Co-Directors: Michelle Oppen, 0.3 FTE on PEP, the OUSD FSCP Coordinated School Health Program Manager, and Laura Binczak, 0.7 FTE on PEP, LCI PE Specialist. Ms. Oppen will take the administrative lead, responsible for evaluation and reporting, monitoring the project budget, district policy work and oversight of the School Wellness Council. Ms. Binczak will serve as programmatic lead, supervising, scheduling, and coordinating new staff; providing guidance on curricula and expert support to teachers and coaches to implement PE/PA interventions. New proposed SPARK into Action staff include:

- *Nutrition Coach*: 0.5 FTE. This district-level credentialed teacher will be responsible for training teachers on the HKC curriculum, and ensuring the integration of curricular activities across all school sites (Supervised by Laura Binczak).
- *PA Specialists*: Two non-credentialed contractors will work with classroom teachers in Year 1 only, supporting ongoing teacher development and implementation of PE/PA models. Supervised by Laura Binczak, they will rotate among the 20 elementary schools.
- *Credentialed PE Coaches*: In Summer 2014, 5.0 FTE credentialed PE Coaches will be hired to help elementary classroom teachers learn, implement and sustain SPARK. Rotating among 20 elementary schools, they will provide ongoing development and refresher training. At least one will speak Spanish. (Supervised by Laura Binczak)

Project steering will be provided by Project Co-Directors in conjunction with the **OUSD School Wellness Council**, led by Michelle Oppen. The Council is responsible for the implementation of OUSD Wellness Policy, and already includes representatives from most project partners. It will meet quarterly to provide implementation oversight, ensure alignment with wellness policy, and review project data to improve policy and program quality.

Implementation Plan: This plan shows how tasks will be phased in across three program years, assuming a start date of October 1, 2013. A timeline for evaluation is included in Section 6.

Timeline	Elementary School Tasks	Middle School Tasks
<i>Year 1 (10/2013 – 9/2014)</i>		
Summer 2013 (pre-PEP award)	<ul style="list-style-type: none"> ▪ Teachers at 20 schools trained to use Instant Recess and Take 10 (<i>Proj. Directors</i>) 	-
Fall 2013	<ul style="list-style-type: none"> ▪ Hire Nutrition Coordinator (<i>Proj. Directors</i>) ▪ Hire Year 1 PA Specialists (<i>Proj. Directors</i>) ▪ Implement Instant Recess and Take 10 (<i>ES teachers, PA Specialists</i>) ▪ Purchase Healthy Kids Challenge (HKC) curriculum (<i>Proj. Directors</i>) ▪ New OUSD Wellness and PE policies passed and implemented and Begin project steering meetings (<i>OUSD Wellness Council</i>) 	<ul style="list-style-type: none"> ▪ Same ▪ Purchase Healthy Kids Challenge Curriculum and MS SPARK (<i>Proj. Directors</i>) ▪ SPARK equipment purchased (<i>Proj. Directors</i>) ▪ SPARK training begins (<i>SPARK trainers on-site in OUSD</i>) ▪ Same

Timeline	Elementary School Tasks	Middle School Tasks
Winter 2013-2014	<ul style="list-style-type: none"> ■ HKC training for teachers (<i>Nutrition Coach</i>) ■ RBO recruits students, volunteers start after school coaching. ■ Implement HKC (<i>Classroom Teachers</i>) 	<ul style="list-style-type: none"> ■ Same ■ Same ■ Implement HKC (<i>MS teachers</i>)
Spring 2014	<ul style="list-style-type: none"> ■ Purchase K-2 and 3-6 SPARK; recruit for certified PE teacher Coaches to assist with implementation. (<i>Proj. Directors</i>) ■ Students participate with RBO in Oakland Running Festival. 	<ul style="list-style-type: none"> ■ Implement SPARK curriculum (<i>PE Teachers</i>) ■ Supervise implementation (<i>L. Binczak</i>) ■ Same.
Summer 2014	<ul style="list-style-type: none"> ■ Hire five PE Teacher Coaches (<i>Proj. Directors</i>) ■ SPARK equipment purchased (<i>L. Binczak</i>) ■ SPARK training begins (<i>SPARK trainers on-site in OUSD</i>) 	<ul style="list-style-type: none"> ■ Refresher trainings (<i>L. Binczak</i>)
Year 1 Milestones (by 9/14/2014): Instant Recess/Take 10 increase PA minutes in elementary schools; HKC implemented in middle and elementary schools; SPARK implemented in middle schools; 100 students participate in Oakland Running Festival.		
Year 2 (10/2014 – 9/2015)		
Fall 2014	<ul style="list-style-type: none"> ■ Implement SPARK curriculum (<i>Credentialed PE coaches s w/ Classroom teachers</i>) ■ Ongoing HKC implementation (<i>Classroom teachers</i>) 	<ul style="list-style-type: none"> ■ Ongoing SPARK and HKC implementation (<i>PE and Classroom Teachers</i>)
Winter 2014-15	<ul style="list-style-type: none"> ■ RBO recruits students, volunteers start after school coaching. 	<ul style="list-style-type: none"> ■ Same.
Spring 2015	<ul style="list-style-type: none"> ■ Students participate with RBO in Oakland Running Festival. 	<ul style="list-style-type: none"> ■ Same.
Summer 2015	<ul style="list-style-type: none"> ■ Refresher trainings (<i>Credentialed PE coaches</i>) ■ Continual enhancement and improvement of OUSD Wellness Policies. (<i>OUSD Wellness Council</i>) 	<ul style="list-style-type: none"> ■ Refresher trainings (<i>L. Binczak</i>) ■ Same.
Year 2 Milestones (by 9/14/2015): Continued HKC implementation; SPARK implemented at both levels; 100 students participate in Oakland Running Festival.		
Year 3 (10/2015 – 9/2016)		
Fall 2015	<ul style="list-style-type: none"> ■ Ongoing SPARK and HKC implementation (<i>Classroom Teachers and Coaches</i>) 	<ul style="list-style-type: none"> ■ Ongoing SPARK and HKC implementation (<i>PE and Classroom Teachers</i>)
Winter 2015-16	<ul style="list-style-type: none"> ■ RBO recruits students, volunteers start after school coaching. 	<ul style="list-style-type: none"> ■ Same.
Spring 2016	<ul style="list-style-type: none"> ■ Students participate with RBO in Oakland Running Festival. 	<ul style="list-style-type: none"> ■ Same.
Summer 2016	<ul style="list-style-type: none"> ■ Refresher trainings (<i>PE coaches</i>) ■ Review of Evaluation data to support continual enhancement and improvement of OUSD Wellness Policies. (<i>OUSD Wellness Council</i>) ■ Final PEP Report (<i>Proj. Directors</i>) 	<ul style="list-style-type: none"> ■ Refresher trainings (<i>L. Binczak</i>) ■ Same. ■ Same.
Year 3 Milestones (by 9/14/2016): Continued HKC and SPARK implemented at both levels; 100 students participate in Oakland Running Festival; Evaluation data used to revise/inform OUSD Wellness Policies		

