

Budget

Cleveland Municipal (043786) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (79)

U.S.A.S. Fund #: 466

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	474,793.00	124,945.00	0.00	599,738.00
Support Services		0.00	0.00	176,332.00	0.00	0.00	0.00	176,332.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	222,500.00	0.00	0.00	0.00	222,500.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		0.00	0.00	398,832.00	474,793.00	124,945.00	0.00	998,570.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-998,570.00

Application

Cleveland Municipal (043786) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (79)

**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. Project Summary: Please limit your responses to no more than three sentences.

GET FIT CMSD will improve academic achievement in PE and health in grades 6-12 by combining

*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	4800 6	4800 7	4800 8
2300 9	2300 10	2300 11	2300 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	4800 6	4800 7	4800 8
2300 9	2300 10	2300 11	2300 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
4	5	4800 6	4800 7	4800 8
2300 9	2300 10	2300 11	2300 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	4800 6	4800 7	4800 8
2300 9	2300 10	2300 11	2300 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	4800 6	4800 7	4800 8
2300 9	2300 10	2300 11	2300 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	5	4800 6	4800 7	4800 8

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

The program may impact additional students as physical education and health teachers introduce the GET FIT online program to students in grades 3-5 to promote technology integration in preparation for full implementation of blended learning in grades 6-8. In addition, the project may indirectly impact 2nd and 5th graders because the physical education teachers will be able to use PE Fit as a resource to administer the Ohio's physical education assessments that are required for all students in grades two, five, and eight, as well as those in high school.

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

First and last name of contact for lead applicant

Desiree Powell

Organizational name of lead applicant

Cleveland Municipal School District

Address of lead applicant

1111 Superior Avenue #1748 Cleveland Ohio 44114

Phone Number of lead applicant

216-8838-0154

Email Address of lead applicant

Desiree.Powell@clevelandmetroschools.org

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

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

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## **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. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

Childhood and adolescent obesity and lack of physical activity have become a problem of epidemic proportion in the US, as well as around the world. Contributing factors to childhood obesity include: the food culture, focus on organized sports over recreational activities, emphasis of schools on academic content areas to the exclusion of recess and physical education, family dynamics, technology, and lack of education in the areas of nutrition, physical activity and healthy lifestyles. Childhood obesity, poor nutrition and lack of physical activity also continue to be major issues in Cleveland, Ohio. Results of the 2014 Middle School Youth Risk Behavior Survey (YRBS) showed that 39% of Cleveland Metropolitan School District (CMSD) middle school students were either obese or overweight, while only 31% participated in 60 or more minutes of physical activity on 5 of the previous 7 days, and only 18% ate fruits and vegetables 5 times a day. At the high school level, 38% of CMSD students were either obese or overweight, while only 32% participated in 60 or more minutes of physical activity on 5 of the previous 7 days, and only 30% ate fruits and vegetables 5 times a day. CMSD promotes the importance of physical activity through its physical education classes that meet Ohio Academic Content Standards including students participating regularly in physical activity, and students achieving and maintaining a health-enhancing level of physical fitness. It also teaches the importance of healthy eating through health education courses that include Ohio's curriculum nutrition-related requirements. However, current student data show that less than 73% of high school students

earn a C or better in physical education and only 72% of high school students earn a C or better in health education.

