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Adjusted Allocation 0.00

Remaining -955,909.06
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
GET FIT CMSD

2. Executive summary: Please limit your responses to no more than three sentences.
"The GET FIT CMSD Program will improve academic achievement by reducing obesity and increasing physical activity. This will be accomplished through combining traditional physical education instruction with an innovative online program in a blended learning environment. The GET FIT Program was created by a teacher for teachers.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted:
33000
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Desiree Powell

Organizational name of lead applicant
Cleveland Metropolitan School District

Address of lead applicant
1111 Superior Avenue E, Suite 1800 Cleveland, Ohio 44114

Phone Number of lead applicant
2168380154

Email Address of lead applicant
desiree.powell@clevelandmetroschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
- Yes
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Current problem: The CDC reports that childhood obesity and inactivity rates are at all time high. Evidence supports that poor nutrition, physical inactivity and obesity are directly associated with lower levels of academic achievement and an increase in chronic disease for students (The Wellness Impact: Enhancing Academic Success through Healthy School Environments, 2013). Many experts believe that today's children may be the first generation in American history to live shorter lives than their parents. More than 19.6% of American children age 6 to 11 and 18.1% of adolescents are obese. (CDC 2010) Since the 1970's the rise in obesity can be correlated with the increased consumption of sweetened breakfast cereals, sugary soft drinks, calorie rich yet nutrient deficient foods. Thus, today's children have the opportunity to make poor food choices based on the prevalence of its availability. Children are making health decisions through behaviors but lack the knowledge and understanding of the consequences of their decisions. Further, with budget cuts in education, physical education, physical activity and sports have become more expendable. There has been a decrease in recess, physical education time, and before and after school athletic activities. As a result, children have more opportunities to eat poorly and less opportunities to engage physically. Case Western Reserve School of Nursing has been conducting Body Mass Index measures on students at CMSD. The 2012-2013 data shows that 18% of 5th graders are overweight and 25.3% are obese which is above the national average.

The proposed innovation and how it relates to solving the problem or improving on the current state.

The GET FIT CMSD Program will improve academic achievement, by providing standards based physical education through game based technology for grades six through twelve. The program blends online learning within physical education. Students who use game based technology will engage quickly in online fitness activities, along with lessons on nutrition basics, fitness basics, goal setting and other topics. For students who are not tech savvy, the program opens a gateway for technology use in everyday life. Ongoing assessments take place throughout the program. Assessments focus on the acquisition of health and fitness knowledge, improvement in fitness performance and everyday habits. The GET FIT Program was designed by a teacher for her students and other teachers to incorporate the myriad of requirements, and successful strategies. The framework for the online program began in 2006 as PE Fit Programs with the online version launched in 2013. Goals of the GET FIT Program: *Provide and train teachers with improved methods of instruction in PE/Health. *Incorporate technology and engage students through a blended learning environment in PE/Health Education *Motivate students to increase physical activity through engagement in the program *Improve student physical fitness, health, body composition and academic performance How the GET FIT Program works: *The GET FIT Program by PE Fit is an innovative online-based software program which students can access any time on mobile devices, as well as, computers. The GET Fit Program drives student engagement around academic fitness and nutrition content by delivering it in a medium that today's children truly enjoy. *The GET FIT Program uses games, contests, and challenges to engage students *Students complete 18 Online Learning Modules that include a lesson, quiz and an assignment where they learn the impact of nutrition and physical activity choices on health while developing life skills to implement healthier choices successfully. *Four Fitness/Activity Challenges are included in the GET FIT Program to motivate students to be active beyond physical education class *The GET FIT Program tallies up miles, minutes, number of exercises, etc. and awards badges and extra points as students meet preset milestones in the program The GET FIT CMSD Program for teachers: *Teacher portal with access to student online activity, fitness testing records, lesson plans, curriculum map, activity resources and a grade book *Refocuses the format of the physical education classes to encourage fitness, physical activity outside of school, good nutrition and healthy lifestyle habits *Tracks student effort through technology devices *Introduces a variety of fitness activities *Maximizes movement time within the PE class *Engages teachers in professional development *Interacts with students and families through online journals, exercise plans, meal plans, and family resource links *Provides schools with equipment to support fitness activities.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The CDC (2010) states that schools that offer intense physical activity programs see positive effects on academic achievement including increased concentration; improved mathematics, reading and writing test scores; and reduced disruptive behavior, even when time for physical education classes reduces the time for the project. Student Achievement will be expected in the areas of physical fitness, attendance, less discipline problems, exercise/ nutrition habits, and improved academic performance. PE FIT will monitor data in the areas of fitness, exercise and nutrition habits through the online GET FIT program. CMSD will monitor attendance, discipline, and academic performance data. CMSD and PE FIT will work collaboratively to track student achievement. Case Western Reserve University will evaluate data to determine level of change or improvement in student achievement.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget.