6. QUALITY OF PROJECT EVALUATION

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

Note: There are several preeminent institutions in the SF Bay Area which conduct research on weight and health, and OUSD consulted with such organizations to develop this evaluation plan. OUSD will place all evaluation contracts out to bid according to U.S. Department of Education per the 3/26/2013 TA call.

As outlined in Section 3, OUSD is designing its evaluation around objectives which are framed by the three GPRA objectives:

1. Percent of students served by the grant who engage in 60 minutes of daily physical activity measured by using pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.
2. Percent 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.
3. Percent of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day as measured in programs serving elementary and middle school students using an appropriate measure.

Data to be collected and methods: Data collection will take place during two-month periods at all 25 schools (20 elementary, 5 middle) three times during Year 1 (Sept/Oct, Jan/Feb, April/May), and twice each during Years 2 and 3 (Sept/Oct, April/May). During each two-month period, data collection will take place at each school over the course of one week, with an estimated 3-4 schools being simultaneously evaluated each week of the two-month period. In other words, to accommodate the need to have all 9,800 students wearing pedometers, testing windows will be staggered so that pedometers can be shared between schools.

OUSD plans to use the following measures and, aside from qualitative staff surveys, does not plan to develop project-specific instruments:

- Pedometers – To be worn by all students for one day each per year.
- 3DPar Survey - To be completed by all students, grades 5-8
- California Healthy Kids Survey (CHKS) nutrition questions - completed by all students grades 5 and 7. CHKS is the appropriate measure of fruit and vegetable consumption in California.
- Presidential Youth Fitness Test measures - To be completed by all students. As noted, PYFP will begin using FITNESSGRAM, already widely used in California LEAs.
- System for Observing Fitness Instruction Time (SOFIT) – An observation tool for PE classes to be used in one class per grade per school each year. SOFIT is used in OUSD to help measure the proportion of lesson time spent in MVPA, and teacher’s promotion of PA during class time.

Qualitative/process data will be collected at the end of Years 2 and 3 through focus groups or surveys with Coaching staff and classroom teacher. Surveys will be developed early in Year 2 and will focus on ease of project implementation, student and teacher reactions to activities, and ideas for future project improvement.

Data Analysis Plan: OUSD’s contact evaluator will be responsible for minimal data collection (SOFIT), data entry, analysis and creating year-end and final reports. Data will be entered using a password-protected Filemaker Pro database and stored on a secure server. All data analysis will be conducted using the Stata statistical software package, version 12. Researchers will use standard descriptive statistics (t-tests, chi-squared tests, ANOVA) to examine the association between school demographic characteristics and baseline measures in Year 1. Across Years 1 – 3, evaluators will use multi-level mixed models accounting for clustering by school, and adjusting for appropriate covariates, to assess longitudinal change in grade-, school-, and school-

type (elementary vs. middle) outcome measures, including: 1) minutes students spend in daily physical activity; 2) students in the Healthy Fitness Zone for PYFT components; and 3) student consumption of two or more fruits and three or more vegetables per day.

Schedule: The following table details the planned data collection schedule.