b. 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 in health and physical education classes, by providing standards based physical and health education through game based technology for grades 6-12. The program blends online learning with the traditional physical education and health classrooms. Students familiar with game based technology will be motivated to engage in online fitness activities, along with lessons on nutrition basics, fitness basics, goal setting and other related topics. Ongoing formative and summative assessments will take place as students work through the program completing GET FIT Challenges, lessons, quizzes, assignments and goals while earning rewards. Assessments focus on the acquisition of health and fitness knowledge, as well as, improvement in fitness performance and everyday habits. The GET FIT Program was designed by a teacher for her students and other teachers with intention to incorporate the myriad of requirements, as well as, proven, successful strategies. The framework for the online program was started as PE Fit Programs in 2006 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 at their convenience on mobile devices and computers. The GET FIT Program drives student engagement around academic fitness and nutrition content by delivering it in a medium that today's children and adolescents truly enjoy. -The GET FIT Program uses games, contests, and challenges to engage students in lessons on nutrition and fitness while motivating them to increase physical activity. -Students complete grade-level appropriate Online Learning Modules that include a lesson, quiz and an assignment where they will learn the impact of nutrition and physical activity choices on their health while developing life skills to implement healthier choices successfully. Some topics include portion control, energy drinks and sodas, nutrition facts labels, and disease prevention. - Four Fitness/Activity Challenges are included in the GET FIT Program to motivate students to be active outside of physical education class: Distance Challenge, Core Challenge, Push-up Challenge and the Flexibility Challenge. -As students record physical activities in their online logs that fall into one of the challenge categories, 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: -Provides a teacher portal with access to all student online activity, fitness testing records, lesson plans, curriculum map, activity resources and an easy to view grade book to view student progress -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 pedometers, activity monitors or heart rate monitors - Introduces a variety of fitness activities to encourage students to be active -Maximizes movement time within the physical education class - Engages teachers in professional development to implement the program and new fitness activities -Interacts with students and families through online journals, exercise plans, meal plans, and family resource links to encourage communication between school, families and the community.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

The GET FIT Project will impact student achievement in the following areas: -Increased percentage of students earning passing grades in physical education and health education classes -Increased number of students who complete required courses in physical education and health -Decrease in number of students who delay high school graduation due to missing physical education and health credits - Improved physical fitness -Improved nutrition habits -Improved overall health -Increased attendance -Lower number of discipline referrals 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. An 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.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

Most students are not physically active outside of physical education class. -Incorporating the GET FIT online program will be more effective than the traditional physical education class in fostering class participation and affecting behavior change. -Using a technology-driven, game-based strategy will increase interest in achieving physical fitness and health-related goals for students. -Implementing the blended learning of the GET FIT Program in physical education class will allow teachers to meet the state and national standards of nutrition and fitness education, while maximizing physical activity time. -Students will complete the learning modules outside of the physical education class utilizing the flipped classroom philosophy. Teachers will support the learning through class discussion and topical activities that support the learning modules. -As students gain knowledge and engage in the GET FIT program through logging of activity and nutrition habits, they will apply the information and take control of their lifestyle and activity habits. -As students take control of their health and physical activity, many will transfer that skill into their academic life. Students will feel better, be able to focus and perform better in the classroom and will be more motivated to have regular school attendance. Students who are more engaged in the classroom with better attendance have less discipline referrals. -Schools that offer intense physical activity programs see positive effects on academic achievement including increased concentration; improved mathematics, test scores; and reduced disruptive behavior. Providing more opportunity for physical activity leads to increased test scores. -Moderate to vigorous physical activity has a positive effect on student performance and academic achievement. -Raising the heart rate gets more blood to the brain, feeding it necessary nutrients and oxygen for heightened alertness and mental focus.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

