

U.S. DEPARTMENT OF EDUCATION  
OFFICE OF SAFE AND DRUG-FREE SCHOOLS  
CAROL M. WHITE PHYSICAL EDUCATION PROGRAM  
TECHNICAL ASSISTANCE TELECONFERENCE

FRIDAY  
FEBRUARY 22, 2008

The PEP Technical Assistance  
Teleconference was convened at 1:30 p.m.  
Eastern Standard Time, Dana Carr and Debbie  
Rudie, Office of Drug-Free Schools, presiding.

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1 P-R-O-C-E-E-D-I-N-G-S

2 1:34 p.m.

3 OPERATOR: Good afternoon, my name  
4 is George and I'll be your conference operator  
5 today.

6 At this time, I would like to  
7 welcome everyone to the Technical Assistance  
8 Conference Call.

9 All lines have been placed on mute  
10 to prevent any background noise.

11 After the speakers remarks, there  
12 will be a question and answer session.

13 If you'd like to ask a question  
14 during that time, simply press star, and the  
15 number 1 on your telephone keypad.

16 If you'd like to withdraw your  
17 question, press the pound key.

18 I'd like to open the call to Ms.  
19 Carr and Ms. Rudy. You may begin your call.

20 MS. CARR: Thank you, George.  
21 Hello, and welcome to the Technical Systems  
22 Call for the Carol M. White Physical Education

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1 Program, also known as PEP.

2 I'm Dana Carr from the Office of  
3 Safe and Drug Free Schools and I'm joined by  
4 my colleague, Debbie Rudy, also from the  
5 Office of Safe and Drug Free Schools.

6 I am going to provide a brief  
7 overview of the program for about 5-10  
8 minutes, and then we are going to open up the  
9 call to your questions.

10 As George said, there's going to be  
11 -- he will facilitate the question and answer  
12 period.

13 Just so you know, we are also  
14 joined with us, by a transcriber on the call,  
15 who will record all the questions and answers.

16 The transcript of that portion of the call  
17 will be posted on our website at  
18 [www.ed.gov/programs/whitephised/applicant.html](http://www.ed.gov/programs/whitephised/applicant.html)  
19 . Exactly where you found the information for  
20 this call.

21 If you have questions that are not  
22 addressed on this call, you can call back into

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1 any of the next technical assistance calls  
2 we've scheduled, or you can e-mail me at  
3 dana.carr@ad.gov. My e-mail address is posted  
4 on our website also. Or you can call the phone  
5 number also listed on the website.

6 For a brief overview of the  
7 program, the intent of the PEP program is to  
8 provide grants to local educational agencies  
9 and community-based organizations, to  
10 initiate, expand, or enhance physical  
11 education programs for students in  
12 kindergarten through twelfth grade. To help  
13 students meet their state standards for  
14 physical education.

15 Eligible applicants, as I said, are  
16 local educational agencies, including charter  
17 schools that are considered LEAs under state  
18 law. And community-based organizations, also  
19 referred to -- I'll refer to as CBOs. Which  
20 also include faith-based organizations.

21 Current, active grantees are not  
22 eligible to apply. That means that if you

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1 have an active PEP grant, whose end date is  
2 after the transmittal date of March 24, 2008,  
3 you are not eligible to apply for this  
4 program. That includes grantees on a current  
5 no-cost extension.

6 You cannot try to end your grant  
7 early to be eligible to apply this year.

8 The grant period is for up to 36  
9 months. You can propose programs that last  
10 one year, two year, or again, up to that 36-  
11 month period. You don't have to propose three  
12 year programs if you don't want to.

13 And finally, the application is due  
14 on March 24, 2008. And complete transmittal  
15 instructions are included in the application  
16 package.

17 The absolute priority for this  
18 program, is the initiation, expansion, and  
19 improvement of physical education programs,  
20 including after-school. In order to make  
21 progress towards meeting state standards for  
22 physical education for kindergarten through

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1 twelfth grade students by one, providing  
2 equipment and support to enable students to  
3 participate actively in physical education  
4 activities.