Data Period	Months	GPRA Measure	Tool	# of	Group Assessed	Year 1	Year 2	Year 3
Baseline	Sept - Oct	1	Pedometers	Students wearing	All students	9800	9800	9800
		1	SOFIT	Observations	All grades	150	150	150
		1	3DPAR	Surveys	5-8th	1350	1350	1350
		2	PYFT	Students tested	All students	9800	9800	9800
		3	CHKS	Students surveyed	5-8th	1350	1350	1350
Midpoint	Jan-Feb	1	Pedometers	Students wearing	All students	1350	N/A	N/A
		1	SOFIT	Observations	All grades	N/A	N/A	N/A
		1	3DPAR	Surveys	5-8th	1350	N/A	N/A
		2	PYFT	Students tested	All students	1350	N/A	N/A
		3	CHKS	Students surveyed	5-8th	1350	N/A	N/A
Follow-Up	April - May	1	Pedometers	Students wearing	All students	9800	9800	9800
		1	SOFIT	Observations	All grades	150	150	150
		1	3DPAR	Surveys	5-8th	1350	1350	1350
		2	PYFT	Students tested	All students	9800	9800	9800
		3	CHKS	Students surveyed	5-8th	1350	1350	1350

Reporting and Quality Improvement: Reports will be generated at the end of each project year, and a final report detailing both qualitative and quantitative data will be generated at the end of Year 3, and provided to the Department of Education per their reporting schedule. Data will be shared with staff and the steering body (OUSD’s Wellness Council) annually to monitor project progress and to provide a structure to improve project components. Data will be used throughout the grant period to inform opportunities for project replication at other OUSD schools in the future. OUSD has also budgeted for conference attendance; based on evaluation data, conference attendance will promote the project as a model in other educational settings.

Carol M. White Physical Education Program
Line Item Budget Summary: U.S. Department of Education Funds and Non-Federal Funds

District/LEA: **Oakland Unified School District (OUSD)**
 Project Name: **Oakland SPARK into Action**

	YEAR 1		YEAR 2		YEAR 3		PROJECT TOTAL	
	Federal	Match	Federal	Match	Federal	Match	Federal	Match
1. Personnel								
Project Director, 0.3 FTE (M. Oppen)		\$ 27,300		\$ 27,300		\$ 27,300	\$ -	\$ 81,900
Project Director, 0.7 FTE (L. Binczak)		\$ 46,327		\$ 46,327		\$ 46,327	\$ -	\$ 138,982
Nutrition Coach, 0.5 FTE	\$ 32,500		\$ 32,500		\$ 32,500		\$ 97,500	
Credentialed PE Coaches - 5.0 FTE	\$ -		\$ 325,000		\$ 325,000		\$ 650,000	\$ -
OUSD Fitnessgram Data Coordinator 0.15 FTE @ \$86,270		\$ 12,941		\$ 12,941		\$ 12,941		\$ 38,822
OUSD CHKS Data Coordinator 0.15 FTE @ \$86,270		\$ 12,941		\$ 12,941		\$ 12,941		\$ 38,822
OUSD Office Manager 0.10 FTE @ \$67,595		\$ 6,760		\$ 6,760		\$ 6,760		\$ 20,280
Certificated Staff Training Stipends:								
Summer - ES Teachers (\$191/day for 200 teachers for 2 days)	\$ 76,400	\$ -	\$ 76,400	\$ -	\$ 38,200	\$ -	\$ 191,000	\$ -
Summer - MS PE Teachers (\$191/day for 15 teachers for 2 days)	\$ 5,730	\$ -	\$ 5,730	\$ -	\$ 2,865	\$ -	\$ 14,325	\$ -
<i>(Training reduced to 1 day in Year 3)</i>								
Lead Teacher/Wellness Champion Stipends (25 x \$2000)	\$ 20,000	\$ 30,000	\$ 20,000	\$ 30,000	\$ 20,000	\$ 30,000	\$ 60,000	\$ 90,000
Subtotal Personnel	\$ 134,630	\$ 136,268	\$ 459,630	\$ 136,268	\$ 418,565	\$ 136,268	\$ 1,012,825	\$ 408,805
2. Fringe Benefits								
35 percent of Personnel <i>(benefits not calculated on stipends)</i>	\$ 11,375	\$ 37,194	\$ 125,125	\$ 37,194	\$ 125,125	\$ 37,194	\$ 261,625	\$ 111,582
3. Travel								
New grantee meeting: Airfare/hotel for Project Directors	\$ 3,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000	\$ -
Mileage for coaching staff @ \$.55 per mile	\$ 1,000	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ 5,000	\$ -
Conferences	\$ -	\$ -	\$ 3,000	\$ -	\$ 13,900	\$ -	\$ -	\$ -
Subtotal Travel	\$ 4,000	\$ -	\$ 5,000	\$ -	\$ 15,900	\$ -	\$ 24,900	\$ -
4. Equipment								
Laptops for new staff: 7 computers and 6 rolling computer cases	\$ 4,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,000	\$ -
PE Equipment - to implement SPARK	\$ 307,000	\$ -	\$ 22,497	\$ -	\$ -	\$ -	\$ 329,497	\$ -
Subtotal Equipment	\$ 311,000	\$ -	\$ 22,497	\$ -	\$ -	\$ -	\$ 333,497	\$ -
5. Supplies								
Pedometers at \$16 each	\$ 16,000	\$ -	\$ 3,200	\$ -	\$ 3,200	\$ -	\$ 22,400	\$ -
Office Supplies	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ 2,000	\$ -	\$ 6,000	\$ -
Additional Curricular support supplies (Take 10 cards, IR videos)	\$ 13,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 13,200	\$ -
Subtotal Supplies	\$ 31,200	\$ -	\$ 5,200	\$ -	\$ 5,200	\$ -	\$ 41,600	\$ -
6. Contractual								
Evaluation Subcontractor (TBD)	\$ 57,241	\$ -	\$ 62,132	\$ -	\$ 85,049	\$ -	\$ 204,422	\$ -
7. Construction: N/A								
8. Other								
PA Specialists (\$20 hour for 2000 hours)	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -
Nutrition Curriculum-HKC (60 units Yr 1, additional 40 units for ES Yr 2)	\$ 4,577	\$ -	\$ 3,052	\$ -	\$ -	\$ -	\$ 7,629	\$ -
SPARK PE curric/instructional materials (excluding equipment)	\$ 101,769	\$ -	\$ -	\$ -	\$ 14,364	\$ -	\$ 116,133	\$ -
SPARK training: on-site vendor training, including travel	\$ 15,697	\$ -	\$ 21,607	\$ -	\$ 21,607	\$ -	\$ 58,911	\$ -
Oakland Running Festival Entry Fees (\$50 for 100 students)	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 5,000	\$ -	\$ 15,000	\$ -
RBO - stipend for one training coach	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ 1,500	\$ -
Occupancy/Rent - new staff (\$2.50/sq ft/mo x 30 sq ft) - 0.5 Yr 1, 5.5 Yr 2-3	\$ -	\$ 450	\$ -	\$ 4,950	\$ -	\$ 4,950	\$ -	\$ 10,350
Telephone/Utilities (\$30 per month) for new staff - .5 Yr 1, 5.5 Yrs 2-3	\$ -	\$ 180	\$ -	\$ 1,980	\$ -	\$ 1,980	\$ -	\$ 4,140
OUSD PE Equipment Library (grant match)	\$ -	\$ 50,000	\$ -	\$ 40,000	\$ -	\$ 30,000	\$ -	\$ 120,000
The California Endowment (grant match)	\$ -	\$ 106,611	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 106,611
Subtotal Other	\$ 167,543	\$ 157,241	\$ 30,159	\$ 46,930	\$ 41,471	\$ 36,930	\$ 239,173	\$ 241,101