Add Partnering Members
10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

955,909.06 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The GET FIT Program with Cleveland Metropolitan School District will have a total cost of $955,909.06. The program will serve all k-8 schools and high schools in the Cleveland Metropolitan School District over the life of the grant. This will total 100 schools and approximately 33,000 students served through the program. The GET FIT Program provided by PE Fit, LLC cost $630,000 The cost for the program will include: online access for 33,000 students through the life of the grant; teacher/school accounts for all schools participating; teacher professional development workshops including the GET FIT Program and other fitness activities; GET FIT KITS for each school that include 325 station cards and 5 workout DVD's; GET FIT CMSD School Banners; GET FIT CMSD T-shirts & jackets; email and phone support for teachers; monthly GET FIT newsletter for teachers & students; online recognition of GET FIT Challenge Champions; online recognition of GET FIT Challenge Partners are not required to submit a Financial Impact Table.
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

*Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

- Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

- No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

No costs incurred after the grant year. Maintenance plan and software licensing costs included in the original grant for the extent of the program through spring 2020.

14. Will there be any expected savings as a result of implementing the project?

- Yes

- No

*Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.*

233,800.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

Yes. Equipment purchases for the tenure of the grant will total $233,805.62. Dividing this amount by 100 CMSD schools calculates to $2333.06/school/5years. Breaking down further to yearly purchase cost, each school averages $468 of physical education equipment per year, which matches the current expenditures for the department.

15. Provide a brief explanation of how the project is self-sustaining.

*All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.*

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The GET FIT Innovation Project is self-sustaining and will not incur additional costs after June 30, 2015. Teachers will be trained through professional development in the "Train the Trainer" model. Therefore, if new teachers are introduced into the program due to staffing changes, current staff at no cost to the district will train the new teacher. The GET FIT Online Program will incur no additional costs after the grant year, as software licensing and program maintenance are included upfront in the grant cycle. In addition, all software/online updates will be included in the GET FIT Program for CMSD at no additional cost. All equipment has a warranty covering it.
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range February 2014–June 2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

February 2014 – June 2014: *Introduction of GET FIT Program to Teachers to recruit grant program teachers February 2014: *Initial planning meetings held with Desiree Powell (CMSD) and Betty Kern (PE Fit) February & March 2014: *Planning meetings with Desiree Powell (CMSD), Leo Serrano (CMSD), Erika Trapl (Case Western Reserve University) and Betty Kern (PE Fit) March 2014 *Project Evaluation Discussions with Desiree Powell (CMSD), Leo Serrano (CMSD), Erika Trapl (CWRU) and Betty Kern (PE Fit): March & April 2014 *Communication between teachers and program administrators to coordinate and finalize students numbers, teacher numbers, schools involved in project, teacher requests, etc. March - May 2014

* Anticipated barriers to successful completion of the planning phase

The only barrier during the planning stage that we can see is being able to determine the exact student numbers and which schools will be involved. This is due to the potential for staff to be relocated within CMSD due to enrollment changes within the district.

18. Implementation - Process to achieve project goals

* Date Range July 2014–May 2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Goal 1: Provide, train and support teachers with improved methods of instruction in PE/Health. July 2014-August 2014: *Teacher Institute: 5 days of PD for the GET FIT CMSD Program *Development of project logic model and evaluation plan *Order equipment *Back to School Fair & program kickoff *Pre-survey of students, teachers & families Each Academic Quarter for 2014-15: *PE Fit Teacher support *Recognize GET FIT Challenge Champions *Parent University offerings on the GET FIT Program *Evaluation done in the first year by CWRU Goal 2: Incorporate technology and engage students through a blended learning environment in PE/Health Education August 2014: *Program kickoff within district *Pre-survey of students, teachers & families Each Academic Quarter for 2014-15: *Students engage in the logging and fitness challenges. *Students complete Ohio PE Assessment requirements for Standard 1A, 2 & 6 online via PE Fit Program. *Download student data *Parent University offerings on using the GET FIT Program Recognize GET FIT Challenge Champions Goal 3: Motivate students to increase physical activity through engagement in the program August 2014-May 2015: *Back to School Fair and program kickoff *Students engage in the logging and fitness challenges *Fitness testing and student establish goals *Recognize GET FIT Challenge Champions *Parent University sessions December 2014 & May 2015: *Final student fitness testing/ survey & evaluation *Students review fitness goals and outcomes Goal 4: Improve student physical fitness and academic performance September 2014-May 2015: *Reinforce & support the mandated Ohio PE Standards & Assessments *Fitness review fitness goals and outcomes *Students engage in the logging and fitness challenges *Fitness activities are incorporated into the PE classes *Download student data to evaluate *Recognize GET FIT Challenge * December 2014 & May 2015:

* Anticipated barriers to successful completion of the implementation phase.