5 And two, providing funds for staff  
6 and teacher training and education.

7 To receive PEP funding, a proposed  
8 program must provide for one of more of the  
9 following six elements, and I'll read them to  
10 you, so that you hear them. They're also  
11 listed in the application package.

12 One, fitness education assessment  
13 to help students understand, improve, or  
14 maintain their physical well-being. Two,  
15 instruction in a variety of motor skills and  
16 physical activities designed to enhance the  
17 physical, mental, and social or emotional  
18 development of every student. Three,  
19 development of, and instruction in cognitive  
20 concepts about motor skills of physical  
21 fitness, that support lifelong healthy  
22 lifestyle. Four, opportunities to develop

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1 positive social and cooperative skills through  
2 physical activity participation. Five,  
3 instruction in healthy eating habits and good  
4 nutrition. And finally six, opportunities for  
5 professional development for teachers of  
6 physical education, to stay abreast of the  
7 latest research, issues, and trends in the  
8 field of physical education.

9 We are also -- excuse me --  
10 offering a competitive priority again this  
11 year. We will award five additional pints for  
12 novice applicants.

13 The definition of a novice  
14 applicant is listed in the application package  
15 again, so please refer to that.

16 If you are going to be applying as  
17 a novice applicant, please be sure to indicate  
18 that on your SF-424 sheet. Also on the  
19 screening sheet that is included in the  
20 application package.

21 If it is not marked, that you're  
22 applying as a novice on the SF-424, we will

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1 not consider that you're applying as a novice  
2 and you won't be getting -- given the five  
3 points -- or consideration for the five  
4 points.

5 And for the first time this year,  
6 we are including an invitational priority.  
7 And this is inviting applicants to propose  
8 programs that address problems identified by  
9 the applicant in a self-assessment tool,  
10 called the School Health Index. Which is --  
11 was created by the Centers for Disease Control  
12 and Prevention.

13 We are specifically inviting  
14 applicants to do two of the components. The  
15 physical education and other physical activity  
16 programs, and nutrition service modules.

17 If CBOs are interested in this  
18 invitational priority, they are invited to  
19 partner with a local educational agency or  
20 school, to complete these two modules of the  
21 School Health Index. Since the self-  
22 assessment tool is designed to assess school-

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1 based programs and policies related to  
2 physical activity and nutrition services.

3 For more information about the  
4 School Health Index, you can look at  
5 [www.cdc.gov/healthyuse](http://www.cdc.gov/healthyuse).

6 In terms of requirements, the one I  
7 will mention here, is that the grant program  
8 has a matching requirement. In year one of  
9 this grant, the grantee must provide 10% of  
10 project cost. And in years two and three, the  
11 grantee must provide 25% of program -- project  
12 cost, excuse me.

13 While there are other requirements  
14 for this program, that's the one I wanted to  
15 highlight because that's the one that's most  
16 commonly -- that is commonly missed by  
17 applicants.

18 And if you do not have a match  
19 proposed in your budget, you could be  
20 considered ineligible for peer review at all.

21 So I just wanted to highlight that.

22 Just a couple of tips for

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1 application and applying. If we could offer  
2 you one big piece of advise, it is read the  
3 application package in its entirety. Read it  
4 backwards, forwards, and upside down and  
5 follow the instructions.

6 This is particularly important for  
7 the instructions on transmitting the  
8 application. Particularly if you're planning  
9 to use grants.gov and send that  
10 electronically.

11 We have no flexibility when it  
12 comes to these requirements. So please read  
13 this very, very, very carefully and follow it  
14 as carefully as you can.

15 If you have any questions at all,  
16 please contact the Office of Safe and Drug  
17 Free Schools. Please don't contact someone  
18 that you got a list serve e-mail from. If you  
19 have any questions, please contact us.

20 The other piece of advise and it  
21 sort of goes with that, is please be sure that  
22 you're responsive to the absolute priority and

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1 the selection criteria, and ensure that you  
2 provide all of the required information  
3 requested for the application.

