



**U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart**

OMB No. 1890-0004
Exp. 10-31-2007

PR/Award # S215F130147

SECTION Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

GPR A Measure # 1
Collection windows 2 and 3

I.a. Performance Measure	Measure Type	Quantitative Data						
		Target			Actual Performance Data			
The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by using pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.	GPR A	Raw Number	Ratio	%	Raw Number	Ratio	%	
						Baseline	1,081/5,438	19.8%
			4,832 /6,041		80%	Jan '15	1,456/4,971	29%
						Apr '15	1,427/4,163	34%

(Raw data for all GPR A measures for collection windows 2 and 3 is included on separate forms)

GPR A #1 Update:

The data that has been collected from the 2nd and 3rd collection windows would look promising if it were not for the raw numbers. The actual percentage of students achieving the goal for GPR A #1 based on the Target Goal is approximately 24%.

In Collection Window #2, approximately 82% of the total student enrollment for the consortium was able to complete the complete reporting cycle. For Collection Window #3, this was 69%.

The focus for this summer and for the beginning of the school year in August is to develop and implement strategies to increase both the numbers who are completing the reporting cycle and who are meeting the GPR A goal.



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2. Project Objective Check if this is a status update for the previous budget period.
GPRM Measure #2

2.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		4,782/6,376	75%	Baseline	612/5,591	10.9%	
				2 nd Collection	1,409/5,102	28%	

GPRA #2 Update

This indicator has shown improvement from the collection of baseline data to the subsequent collection window. It is noted that fewer students were assessed on this measurement, however of those who were assessed, more demonstrated the required five of six fitness zones.

As is the case with the other two GPRA measures strategies are being developed to increase the numbers assessed, as well as the numbers who demonstrate the required fitness level.

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3. Project Objective Check if this is a status update for the previous budget period.
GPRA Measure #3

3. Performance Measure	Measure Type	Quantitative Data						
The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day as measured in programs serving high school students using the nutrition-related questions from the Youth Risk Behavior Survey and in programs serving elementary and middle school students using an appropriate assessment tool for their populations	GPRA	Target			Actual Performance Data			
		Raw Number	Ratio	%	Raw Number	Ratio	%	
			4,530 /6,041	75%		Baseline	309/5,438	5.6%
						Jan '15	450/4971	9.1%
						Apr '15	274/4163	7%

GPRA #3 Update

This measure is clearly the one that requires a laser-like focus to improve the results. The percentages of students who are consuming the required number of fruits and vegetables are, for all intents and purposes, quite low. The numbers in this case are a bit deceiving, however. As this measure requires an all-or-nothing response, it does not take into consideration the percentages of students who did increase the amounts of fruits and vegetables consumed daily. As a consortium, there was a definite rise for this and it does lead to a conclusion that with additional information, education, and availability, more and more students will rise to the required threshold.

Again, strategies are being developed to increase the numbers assessed, as well as the numbers who demonstrate the required fitness level.



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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

Budget Summary Federal Government funds:

Update

The updates to line item expenditures have been noted on the attached Budget Summary form and noted in brief below as needed

Personnel, Fringe Benefits, and Equipment – As no money was allocated for these three line items, there are no expenditures or changes to report.

Travel: The funds that were allocated for the grant leadership to travel to conferences and additional monies that were budgeted for coordinator mileage costs have been shifted to Contractual as explained below. Any mileage not covered by federal funds has been covered through in-kind contributions.

Supplies: As indicated in February, this line item has been increased by \$103,750. The funds have been taken from stipends. This allow districts to purchase supplies for the Personal Health and Wellness classes as well as the regular classroom to match the training and recommendations from SPARK, Boost Up, and the other professional development attended. All purchases will align with the goals of the grant.

Contractual: The only change to this line item is the inclusion of \$7,000 to allow Physical Education teachers to attend professional conference that align with the priorities of this grant program. This has been shifted from the travel budget that was to be spent sending the grant director and coordinator to the annual PEP conferences and for other mileage costs. Other funds are being spent as originally authorized.

Indirect Costs: These funds continue to be drawn down in proportion to the other budget items are expended.

Stipends: As of April, no stipends have been paid out; however, after the SPARK training in March and the Boost-Up training in June, stipends will go out to participants. As indicated above, \$103,750 has been moved from this line item to support districts in purchasing Supplies that align what is done in their building to what the experts and professional development recommend. This is due to no PD needed or available for the nutrition curriculum purchased and the Boost-Up training now only being three days instead of four.

The carry over amount for the 2nd year of the grant will be: \$193,800 although much of this has been spent through our June Boost-Up training of 60 elementary classroom teachers.

All of the adjustments indicated above were discussed via email with the Grant Monitor, Sharon Burton.

Budget Summary Matching funds:

Update:

The narratives for each line item of the grant match are located on the actual budget that is included in this updated report. As noted previously, the grant application indicated the matching Year 1 would be \$152,503.00. The approved budget for Year 1 has adjusted that amount to \$147,742. The required amount was achieved

SECTION C - Additional Information

Update:

There are only moderate changes being made to the grant activities and they were indicated on the Budget Summary in the February Report. As stipulated at that time, all aspects still focus on the program as it was detailed in the grant application.

One of the successes of the program to date is the Wiki that links all districts together. It was originally intended that teachers would network through on-line meetings. Due to the variations in schedules and responsibilities, it was decided to create a wiki to share between the grant leadership and the districts and well as exchange ideas among the teachers. As the grant progresses, this tool is becoming more and more valuable. The ideas of one district that help improve nutritional practices are can be easily accessed by all. The ways in which the regular teachers increase the movement of their students can likewise be shared quickly. The grant leadership has also been able to push out links for the electronic submission of the data during the collection windows and share timely articles for district personnel. Another way the wiki has also been used is to list all of the partners and providers of information for improving the nutritional and wellness habits of the consortium students. It is planned to make even more extensive use of this resource and to find ways to encourage even the most hesitant to get involved in the sharing of information to build the professional learning community that will insure that the work of this program continues after the funds have ended.

It will be possible to speak more fully about the successes and challenges of this first year after all of the data has been collected and compared. By June 30, it will also be possible to have feedback from the teachers and administrators about the professional development they have attended.

Grant partners:

- DIAL/Mid Central Educational Cooperative and the district partners have worked with the following:
- Sanford FIT – This is a subsidiary of Sanford Health that offers a free on-line fitness program for schools and families. Sanford Research also has an existing partnership with several of the schools through the Innovation Lab Schools partnership.
- The City of Platte – This is the community in which DIAL and MCEC are headquartered, as well as the location of the Platte-Geddes School District. Additionally it is centrally located to a number of the smaller districts. The mayor of the city has signed an agreement that provides the use of community facilities in support of the grant activities for free or at reduced rates.
- South Dakota Office of Public Health – Charles Mix County – The public health nurse in Charles Mix County as well as other such offices in south central South Dakota have offered their services in support of the grant programming. Specifically, they have been available to offer advice on materials that complement the efforts of the grant and to work with the schools to offer informational training for students and staff.
- Additionally, many of the local businesses in the district towns have provided support for the program as their time, expertise or monetary support has been requested.

There has been one additional change in the consortium members. Colman-Egan has withdrawn.

One change in grant leadership will be made in the near future and the grant director, Sherri Becker, will communicate with the grant office in advance of that being finalized. This is as a result of impending out of state move of the grant coordinator, Karen Allen