A 2010 Center for Disease Control report stated 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 academics. A research brief developed by Active Living Research (funded by The Robert Wood Johnson Foundation) reviewed published scientific articles that studied the correlation between physical activity and academic performance for school-aged children. The brief concluded that, "Regular participation in physical activity and higher levels of physical fitness have been linked to improved academic performance and brain functions, such as attention and memory...Long-term studies have demonstrated that increases in physical activity, resulting from greater time spent in physical education, were related to improved academic performance...Children participating in physical activity are better able to stay focused and remain on task in the classroom, thus enhancing the learning experience." ([http://activelivingresearch.org/sites/default/files/ALR\\_Brief\\_ActiveEducation\\_Jan2015.pdf](http://activelivingresearch.org/sites/default/files/ALR_Brief_ActiveEducation_Jan2015.pdf)) PE Fit piloted the GET FIT Online Program in the spring of 2013 in 50 schools in 20 different states. Participating districts were distributed evenly among urban, rural and suburban districts. Teachers participating in the pilot rated the educational content of the program as above average to excellent. Teachers also rated the learning experience for their students a 4.5 out of 5. In addition, participating districts experienced the following overall student outcomes: -70% of students improved their fitness scores. -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 reported sleeping better. -62% of students reported that their families have adopted healthier habits as a result of what they learned through the GET FIT Program. John Hay Early College High School in the CMSD participated in the pilot program. The participating physical education teacher at John Hay 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. He also reported that the students who participated in the PE Fit program scored higher overall in their health classes than students who did not use PE Fit. One student lost 22 pounds in 3 months during the program. She understood the "why" behind the recommendations, tracked her habits, activity and accomplishments and took control of her physical education experience. The teacher also praised the program for providing a complete curriculum package that can be easily integrated into any physical education curriculum. John Hay Early College continues to use the program and reports it is having a positive impact the students.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

-Physical education and health education teachers for grades 6-12 will implement a blended learning environment through the use of GET FIT Online. -Through the data collected from GET FIT Online, which is made available by PE Fit, student engagement measures will be evaluated along with participation rate, behavior patterns, etc.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

-Baseline data on number of students earning a D or F in physical education and health will be collected using the CMSD's annual Physical Education and Health Education analysis. This analysis provides comparison data on student achievement in physical education and health each school year. -Baseline data from the district office on of the number of students who have graduation delayed due to failing grades in health and physical education will provide a baseline of comparison for the grant cycle. -Baseline competencies in knowledge about physical fitness, nutrition habits and overall health will be collected by GET FIT Online. Data will demonstrate improved baseline competencies in each grade level from 7-high school as students learn the information presented through the PE Fit app. -Baseline data on attendance and discipline referrals will come from individual school and district historical data, which is tracked annually.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

Evaluation data will be reviewed at the end of each year for physical education and at the end of each semester for health. Adjustments in the program and class structure will be made by Desiree Powell, Betty Kern, and Erika Trapl, with input from teachers, in order to improve student outcomes going forward.

■ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

*Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.*

ii. What assumptions must be true for this outcome to be realized?

*Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

*These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).*

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

*Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.*

ii. What assumptions must be true for this outcome to be realized?

*Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measureable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

998,570.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a 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.*