4 So that is all. I told you I'd be  
5 quick. And I just will open it up now for  
6 questions.

7 OPERATOR: At this time, I would  
8 like to remind everyone, if you'd like to ask  
9 a question, you can press star, 1 on your  
10 telephone keypad.

11 If you'd like to withdraw your  
12 question, press the pound key.

13 We'll pause just for a moment to  
14 compile the Q&A roster.

15 MS. CARR: Thank you.

16 OPERATOR: Okay, your first  
17 question is from Cathy Mangeser. I apologize,  
18 ma'am, you may have the floor.

19 QUESTION: Thank you. I have a  
20 question regarding the indirect costs that are  
21 allowed.

22 In the application information, at

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1 several points, it talked about a negotiated  
2 restricted indirect cost rate. There is one  
3 place where it just talks about the negotiated  
4 direct cost -- indirect cost rate.

5 My question is, I'm with a  
6 community-based organization. We have a  
7 negotiated indirect cost rate. It's not  
8 restricted. Can you explain what the  
9 difference is? And tell us if we would need  
10 to go through the process of getting some sort  
11 of a restricted rate?

12 MS. CARR: Debbie, I'm going to let  
13 you -- I was going to say, Debbie, I'm going  
14 to let you answer that one.

15 MS. RUDY: Generally, if you have  
16 had your rate -- your indirect cost negotiated  
17 with an agency, other than the U.S. Department  
18 of Education, you probably don't have a  
19 restricted rate.

20 The restricted rate programs are  
21 generally found and administered here at the  
22 U.S. Department of Education.

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1           So, when folks negotiate a rate  
2 with us, they usually get both a restricted  
3 and an unrestricted rate.

4           In the case of local education  
5 agencies, those rates are usually assigned by  
6 their state educational agency, and are fairly  
7 often restricted rates. Only a restricted  
8 rate is assigned. Although, some case -- in  
9 some cases, some states do assign both kinds  
10 of rates.

11           For CBOs, if you have an existing  
12 negotiated rate, we will -- we cannot honor  
13 the full unrestricted rate, because this  
14 program requires that a lesser or restricted  
15 rate be used.

16           We will -- if you're a successful  
17 applicant, provide an estimated amount of  
18 funds for indirect costs in your grant award.

19           And we'll work with you in our indirect cost  
20 group at the Department to either help you get  
21 a restricted rate issued by your existing  
22 cognizant agency. Or perhaps, in some

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1 instances, we've been able to agree on sort of  
2 an informal restricted rate, that both the  
3 grantee and our indirect cost group thinks is  
4 an appropriate rate, given the kinds of things  
5 that are usually excluded from the restricted  
6 rate negotiations.

7 But, you don't need to do anything  
8 in the interim until you've -- until you get  
9 to the point of actually being a grantee. And  
10 then we'll work through the steps with you  
11 that we need to help you get that restricted -  
12 - restricted rate or a rate that we can use  
13 for that purpose.

14 Please do include information about  
15 your unrestricted rate in your application.  
16 Just so that we'll have a sense of what that  
17 is. And that will help us in estimating some  
18 costs to include in your budget, if you're a  
19 successful grantee.

20 QUESTION: Thank you, that's very  
21 helpful.

22 MS. CARR: And -- and I would just

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1 add to that, for those of you that do have  
2 restricted rates, please be sure to provide  
3 proof of that restricted rate, or any rate, in  
4 your applications that you submit.

5 Next question.

6 OPERATOR: Your next question comes  
7 from a Lynn Housner. You have the floor.

8 QUESTION: Yes, that's me. Thank  
9 you for being here today.

10 I was wondering if the unit of  
11 analysis for this grant could be a single  
12 elementary school?

13 MS. RUDY: I'm sorry, a single --

14 QUESTION: Elementary school.

15 MS. RUDY: If a single elementary  
16 school is the school -- is the local  
17 educational agency, then they can be the  
18 applicant. But the -- but, if it's a local --  
19 if it's a regular elementary school that's  
20 part of a school district or local educational  
21 agency, they cannot be the applicant.

22 QUESTION: So you're looking for

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1 more district-wide initiatives?