There are no anticipated barriers to success.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range August 2014–May 2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

19. Summative Evaluation of the GET FIT Project Goal 1: Provide, train and support teachers with improved methods of instruction in PE/Health. *Surveys conducted to evaluate Teacher training *Mid-program/semester survey to determine needs or additional support required by teachers Goal 2: Incorporate technology and engage students through a blended learning environment in PE/Health Education *Pre-program surveys given to students to evaluate current technology use *Participatory rates of students online analyzed *Students habits analyzed *Data and surveys analyzed *Post surveys given end of school year *Overall success of the program is determined by improvement in student attitudes towards physical activity, healthy eating, and overall well-being *Success will also be determined by improvement in fitness scores, attendance rates, discipline referrals, standardized test scores, etc. *Final adjustments will be made to the evaluation tool to be used through the rest of the grant term utilizing the online program & data collection Goal 3: Motivate students to increase physical activity
through engagement in the program *Pre-program surveys given to students to evaluate current level of physical activity of students *Physical activity habits of students analyzed *Post surveys given end of school year *Data and surveys analyzed to determine changed or adjustments *Data and survey also analyzed for changes in student physical activity behavior and attitudes Goal 4: Improve student physical fitness, health and academic performance *Pre-program surveys given to students to evaluate current level of physical activity and academic success of students *Comparison of fitness testing scores from pre-test and current testing data *Physical activity habits of students analyzed *Comparison of fitness testing scores from pre-test and current testing. *Data and surveys analyzed. *Post surveys given/end of school year.

* Anticipated barriers to successful completion of the summative evaluation phase.

Anticipated barriers to the successful completion of the summative evaluation include: full participation in completion of teacher and student surveys; and fitness testing completed for all students at least two times during the program.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The GET FIT CMSD Project will support instructional changes/organizational practices in the following areas: *Change CMSD instructional practices in PE/Health by introducing the use of technology for the first time in the academic PE environment *Enhance our teacher's ability to access greater online content and resources *Provide student specific data which teachers can use to design appropriate nutrition & physical fitness programs *Move students from passive participants to active learners and engaged participants *Expand student learning beyond the confines of the classroom and/or gymnasium which is a change in CMSD's historical physical education instruction *Implementation of this program will influence policy changes that support and increase PE and health investment and offerings *Elevate Physical Education & Health to a higher value in the academic environment due to the health impact on learning *Expands the learning time without sacrificing movement time in PE

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Research continues to confirm that students with health-promoting behaviors perform better academically, have less discipline problems, better attendance and less health problems than students with poor health behaviors. The CDC (2010) and The Wellness Impact: Enhancing Academic Success through Healthy School Environments (2013) which is a collaborative effort of the GenYouth Foundation, National Dairy Council, American College of Sports Medicine and the American School Health Association summarize some of the most recent research on physical activity and academic performance: *Students need to be offered academic content that supports making healthy choices *Schools that offer intense physical activity programs see positive effects on academic achievement including increased concentration; improved mathematics, reading and writing test scores; and reduced disruptive behavior. * Providing more opportunity for physical activity leads to increased test scores. *Students should engage in physical activity regularly to improve their overall health. *Students academic performance improves with physical activity and healthy nutrition. * Moderate to vigorous physical activity has the greatest positive effect on student performance. *Raising the heart rate gets more blood to the brain, feeding it necessary nutrients and oxygen for heightened alertness and mental focus. *Students performed better on reading comprehension, math and spelling when they had a 20-minute period of physical activity immediately preceding the test. *African-American, Hispanic and low-income student populations have a much higher incidence of chronic diseases including diabetes, obesity, heart disease and cancer which therefore affects their academic achievement and potential for success. *The study also reports that students in higher income schools receive more opportunity for instruction in healthy lifestyle habits than students in lower-income schools. *The GET FIT CMSD Project provides this missing, essential nutrition and fitness education along with lessons on goal setting, preparing for success and motivation in a fun, game-centered program designed to engage and motivate students to adopt healthier lifestyle habits. *John Hay HS participated in the pilot of the program with Mark Angelo PE teacher. Mark praised the program for providing a complete curriculum package that can be easily integrated into any physical education curriculum. Mark reported that one student lost 22 pounds in 3 months during the program. Mark reported that the GET FIT Program was successful in changing the habits of his students, as well as, improving the overall physical education curriculum and infusing the program with technology and 21st century skills. *John Hay HS is using the program again this spring and continues to report the positive impact. *Demographics of the GET FIT Pilot were distributed evenly among urban, rural and suburban districts. *Teachers rated the educational content of the program as above average to excellent content. *Teachers also rated the learning experience for their students a 4.5 out of 5. Students outcomes: *70% of students improved their fitness scores during the pilot program *65% of students improved their nutritional habits by incorporating more fruits, vegetable and water into their daily diet *80% of the students increased their physical activity time outside of the school day *74% of students reported improvement in their grades or ability to concentrate in school with adoption of healthier habits *72% of students report sleeping better *62% of students reported that their families have adopted healthier habits as a result of what they learned through the GET
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