The GET FIT Program with Cleveland Metropolitan School District will have a total cost of \$998,750. The program will be implemented in all K-8 schools (serving grades 6-8) and high schools in the Cleveland Metropolitan School District over the life of the grant. This will total 95 schools and approximately 23,600 students served through the program each year. Expenses will include the following: The GET FIT Software Licenses, Technical Assistance and Program Supplies provided by PE Fit, LLC: \$696,625 -Software licenses (\$4,500 x 95 schools = \$427,500); Software licenses include: online access for all students and teachers through the life of the grant; teacher/school accounts for all schools participating; family access to a GET FIT account for each student's family; data package that details the activity and successes of students and schools using the GET FIT Program. The site license for each school includes six years of access for an unlimited number of teachers and students. -GET FIT Kits (\$250 x 100 = \$25,000): Each kit includes 5 workout videos and 325 station cards that explain how to properly do fitness activities. - Professional development workshops (15 x \$1,500 = \$22,500): This includes the initial three-day training boot camp, as well as two professional development sessions each year, one for new teachers and one as a refresher for teachers currently teaching the program. - Technical assistance (\$200,000): PE Fit will provide unlimited technical assistance to CMSD's program director, as well as individual teachers. Assistance will be available by phone and through email. In addition, PE Fit will provide consultation on implementation as needed, distribute a monthly GET FIT Online newsletter, complete site visits to individual classrooms to provide assessments and assistance, and provide online program support. These services will be provide during the grant year and throughout the five sustainability years. -GET FIT CMSD & SHAPE America Standards School Banners (100 x \$60 = \$6,000): Banners will be issued to each school to promote the program and help build excitement and support. -PE Fit GET FIT CMSD T-shirt & Jackets (125 x \$155 = \$15,625): Jackets will be issued to each PE and Health teacher participating in the program. New teachers in the sustainability years will be given a shirt and jacket as they are hired. Technology: \$124,945 The grant request includes the purchase of one Microsoft Surface Pro per physical education and health teacher in order to support the implementation of technology and supply teachers with the tools they need, to complete mandated Ohio Assessment reporting and the GET FIT CMSD Program. -Tablets (\$853.34 x 100 = \$85,334): Microsoft Surface Pro 4 Tablet PC - 12.3" - PixelSense; Wireless LAN; Intel Core M 6Y30 Dual-core (2 Core) 900 MHz; Silver; 4 GB RAM; 128 GB SSD; Slate; 2736 x 1824 Multi-touch Screen 3:2 Display; Bluetooth; microSD Memory Card Supported; Intel ( -Tablet covers/keyboards (\$98.73 x 100 = \$9,873): Microsoft Type Cover Keyboard/Cover Case for Tablet; Black; Bump Resistant, Scratch -Service agreement (\$172.72 x 100 = \$17,272): Microsoft Extended Hardware Service Plan extended service agreement-3 years -Tablet cases (100 x \$15.82 = \$1,582): Case Logic LNEO-12 Notebook Attache Case -Software (100 x \$66.58 = \$6,658): Microsoft Office 2016 Professional Plus License -Anti-theft/tracing subscription (100 x \$42.26 = \$4,226): Computrace Complete Evaluation: \$177,000 Evaluation Activities will be completed by Case Western Reserve University. The staff person who will be the Evaluation Lead on the project is Sarah Koopman Gonzalez, MA, PhD(c). She will dedicate 25% effort in all years. Base salary: \$55,000 Fringe rate: 30.5% Total Salary and Fringe: \$17,944 Supplies: \$668 Total direct costs per year: \$18,612 Indirect (58.5%): \$10,888 Total per year: \$29,500 Total across six years of work: \$177,000 This position will be paid as a purchase service agreement with Case Western Reserve

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.*

GET FIT CMSD is self-sustaining and will not incur additional costs after June 30, 2017. Current teachers will be trained in the "Train the Trainer" model through professional development provided during the grant year. Therefore, if new teachers are introduced into the program after June 30, 2017 due to staffing changes, the new teacher will be trained by current staff at no cost to the district. 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 technology will have a warranty covering the sustainability period.

16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

NA

18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

NA

#### **D) IMPLEMENTATION**

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

*For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.*

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date Range March 2016-June 2016

b. Scope of activities - include all specific completion benchmarks.

March-April 2016: -Planning meetings with Desiree Powell (CMSD), Erika Trapl (Case Western Reserve University) and Betty Kern (PE Fit) - Finalization of Program details of implementation, training, and teacher support. -Order iPads for teachers in the program. -Order PE Fit supplies for all teachers/schools in the program including the GET FIT Kits along with the PE Fit gear for teachers April-May 2016: -Project Evaluation Discussions with Desiree Powell, Erika Trapl, and Betty Kern -Communication between teachers and program administrators to coordinate and finalize students numbers, teacher numbers, schools involved in project, teacher requests, etc. April-June 2016: -Introduction of GET FIT Program to Teachers who are participating in the program. May-June 2016: -Finalization of evaluation plan and details of implementation of program with Desiree Powell, Erika Trapl, Leo Serrano & Betty Kern -Finalization of professional development schedule for the Teacher Institute in July including State PE Team and director The only potential barrier during the planning stage is determining the exact number of students 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.