2 MS. RUDY: Yes, sir.

3 QUESTION: Okay, good. All right,  
4 and just a second question if I could ask  
5 about the matching stipulation.

6 Five percent is the maximum for  
7 administrative matching costs, correct?

8 MS. RUDY: It's -- there's a cap on  
9 administrative costs for 5%. So that either -  
10 - that -- so that is for the direct cost.

11 QUESTION: Okay. Can you provide  
12 some examples? I never got a clear idea of  
13 what kinds of matching costs could be included  
14 in the 10 and 25%.

15 MS. RUDY: Sure, that's actually a  
16 great question and that was one of the one's I  
17 had on my list if noone else had questions.

18 Examples of matching can be, for  
19 example, if you have some teacher time that  
20 teachers are providing direct instruction that  
21 support the goals and objectives of the  
22 program, and help students meet their state

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1 standards, that would be allowable.

2 If the district would pay for  
3 teacher relief time, for teachers to attend  
4 training, that counts.

5 If districts provide -- purchase  
6 equipment for the program that supports the  
7 goals and objectives of the program, that  
8 could be counted. We would caution you that  
9 typically, if you've got gym equipment -- we  
10 will -- that -- it exists, that you've had it  
11 for many years, and you put it in at its  
12 original purchase value, we will depreciate  
13 that. You can't say that, you know, something  
14 you've had in your gym for 10 years is worth  
15 the same as when you first bought it.

16 But certainly any equipment that  
17 the district would be using to support the  
18 goals and objectives of the program.

19 Volunteer time, sometimes hospitals  
20 will provide training for teacher or for  
21 parents or direct instruction for students.  
22 For example, a nutrition education, that could

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1 be counted towards your match.

2 QUESTION: What about -- what about  
3 -- speaking of volunteer time, what about the  
4 time contributed by people on the wellness  
5 policy committees?

6 MS. RUDY: That would probably be  
7 just fine. What you would need to provide --  
8 what we would ask for you to provide to us in  
9 terms of sort of proof of that costing out, is  
10 that the person would be paid per -- on an  
11 hourly basis if they were being paid by your  
12 district to do something.

13 QUESTION: Okay, because I  
14 anticipate -- I think you're encouraging it  
15 this year, to have the county wellness policy  
16 committees actually collaborate with the  
17 schools and the school districts.

18 MS. RUDY: That would be great.

19 QUESTION: Yes. Okay, cool.

20 MS. RUDY: And that allows you to  
21 be responsive -- actually very responsive to  
22 one of the selection criteria, so --

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1 QUESTION: Which is the FHI.

2 MS. RUDY: Yes, it's good to have.

3 QUESTION: Thank you.

4 MS. RUDY: Thank you.

5 OPERATOR: Your next question comes  
6 from Ingrid Broadnick. You have the floor.

7 QUESTION: Thank you. I'm with a  
8 faith-based organization, and my question has  
9 -- deals with the novice status.

10 We have -- already have HUD grants  
11 and HHS grants. Does that take us out of the  
12 novice status for this particular proposal?

13 MS. RUDY: If you have current,  
14 active grants from other federal agencies,  
15 then yes, it does.

16 QUESTION: Okay, and then the  
17 second question has to do with partnering with  
18 schools. Are we required to partner with a  
19 local school district or a local LEA?

20 MS. RUDY: Are you required to --

21 QUESTION: Yes.

22 MS. RUDY: -- for -- just for

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1 application purposes?

2 QUESTION: Yes, for application  
3 purpose.

4 MS. RUDY: No you're not. There is  
5 no requirement to do so.

6 QUESTION: Okay, thank you.

7 MS. RUDY: We would probably  
8 encourage you to do so, to strengthen sort of  
9 the link with state centers, but there is  
10 absolutely no obligation to do so.