	YEAR 1		YEAR 2		YEAR 3		PROJECT TOTAL	
	Federal	Match	Federal	Match	Federal	Match	Federal	Match
9. Total Direct Costs (lines 1-8)	\$ 716,989	\$ 330,703	\$ 709,743	\$ 220,392	\$ 691,310	\$ 210,392	\$ 2,118,042	\$ 761,488
10. Indirect Costs <i>Current federally approved indirect rate for OUSD is 4.57%</i>	\$ 32,766	\$ 15,113	\$ 32,435	\$ 10,072	\$ 31,593	\$ 9,615	\$ 96,795	\$ 34,800
11. Total Costs (lines 9-10)	\$ 749,755	\$ 345,816	\$ 742,178	\$ 230,464	\$ 722,903	\$ 220,007	\$ 2,214,837	\$ 796,288

Oakland Unified School District: *Oakland SPARK into Action*
Budget Narrative to support Line Item Budget

Year 1: October 1, 2013 to September 30, 2014

1. PERSONNEL

Per our Project Narrative, OUSD has budgeted for sufficient staff to ensure implementation of project activities for 9,800 students across 25 school sites. They include:

Project Directors (Match): Project Co-Director Michelle Oppen, the OUSD Family, Schools, and Community Partnerships (FSCP) Department Coordinated School Health Program Manager, will devote 0.3 FTE (\$27,300) on PEP. She will take the administrative lead, responsible for evaluation and reporting, monitoring the project budget, district policy work and oversight of the OUSD School Wellness Council. Ms. Oppen's salary is funded, and the match provided, through grants from Kaiser Permanente and the S.D. Bechtel Jr. Foundation.

Project Co-Director Laura Binczak, OUSD Leadership, Curriculum and Instruction (LCI) Department PE Specialist, will devote .0.7 FTE to PEP (\$46,327). Ms. Binczak will serve as programmatic lead, supervising, scheduling, and coordinating new staff; scheduling of equipment orders, inventory and deliveries; providing guidance on curricula and expert support to teachers and coaches to implement PE/PA interventions. Both Project Co-Directors are existing OUSD staff.

Nutrition Coach (To Be Hired – Federal Funds): 0.5 FTE at \$32,500. This district-level credentialed teacher will be responsible for training teachers on the Healthy Kids Challenge and ensuring the integration of curricular activities across all 25 school sites. At a minimum, this position requires a teaching credential and at least three years of teaching experience. Research protocol and practice are also required.