22. Implementation (grant funded start-up activities)

a. Date Range July 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

July 2016: -Teacher Institute: Three days of professional development for physical education teachers: 1) Cover the updated Ohio Physical Education Standards & Assessments; 2) Guide teachers in setting up teacher accounts in the GET FIT Online Program; 3) How to incorporate blended learning into physical education classes; 4) Examine PE Fit data Reports; 5) Explain the competition between CMSD Schools; and 6) Development of project logic model and evaluation plan August 2016: -Betty Kern available to teachers for questions about the program via phone or email -Back to School Fair for families -Program kickoff with teachers, administration, media, etc. -Pre-survey of students, teachers & families -Students begin using the GET FIT CMSD Program -Fitness testing conducted and student establish goals -Students engage in GET FIT Fitness Challenges -Students complete Ohio PE Assessment requirements for Standard 1A, 2 and 6 September-November 2016: - Betty Kern offers teacher support through email, phone calls, etc. -PE Fit e-newsletter shares success and program details -Updates on GET FIT Challenges between schools and awards presented to schools and student Challenge Champions at end of quarter December 2016: - High schools and K-8 schools on semester schedules complete post-surveys and evaluations -Teacher and program evaluation at end of semester to dictate program adjustments -Students complete final fitness testing, post-program survey and evaluations January-May 2017: - Betty Kern offers teacher support through email, phone calls, etc. -Updates on GET FIT Challenges between schools and awards presented to schools and student Challenge Champions at end of quarter -PE Fit e-newsletter shares success and program details -High schools and K-8 schools on semester schedules will complete post-surveys and evaluations Schools on year-long schedules complete surveys and evaluations.

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 2017-June 2022

b. Scope of activities - include all specific completion benchmarks

Each of the five years following the grant year will consist of the following activities completed in similar timelines: July -Teacher Institute: One or two days of professional development for PE teachers: 1) Continue training on the Ohio PE Standards & Assessments best practices; 2) Guide teachers in setting up accounts in the GET FIT Online Program; 3) Continue to explore incorporating blended learning into PE classes; 4) Examine PE Fit data Reports; 5) Review the competition between CMSD Schools; and 6) Discuss updates to the GET FIT Program along with suggestions from CMSD teachers to enhance/improve the program. August -Betty Kern available to teachers for questions about the program via phone or email. -Back to School Fair for families is held. -Pre-survey completed by students, teachers and families. -Students begin using the GET FIT CMSD Program. -Fitness testing conducted and students establish goals. -Students engage in GET FIT Fitness Challenges. -Students complete Ohio PE Assessment requirements for Standard 1A, 2 and 6. September-May -Betty Kern offers teacher support through email, phone calls, etc -PE Fit e-newsletter shares success and program details. -Updates on GET FIT Challenges between schools and awards presented to schools and student Challenge Champions at the end of each quarter. December -High schools and K-8 schools on semester schedules complete post-surveys and evaluations. -Teacher and program evaluation at end of semester to dictate program adjustments. -Students complete final fitness testing, post-program survey and evaluations. January-May -High schools and K-8 schools on semester schedules complete post-surveys and evaluations. -Schools on year-long schedules complete surveys and evaluations. June -Program evaluation completed by Erica Trapl. -Teacher and students surveys examined. -Meetings with Erica, Desiree and Betty to discuss possible changes/updates necessary to meet program goals.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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 substantial impact and lasting value of the GET FIT CMSD Project include: -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. -More students successfully complete physical education and health courses. -Improvement in student's academic performance in physical education and health courses. -Change in the culture of wellness within the CMSD, among students and their families, and throughout the Cleveland, as 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 will be in place to continue advancing the physical education programs.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

Erika Trapl, PhD, Associate Professor Dept of Epidemiology & Biostatistics Case Western Reserve University 10900 Euclid Avenue Cleveland, OH 44106-7069 216-368-0098 erika.trapl@case.edu

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods

of analysis.