22. Evaluation of the GET FIT CMSD Project will be a combined effort of PE Fit, Erika Trapl of Case Western Reserve University and Desiree Powell (CMSD), Erika Trapl, PhD, Assistant Professor Dept of Epidemiology & Biostatistics Case Western Reserve University 10900 Euclid Avenue Cleveland, OH 44106-7069 216-388-0098 erika.trapl@case.edu Combination of both internal and external candidates will participate.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

August 2014: *Pre-program surveys completed by students, teachers and families to assess attitudes about physical activity, nutrition, and current lifestyle habits *Base-line fitness testing conducted on all students October 2014/January 2015/March/2015/May 2015: *Comparison of fitness testing scores from pre-test and current testing data *Physical activity habits of students analyzed through logs *Each academic quarter internal school & district recognition of student GET FIT Fitness Challenge Champions *School Challenge Competition awards given

*Teacher engagement in program assessed through activity on the GET FIT Teacher Portal *Mid-program/semester survey to determine needs or additional support required by teachers and students January 2015: *Post-program surveys will be completed by students and teachers to determine attitude and habit changes, improvement in academic performance, etc. *Data and surveys analyzed to determine program changes or adjustments *Data will include fitness testing, activity logs, nutrition logs, lessons & assignments *Mid-program/semester survey to determine needs or additional support required May 2015: *Post surveys for students, teachers and families will be given end of school year *Data and surveys analyzed to determine changed or adjustments that need to be made to the program *Final internal school & district recognition of student GET FIT Fitness Challenge Champions *School Challenge Competition awards given *Success will also be determined by improvement in fitness scores and increased participation in physical activity, attendance rates, discipline referrals, standardized test scores, etc. * Assist in developing new survey tools to assess students' attitudes. *Years two through six will employ this survey tool and analysis of survey responses *PE Fit will provide the data package designed to collect and analyze the data *Review results and make adjustments.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

If the District observes minimal improvements with students overall physical activity, nutrition, lifestyle habits and academic performance after the first benchmark analysis, the team will meet to determine the cause(s) and restructure the original direction. We do not foresee a negative effect since the initial pilot showed significant gains in all areas.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

*Positive change in student physical fitness, physical activity and nutrition behaviors and attitudes which will be available and analyzed through the online data and surveys in the GET FIT Program *Improvement in student's academic performance as student health improves

*Change in the culture of wellness within the CMSD, Cleveland community and families assessed through surveys *Teachers empowered to influence the direction of physical education at the local, state and national level by advocating for physical education and healthy lifestyle habits *Teachers trained in the "train the trainer" model so that professional development within the district can continue utilizing CMSD staff while providing consistency across the district in physical education opportunities *Technology along with fitness equipment will be in place to continue advancing the physical education programs.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

The GET FIT Project will impact student achievement in the areas of improved physical fitness, overall health, attendance, reduced discipline referrals, improved exercise and nutrition habits and improved academic performance. Each semester will provide opportunity to assess the student and teacher through surveys to determine changes in exercise and nutrition habits, overall health, fitness and academic performance. In addition, data pulled from the GET FIT Program will provide fitness testing results for comparison, as well as, an overview of exercise and nutrition habits through student logs. Discipline referral and attendance information will be analyzed at the end of each semester to determine the effects of the program on these areas. Other anticipated outcomes that may be measured through student and teacher pre and post program surveys include a shift in the attitude of students with regards to physical education, healthy lifestyle habits and exercise in general. A improved culture of wellness within the district and families is anticipated to develop throughout the five years with the implementation of the GET FIT Program along with other wellness initiatives within CMSD.
**Spending Reduction in the five-year fiscal forecast**