OUSD Fitnessgram Data Coordinator (Match): OUSD is matching 0.15 FTE of the salary (\$8,627) of this data coordinator position to ensure data collection for GPRA measures. This will be essential to ensure the evaluation team has access to critical District data.

OUSD CHKS Data Coordinator (Match): OUSD is matching 0.15 FTE of the salary (\$8,627) of this data coordinator position to ensure data collection for GPRA measures. This will be essential to ensure the evaluation team has access to critical District data.

OUSD Office Manager (Match): OUSD is matching 0.10 FTE of the salary of an administrative support person in the FSCP Department (\$6760). The Office Manager will assist the Project Directors with fiscal matters including equipment purchasing, executing contracts, invoicing and purchasing.

Certificated Staff Training Stipends (Federal Funds): Each year of the project, OUSD will be supporting the ongoing development of teachers at the 25 target schools. This will include 200 elementary classroom teachers at 20 schools and 15 PE teachers at 5 middle schools. Each

summer, OUSD teachers receive stipends for time spent in development at an overall rate of \$191 per day. District-level Adapted PE Teachers, who provide PE/PA services to disabled students, will also participate in trainings.

Elementary school teachers are budgeted at \$191/day for 200 teachers for 2 days = \$76,400.
Middle School MS PE Teachers are budgeted at \$191/day for 15 teachers for 2 days = \$5730.

Lead Teacher/Wellness Champion Stipends (60% Match – 40% Federal Funds): As noted in the project narrative, each of the 25 schools has a lead Wellness Champion to serve as an on-site project point person, i.e., support other teachers, work with coaches, collect data, and generally support the implementation of SPARK into Action at their school site. Each receives an annual stipend of \$2,000 for this role. OUSD is matching 60% of this stipend, and requesting 40% in federal funds to support project coordination with existing wellness activities at each site. The matching portion is provided through grants from Kaiser Permanente and the S.D. Bechtel, Jr Foundation.

Total Personnel Federal Request: \$134,630

Total Personnel Match: \$136,268

2. FRINGE BENEFITS

OUSD provides medical and dental benefits, legally mandated contributions to the state retirement system, paid vacation and sick time, and all legally required federal and state benefits.

This rate is calculated at 35% of salary for both federally funded and matched personnel, and *is not applied* to stipends.

Total Benefits Federal Request: \$11,375

Total Benefits Match: \$37,194

3. TRAVEL

New Grantee meeting (Federal Funds): OUSD is budgeting \$1500 for each of the two Project Directors to attend the two-day new grantee meeting in the D.C. area. Airfare is budgeted at \$800 per round trip, and hotel/per diem at \$700 apiece.

Mileage reimbursement for Project Staff (Federal Funds): For travel to 25 school sites by Nutrition Coach and PA Specialists – approximately 1,818 miles at \$.55 per mile.

Total Travel Federal Request: \$4,000

Total Travel Match: \$0

4. EQUIPMENT

Laptops (Federal Funds): In Year 1 only, OUSD will be purchasing new laptops for one Project Director (HP Envy at \$1000) and 6 new staffing positions – Nutrition Coach, 5 PE Coaches - small notebooks at \$450 each.

Rolling computer cases (or appropriate cases to protect equipment and ensure portability between sites) is budgeted at \$20 per laptop.

PE Equipment (Federal Funds): To implement SPARK, a large up-front investment is required to purchase the PE equipment necessary to implement the curriculum. The SPARK vendor has provided OUSD a bid for the equipment which totals \$329,497, as follows:

-20 Grades K-6 Premium unit price of \$8,016.49, with shipping and handling and tax, \$190,792.

-10 Middle schools Premium unit price of \$11,655.87, with shipping and handling for a total of \$138,704.90.

Because SPARK equipment is calculated on an average class size of 36, and some OUSD Middle School PE classes have as many as 70 students, the vendor has recommended budgeting for 10 sets instead of 5. In California there are no state standards for PE class sizes. NASPE recommends a student-teacher ratio of 25:1 in elementary PE classes, but California has the largest PE class sizes in the country (Childrennow.org). \$307,000 of the total SPARK equipment budget is allocated to Year 1.

Total Equipment Federal Request: \$311,000

Total Equipment Match: \$0

5. SUPPLIES

Pedometers (Federal Funds): To support GPRA measurement, OUSD is budgeting for 1,000 Omron HJ-105FN Aerobic Pedometers at \$16 each. With staggered testing windows, these pedometers will be shared between schools.

Office Supplies (Federal Funds): Budgeted at approximately \$167 per month across the project. Actual costs will fluctuate monthly. This will pay for printing, postage, notepads, and any other support materials that are required by our Program Directors to implement this grant.

Additional curricular support supplies (Federal Funds): To support the Year 1 implementation of Take 10 and Instant Recess (an activity partially supported by The California Endowment), OUSD requests additional sets of Take 10 Cards (100 @ \$82 per) and 100 IR videos (at \$50 per) for a total of \$13,200. This will support curricula implementation in every targeted classroom.