*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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

To assess the progress and impact of the project, the following data will be collected and analyzed using this timeline: August -Pre-program survey of students, teachers, and families about attitudes and behaviors on physical activities, physical fitness, and dietary behaviors - Baseline fitness test of students in PE classes, including measuring body composition September-November -Fitness tests of students in PE classes, including measuring body composition -Student Data from Get Fit: 1) fitness/activity challenges; 2) Physical activity logs; 3) Pedometer, activity, and heart rate monitor data; and 4) Quiz and assignment scores December -End of semester survey of students/teachers/families about attitudes and behaviors on physical activities, physical fitness, and dietary behaviors -End of semester survey of students and teachers to determine additional support required to successfully implement/participate in Get Fit January-April -Same data collected from Aug-Nov will be collected for students starting participation in Jan. May -Post-program survey of students/teachers/families about attitudes and behaviors on physical activities and fitness, and dietary behaviors -Post-program survey of students and teachers to determine additional support required to successfully implement/participate in Get Fit -Annual survey of all CMSD teachers and administration about attitudes and behaviors on physical activities and fitness, and dietary behaviors -Annual survey of PE and Health teachers regarding their desire and ability to advocate for PE and healthy lifestyle habits at the local, state, and national level as well as their actual involvement in advocating -Youth Risk Behavior Survey (YRBS) data collected by the Prevention Research Center for Healthy Neighborhoods, which includes questions regarding physical activity and fast food, water, fruit/vegetable consumption. Middle schools complete the survey in even number years and high schools in odd number years. -GPAs -Academic discipline referrals -School attendance records -Data collected from Aug-Dec will be analyzed in Jan-Feb and data collected from Jan-May will be analyzed in June-July. The following outcomes and impacts will be evaluated to understand the effects of the program: 1. Assess improvement in student physical fitness/physical activity/dietary behaviors by tracking changes in behaviors. Year 1 will serve as a baseline to set benchmarks for years 2-6. Success will be determined by a 10% increase in the number of students meeting recommended levels. The following data will be used: pre-program surveys; baseline fitness tests; ongoing fitness tests; fitness/activity challenges; physical activity logs; pedometer, activity, and heart rate monitor data; end of semester surveys; postprogram surveys; and YRBS data. 2. Assess improvements in students' attitudes regarding physical fitness/physical activity/dietary behaviors by tracking changes in students' knowledge of healthy behaviors, desire to improve behaviors, and enjoyment of healthy behaviors. The following data will be used: pre-program surveys; quiz and assignment scores; end of semester surveys; and post-program surveys. 3. Assess improvement in academic achievement by comparing participation levels in the program to student GPAs. 4. Assess decrease in discipline referrals by comparing program participation levels to the number of times students are referred for discipline. 5. Assess improvement in school attendance by comparing program participation levels to student attendance rates. 6. Assess change in the culture of wellness using the following data: pre-program surveys; end of semester surveys; post-program surveys; and the annual surveys. 7. Assess teacher empowerment to influence PE at the local, state and national level using the annual survey of PE and health teachers. 8. Share lessons learned from the project with other education providers through presentations at conferences and other districts.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

*The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.*

After successful implementation in CMSD, replication of the GET FIT Program into other school districts throughout Ohio will be an easy process. The GET FIT Program can be scaled to meet the needs of individual districts of any size or demographics across the state of Ohio. The program format is flexible so that it can serve as a supplement to existing physical education and health programs. However, the program content is comprehensive and provides a complete educational package. It incorporates national and Ohio' physical education academic content standards and assessments, as well as health curriculum requirements. Core content subjects of reading, writing, math and science are integrated into the program to provide cross-curricular content and proven educational strategies. In addition, the online format allows teachers and schools the flexibility to implement select components that meet the individual needs of their district/school. PE Fit tailors teacher professional development to meet the unique needs of individual districts and provide complete implementation of the program within a limited time frame. As an online program, the GET FIT Program can be set up for new schools within a couple of days. The GET FIT Program will prove useful to teachers throughout Ohio, as they will incorporate technology to improve their ability to teach program-enhancing content in physical education and health without sacrificing physical activity time. Monitoring student engagement in the GET FIT Program, along with the adoption of healthy behaviors, is completed in a time-efficient manner through the teacher portal of the program. The program also assists teachers in assessing students and implementing the physical education standards, recommended health curricula, and Ohio mandated assessments. GET FIT will prove useful in engaging students quickly as it integrates technology in a gaming format, while providing educational content that will improve student achievement. Students in schools of every demographic throughout the state are drawn to the use of technology. Incorporating it into the curriculum will continue to enhance the education and engagement of students in every content area. Case Western Reserve University will be involved in the evaluation of the project. Evaluation of the outcomes and lessons learned during the GET FIT CMSD Program will be made in related journals and in online publications. CMSD physical education and health teachers will be offered the opportunity to present their experiences and successes at the Ohio Physical Education and Health Convention. 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 physical education and health teacher education programs can 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).