**Utilization of a greater share of resources in the classroom**

**Implementation of a shared services delivery model**

**Other Anticipated Outcomes**

25. Is this project able to be replicated in other districts in Ohio?

☐ Yes

☐ No

*Explain your response*

Yes, this project can easily be replicated in other districts across Ohio. The GET FIT CMSD Project can be scaled to meet the needs of individual districts of any size or demographics across the state of Ohio. The GET FIT Program was designed by a teacher to be easily implemented into other physical education programs by other teachers based on the success of the original program format. The program was intentionally designed to incorporate physical education standards and assessments while integrating the core content subjects of reading, writing, math & science across the curriculum and proven successful educational strategies. Professional development can be tailored to meet the needs of the district and provide complete implementation of the program within a limited time frame. Teachers will incorporate technology to improve their ability to teach program enhancing content in physical education without sacrificing physical activity time. Students engage quickly in the GET FIT Program because it integrates technology in a gaming format while providing educational content that will improve student achievement. Monitoring student engagement of the GET FIT Program along with health-promoting behaviors is completed in a time-efficient manner through the teacher portal of the GET FIT Program. The program also assists teachers in student assessments and implementing the physical education standards and Ohio mandated assessments. PE Fit will provide schools with data packages for evaluation purposes that demonstrate the effectiveness of the program in changing student behaviors and improving physical fitness. The program also provides opportunities to utilize university students from a variety of disciplines (education, nursing, exercise science) to assist with fitness testing and program evaluation. University students from the physical education teacher education programs could be introduced to the blended learning environment through the GET FIT Project.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

*I Agree* Diana Ehlert Deputy Chief of Academic Resources/State and Federal Programs Cleveland Metropolitan School District diana.ehlert@clevelandmetroschools.org
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tr>
<td>Erika</td>
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<tr>
<td>Betty</td>
<td>Kern</td>
<td>3306076196</td>
<td><a href="mailto:Betty@pe-fit.com">Betty@pe-fit.com</a></td>
<td>PE Fit LLC</td>
<td></td>
<td>967 Martin Road, Mogadore, Ohio, 44260</td>
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<tr>
<td>Betty</td>
<td>Kern</td>
<td>Education Consultant &amp; President PE Fit, LLC</td>
<td>Betty Kern will facilitate the implementation of the GET FIT Innovation Project with Cleveland Metropolitan School District's high school &amp; middle school physical education teachers. Betty's responsibilities will include: provide professional development for teachers to learn the GET FIT Online Program through a &quot;train the trainer&quot; model; provide professional development fitness workshops teaching fitness activities/workouts to utilize the new fitness equipment in physical education classes, proper care of equipment and fitness testing protocol; provide program support for teachers throughout the grant cycle through 2020 with phone, email, school visits, and e-newsletters communication; order fitness and physical education equipment and supplies; promote an online &quot;community&quot; between teachers to share ideas, success stories, challenges, activities, competition, etc.; provide program/student data for teachers to assess program success and determine program changes or updates that need to be implemented; assist in the evaluation process of the GET FIT Innovation Project.</td>
<td>Betty is the creator of the PE Fit programs and the founder of the PE Fit, LLC. She has been teaching in the Springfield Local School District in Akron, Ohio for over 20 years.</td>
<td>Specific to this grant, Betty facilitated the PE Fit Program for the Kohl's Community Youth Fitness Program in the greater Akron area including over 100 teachers and touching in excess of 50,000 students.</td>
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<td>Erika</td>
<td>Trapl</td>
<td>Assistant Professor &amp; Biostatistics at Case Western Reserve University</td>
<td>She will serve as the lead Evaluation Consultant on this grant, working with Desiree and Betty in the development of a detailed logic model and evaluation plan as well as data collection procedures and analysis. This work will occur in the first year and be executed by the team for each of the five years.</td>
<td>Erika Trapl, PhD, is an Asst. Professor in Epidemiology &amp; Biostatistics at Case Western Reserve University and has over 10 years of experience in school-based health behavior intervention research and evaluation.</td>
<td>She is currently the lead external evaluator for a federally funded grant currently being implemented by CMSD, providing her with valuable expertise in designing and implementing both process and outcome evaluation plans in partnership with CMSD teachers, students, and administration.</td>
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<td>Desiree</td>
<td>Powell</td>
<td>Director of Academic Electives and Wellness</td>
<td>Her experience in the Academic Curriculum and Instruction Department and most current role qualifies her as our designated lead for the implementation of the straight A grant.</td>
<td>Desiree Powell has served a total of 23 years as an administrator for the City of Cleveland, in addition to the Cleveland Heights and Cleveland Metropolitan School District. She currently serves as the Director of Academic Electives and Wellness.</td>
<td>Desiree was previously a physical education teacher.</td>
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