Total Supplies Federal Request: \$31,200

Total Supplies Match: \$0

6. CONTRACTUAL (Federal Funds)

An Evaluator is the main contractual line item in this budget. Per Department of Education instructions, OUSD has not chosen an evaluation vendor, but has estimated costs based on past evaluation contracts.

Personnel	\$34,346
Travel	\$509
Supplies and other expenses	\$19,770
Total Direct	\$54,624
Institutional overhead @ 4.79%	\$2,617
Total	\$57,241

Total Contractual Federal Request: \$57,241

Total Contractual Match: \$0

7. CONSTRUCTION – N/A

8. OTHER

Physical Activity Specialists (Federal Funds): In Year 1 only, 2000 hours at \$20 per hour are budgeted to support the time of two non-credentialed contractors who will work with elementary classroom teachers, supporting ongoing teacher development and implementation of PE/PA models such as Take 10 and instant Recess. They will rotate among the 20 elementary schools. *OUSD will strive to hire at least one Spanish-speaker in this position.*

Nutrition Curriculum (Federal Funds): OUSD has chosen the *Healthy Kids Challenge* nutrition curriculum, and a vendor quote has been obtained. Each participating teacher shall receive instructional supplies and curriculum that support standards based instruction in physical education and nutrition and meet identified needs from the School Health Index. Forty HKC 3-5 Curriculum units (\$3052) and 20 HKC 6-8 Curriculum (\$1525) are budgeted in Year 1.

SPARK PE curriculum/instructional materials (excluding equipment) (Federal Funds): As noted, OUSD has obtained a quote from the SPARK vendor for a project of this size. Each participating teacher shall receive instructional supplies and curriculum that support standards based instruction in physical education and nutrition and meet identified needs from the School Health Index. Instructional materials include 120 K-2 Book, CD, Folio Combo; 120 3-6 Book, CD, Folio Combo; 20 Middle School Book, CD, Folio Combo; 40 HKC 3-5 Curriculum; 40 HKC 3-5 Curriculum; and 20 HKC 6-8 Curriculum. Per the quote, we are budgeting \$101,769.

SPARK training (excluding equipment) (Federal Funds): SPARK implementation will require extensive teacher development. Given training for 215 staff members, OUSD has budgeted for vendor training to take place on-site in Oakland. The vendor training quote, including trainer travel, is \$15,687.

Oakland Running Festival Entry Fees (Federal Funds): Our CBO partner, Running for a Better Oakland (RBO), will work with 100 students each year, training them to run competitively in the Oakland Running Festival. OUSD is budgeting \$50 for race entry fees for 100 students.

RBO Coach Stipend: Although most RBO coaching will be provided by volunteers, an annual stipend for the lead coach coordinating activities is budgeted at \$500.

Occupancy/Rent (Match): OUSD budgets \$2.50 per square foot per month for staff space. Average cubicle space is 30 square feet. A 0.5 FTE Nutrition Coach will be hired in Year 1. The occupancy match for this position is \$450.

Telephone/Utilities (Match): The average cost for telephones, facsimile, local and long distance calling is \$30 per month per position. A 0.5 FTE Nutrition Coach will be hired in Year 1. The match for this position is \$180.

PE Equipment Library (Match): In 2012 and 2013, OUSD received awards from the S.D. Bechtel Jr. Foundation for a PE equipment library for its 86 schools, filled with the highest quality PE equipment: e.g., balls of all varieties, jump ropes and hula hoops, jerseys and flags, portable goals, tarps and parachutes, nets, gloves, bats, and equipment for racket sports. The value of this state-of-the-art library, with many more items to be purchased this spring, is \$150,000. As documented, an executed grant agreement with the foundation for the 2013 \$100,000 portion and an OUSD Board of Directors Approval for the 2012 \$50,000 portion is appended in Other Attachments.

Per the PEP RFP, you cannot claim the full value of the equipment in one year. For SPARK into Action, we are allocating/matching \$50,000 of the total value of equipment in Year 1; this drops to \$40,000 for Year 2 and \$30,000 for Year 3. We believe this is a reasonable and documentable annual contribution, given the value of the brand new equipment and likely depreciation. This equipment directly contributes to implementation of the project: Coaches and teachers can use this equipment for modeling lessons technical supplies such as video cameras. It can supplement the SPARK equipment budget with extra items for large classes and special activities such as field days. As noted, California schools have very large PE classes.

The California Endowment (Match): OUSD has already received a \$106,611 grant from The Endowment to support the implementation of Take 10 and Instant Recess in 20 target elementary schools in Year 1. We are matching this grant to support teacher training and a significant portion of curricular supplies to implement Year 1 activities.

Total Supplies Other Request: \$167,543

Total Other Match: \$157,451

10. INDIRECT COSTS

The California Department of Education has approved the restricted rate for indirect costs for Oakland Unified School District for fiscal year 2012-2013. It is 4.57% as documented by the cost rate document included in Other Attachments the appendix. OUSD received e-mail confirmation from Carlette Kyser-Pegram on April 8 indicating that this indirect rate was allowable for this federal opportunity. It has been applied in both the Federal Funds and the Match column of our budget.