Diana Ehlert Deputy Chief of Academic Resources 1111 Superior Avenue Cleveland, Ohio 216-838-0122  
diana.ehlert@clevelandmetroschools.org

Consortium

Cleveland Municipal (043786) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Cleveland Municipal (043786) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Erika	Trapl	216-368-0098	erika.trapl@case.edu	Case Western Reserve University		10900 Euclid Avenue, , Cleveland, Ohio, 44106-7069	
Betty	Kern	330-607-6196	Betty@pe-fit.com	PE Fit		967 Martin Road, , Mogadore, Ohio, 44260	

Implementation Team

Cleveland Municipal (043786) - Cuyahoga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Desiree	Powell	Director of EnCore & Wellness, CMSD	Ms. Powell will determine the dates professional development will be held for PE/Health Teachers. She will use the District's professional days in November and February each year and will schedule more as needed. Ms. Powell also will notify all teachers and the district lead that they will be working with Betty Kern to successfully implement this project. She will serve as the main contact person at the District for Betty Kern and Erika Trapl if they need information from CMSD departments. Finally, Ms. Powell will be responsible for distributing technology to teachers and transfer technology as teachers retire or CMSD hires new teachers.	Ms. Powell has served a total of 24 years as an administrator for the City of Cleveland, in addition to the Cleveland Heights and Cleveland Metropolitan School District.	Ms. Powell's experience in CMSD's Academic Curriculum and Instruction Department and most current role qualifies her as CMSD's designated lead for the implementation of the Straight A grant.	Bachelor's in Health and PE from KSU and a Master's Degree in Education from Ashland. Principal/Supt. License	1	
Betty	Kern	CSCS Education Consultant/President of PE Fit	Ms. Kern will facilitate the implementation of GET FIT CMSD with the district's high school and middle school physical education and health teachers. Her responsibilities will include: provide professional development for teachers to learn the GET FIT Online Program; provide program support for teachers throughout the grant cycle through 2022 with phone, email, school visits, and e-newsletter communication; promote an online "community" between teachers to share ideas, success stories, challenges, activities, competition, etc.; provide program/student data for teachers to assess program success and determine program	Ms. Kern is the creator of the PE Fit programs and the founder of the PE Fit, LLC. She currently serves on the Ohio Physical Education Advisory Team and is a Network Regional Lead.	Ms. Kern has been teaching in the Springfield Local School District in Akron, Ohio for over 25 years. Specific to this grant, Betty facilitated the PE Fit Program for the Kohl's Community Youth Fitness Program in the greater Akron area that reached over 100 teachers and touched more than 50,000 students.	Bachelor's in Math/Education Master's of Science in Exercise Physiology	0	

			changes or updates that need to be implemented; assist in the evaluation process of the GET FIT Innovation Project.					
Erika	Trapl	Professor Epidemiology	Dr. Trapl 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.	Dr. Trapl is currently the lead external evaluator for a federally funded grant being implemented by CMSD, providing her valuable expertise in designing and implementing both process and outcome evaluation plans in partnership with CMSD teachers, students, and administration.	Dr. Trapl has over 10 years of experience in school-based health behavior intervention research and evaluation.	Dr. Trapl earned a bachelor of arts degree in sociology and a PhD in epidemiology from Case Western Reserve University.	0	