TOTAL COSTS YEAR 1

Federal Request: \$749,755

Total Match: \$345,816 – This is well in excess of the 10% Year 1 match required.

Year 2: October 1, 2014 to September 30, 2015

1. Personnel

All positions in Year 1 repeat in Year 2 with one exception. In Year 2, SPARK will begin to be implemented at the elementary school level (see implementation plan in Section 5 of the Project Narrative).

In Year 2, the PA Specialist positions will be replaced with **Credentialed PE Coaches**: 5.0 FTE Credentialed PE Coaches at \$65,000 salary, will be hired to help all elementary classroom teachers learn, implement and sustain SPARK. Rotating among 20 elementary schools, they will provide ongoing development and refresher training. *OUSD will strive to hire at least one Spanish-speaker in this position.*

Total Personnel Federal Request: \$459,630

Total Personnel Match: \$136,268

2. FRINGE BENEFITS

All fringe benefits will be the same as in Year 1, with the addition of 35% benefits rate applied to the new Credentialed PE Coaches. This rate *is not applied* to stipends.

Total Benefits Federal Request: \$125,125

Total Benefits Match: \$37,194

3. TRAVEL

Mileage reimbursement for Project Staff (Federal Funds): For travel to 25 school sites by Nutrition Coach and 5 PE Coaches – approximately 3,636 miles at \$.55 per mile.

Conference travel (Federal Funds): OUSD is budgeting for the two Project Directors to attend a national PE or nutrition conference such as the National Association for Sport and PE (NASPE) conference. Airfare is budgeted at \$800 per round trip, and hotel/per diem at \$700 each. This will provide opportunities for new learning to inform the project, and dissemination of results to inform other national models. (Total of \$3,000)

Total Travel Federal Request: \$5,000

Total Travel Match: \$0

4. EQUIPMENT

PE Equipment (Federal Funds): SPARK equipment purchases were detailed in the Year 1 budget. About \$22,500 of the equipment expense will be deferred to support the Year 2 implementation of SPARK at the elementary school level.

Total Equipment Federal Request: \$22,497

Total Equipment Match: \$0

5. SUPPLIES

Pedometers (Federal Funds): To support GPRA measurement, OUSD budgeted for 1000 pedometers at \$16 each in Year 1. As some will be lost or broken, 200 replacements are budgeted in Year 2.

Office Supplies (Federal Funds): Budgeted at approximately \$167 per month across the project. Actual costs will fluctuate monthly. This will pay for printing, postage, notepads, and any other support materials that are required by our Program Directors to implement this grant.

Total Supplies Federal Request: \$5,200

Total Supplies Match: \$0

6. CONTRACTUAL (Federal Funds)

The Evaluator is the main contractual line item in this budget. Per Department of Education instructions, OUSD has not chosen an evaluation vendor, but has estimated costs based on past evaluation contracts.

Personnel	\$36,430
Travel	\$339
Supplies and other expenses (SOFIT)	\$12,980
Qualitative Survey Design – conduct focus groups	\$10,000
Total Direct	\$59,749
Institutional Overhead @ 4.79%	\$2,383
Year 2 total	\$62,132

Total Contractual Federal Request: \$62,132

Total Contractual Match: \$0

7. CONSTRUCTION – N/A

8. OTHER

Nutrition Curriculum (Federal Funds): 40 additional HKC 3-5 Curriculum units need to be purchased in Year 2 (\$3052).

SPARK training (excluding equipment) (Federal Funds): SPARK implementation will require extensive teacher development. Given training for 215 staff members, OUSD has budgeted for vendor training to take place on-site in Oakland. The vendor training quote, including trainer travel, is \$21,607. With SPARK being implemented in elementary classrooms in Year 2, the first full school year of the project, there may be a slight increase in training costs in Year 2 over Year 1.

Oakland Running Festival Entry Fees (Federal Funds): Our CBO partner, Running for a Better Oakland (RBO), will work with 100 students each year, training them to run competitively in the Oakland Running Festival. OUSD is budgeting \$50 for race entry fees for 100 students.

RBO Coach Stipend: Although most RBO coaching will be provided by volunteers, an annual stipend for the lead coach coordinating activities is budgeted at \$500.

Occupancy/Rent (Match): OUSD budgets \$2.50 per square foot per month for staff space. Average cubicle space is 30 square feet. A total of 5.5 project positions are active in Year 2 for an occupancy match of \$4,950.

Telephone/Utilities (Match): The average cost for telephones, facsimile, local and long distance calling is \$30 per month per position. A total of 5.5 project positions are active in Year 2 for match of \$1,980.

PE Library (Match): \$40,000: Please see Year 1 justification.

Total Other Request: \$30,159

Total Other Match: \$49,930

10. INDIRECT COSTS

The California Department of Education has approved the restricted rate for indirect costs for Oakland Unified School District for fiscal year 2012-2013. It is 4.57% as documented by the cost rate document included in Other Attachments the appendix. OUSD received e-mail confirmation from Carlette Kyser-Pegram on April 8 indicating that this indirect rate was allowable for this federal opportunity. It has been applied in both the Federal Funds and the Match column of our budget.

TOTAL COSTS YEAR 2

Federal Request: \$742,178

Total Match: \$230,464 – This is in excess of the 25% Year 2 match required.

Year 3: October 1, 2015 to September 30, 2016

1. PERSONNEL

Personnel in Year 3 is duplicative of Year 2, with the exception of the line item for Certificated Staff Training Stipends. A final SPARK training will be held in Summer 2016 to cement learning. It will be just *one day* instead of the two days allocated in Years 1 and 2.

2. FRINGE BENEFITS

Fringe benefits in Year 3 are the same as in Year 2.

3. TRAVEL

Mileage reimbursement for Project Staff (Federal Funds): For travel to 25 school sites by Nutrition Coach and 5 PE Coaches – approximately 3,636 miles at \$.55 per mile.

Conference travel (Federal Funds): OUSD is budgeting for the two Project Directors to attend a national PE or nutrition conference such as the National Association for Sport and PE (NASPE) conference. Airfare is budgeted at \$800 per round trip, and hotel/per diem at \$700 each. This will provide opportunities for new learning to inform the project, and dissemination of results to inform other national models. (Total of \$3,000)

OUSD is also budgeting for a PE conference for our middle school teachers, the CAHPERD State Conference, for 10 individuals:

Hotel (\$200/night x 4 nights) - 5 rooms- \$4,000
Substitute (\$100 x 2 days for 10 teachers) - \$2,000
Mileage: \$600
Food (\$45 per day x 4 days x 10) - \$1800
Registration (\$250 x 10 teachers)- \$2500
CAHPERD Total - \$10,900

Total Travel Federal Request: \$15,900

Total Travel Match: \$0

4. EQUIPMENT – N/A in Year 3.

5. SUPPLIES

Pedometers (Federal Funds): To support GPRA measurement, OUSD budgeted for 1000 pedometers at \$16 each in Year 1. As some will be lost or broken, 200 replacements are budgeted in Year 3.

Office Supplies (Federal Funds): Budgeted at approximately \$167 per month across the project. Actual costs will fluctuate monthly. This will pay for printing, postage, notepads, and any other support materials that are required by our Program Directors to implement this grant.

Total Supplies Federal Request: \$5,200

Total Supplies Match: \$0

6. CONTRACTUAL (Federal Funds)

The Evaluator is the main contractual line item in this budget. Per Department of Education instructions, OUSD has not chosen an evaluation vendor, but has estimated costs based on past evaluation contracts.

Personnel	\$37,842
Travel	\$339
Supplies and other expenses (SOFIT)	\$12,980
Qualitative Survey Design – conduct focus groups	\$10,000
Additional data analysis for three years of data to generate final report	\$20,000
Total Direct	\$81,161
Institutional Overhead @ 4.79%	\$3,888
Year 3 total	\$85,049

Total Contractual Federal Request: \$85,049

Total Contractual Match: \$0

7. CONSTRUCTION – N/A

8. OTHER

Additional curricular support supplies (Federal Funds): Replacement SPARK curricula for Year 3 will budgeted as follows: SPARK CD, Folio Combo \$359.10; 40 units (20 schools, 2 extra per school- one K-2, one 3-5) = \$14,364.

SPARK training (excluding equipment) (Federal Funds): SPARK implementation will require extensive teacher development. Given training for 215 staff members, OUSD has budgeted for vendor training to take place on-site in Oakland. The vendor training quote, including trainer travel, is \$21,607.

Oakland Running Festival Entry Fees (Federal Funds): Our CBO partner, Running for a Better Oakland (RBO), will work with 100 students each year, training them to run competitively in the Oakland Running Festival. OUSD is budgeting \$50 for race entry fees for 100 students.

RBO Coach Stipend: Although most RBO coaching will be provided by volunteers, an annual stipend for the lead coach coordinating activities is budgeted at \$500.

Occupancy/Rent (Match): OUSD budgets \$2.50 per square foot per month for staff space. Average cubicle space is 30 square feet. A total of 5.5 project positions are active in Year 2 for an occupancy match of \$4,950.

Telephone/Utilities (Match): The average cost for telephones, facsimile, local and long distance calling is \$30 per month per position. A total of 5.5 project positions are active in Year 2 for match of \$1,980.

PE Library (Match): \$30,000: Please see Year 1 justification.

Total Other Request: \$41,471

Total Other Match: \$156,930

10. INDIRECT COSTS

The California Department of Education has approved the restricted rate for indirect costs for Oakland Unified School District for fiscal year 2012-2013. It is 4.57% as documented by the cost rate document included in Other Attachments the appendix. OUSD received e-mail confirmation from Carlette Kyser-Pegram on April 8 indicating that this indirect rate was allowable for this federal opportunity. It has been applied in both the Federal Funds and the Match column of our budget.

TOTAL COSTS YEAR 3

Federal Request: \$722,903

Total Match: \$220,007 – This is in excess of the 25% Year 3 match required.