11 QUESTION: Okay, thank you.

12 OPERATOR: Your next question comes  
13 from Vincent Hodge.

14 QUESTION: Yes, thank you. I have  
15 a couple questions.

16 The first is an anticipated  
17 expenditure per student. Have you identified  
18 a -- an expenditure?

19 And the second would be a partner.

20 If we hire a partner to contract services,  
21 would that be a conflict for us? I know you  
22 mentioned something about the -- the bidding

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1 of services. If we want to partner with the  
2 person that would probably provide services.  
3 And if that would cause us a conflict?

4 MS. RUDY: Okay, your first  
5 question about expected expenditure per  
6 student.

7 QUESTION: Right.

8 MS. RUDY: That's something that we  
9 would ask you -- that we would work and figure  
10 out. It -- should you receive your grant as  
11 part of your performance measures. So, that's  
12 not something that we would probably expect to  
13 see on the front-end in your application.

14 I'm going to let Debbie respond to  
15 the contracting on bids and services, since  
16 this has been her thorn in her side of late.

17 MS. CARR: Yes, and I actually I  
18 want to ask you to qualify your question or  
19 clarify it a little bit for me. You mentioned  
20 that you have a partner that you would like to  
21 perhaps contract with for services.

22 Can you say a little bit more about

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1 what relationship you have with this  
2 organization that you'd like to contract with?

3 QUESTION: Well, the organization  
4 typically provides support services for our  
5 students. And specifically, they provide  
6 physical education type services. And we'd  
7 want to write the grant with them, because  
8 they have expertise in, you know, how they  
9 would supply, or expect those services to  
10 look. And we would bring them in as a partner  
11 to help -- actually help us write the grant.

12 So, as we expand the services, we  
13 want to include those people in the services  
14 that we expand to students.

15 MS. CARR: Actually, I should  
16 probably say a few words in response to that  
17 question about some requirements for  
18 competition in contracting with public funds  
19 with grant funds.

20 In something called the Education  
21 Department General Administrative Regulations,  
22 you'll hear us abbreviate that as EDGAR. Part

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1 80 of those regs, and specifically Section  
2 80.36, talks about the responsibilities that  
3 grantees have in awarding contracts with grant  
4 funds.

5 There are a lot of standards that  
6 have to be met. Grantees are generally  
7 permitted to use their own contracting  
8 procedures, but they need to be consistent  
9 with the standards that are set out in that --  
10 in that portion of EDGAR.

11 And so, I think generally, it would  
12 be worth your while to take a read through and  
13 a look through that, because there are some  
14 concerns or some issues that need to be  
15 addressed about competition under a contract  
16 being generally full and open.

17 That folks -- a variety of vendors  
18 would have an opportunity to compete in order  
19 to win a contract for services. And so to the  
20 extent that, for example, somebody has been  
21 involved in developing an application with  
22 you, and developing specifications, and doing

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1 things in that vain. It's possible that, that  
2 organization, and your organization could have  
3 a conflict of interest that would impact  
4 whether or not they could participate in a --  
5 in a competition to do services.

6 So, I guess we would just ask you  
7 to look at those requirements and consider  
8 that as you think about partnering with  
9 another group. And how you might do that in a  
10 way that keeps you on the right side of kind  
11 of those requirements about competition and  
12 procurement's.

13 QUESTION: If we -- let's say we  
14 conduct an open bidding. And we receive the  
15 three solicitations, or whatever. And, is it  
16 possible for us to partner with a person  
17 before we submit the application?

18 MS. CARR: And I guess what -- and  
19 I guess what we would say to you is that, you  
20 need to carefully consider what that  
21 interaction before looks like and whether or  
22 not that interaction prior to a competition

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1 would constitute a conflict. Or, you know, if  
2 a person has been involved in developing the  
3 application, developing for example your  
4 proposal, that they would then be responding  
5 to.

6 I think that you might want to  
7 consider whether or not that constitutes any  
8 sort of conflict and, you know, really if that  
9 competition is full -- full and open, or if,  
10 you know, the person that you've been  
11 partnering with from square one has an  
12 advantage that others would find difficult to  
13 compete with.

14 QUESTION: Right, right. So as  
15 long as we -- I'll just answer -- so, as long  
16 as we keep the bidding fair and open?

17 MS. CARR: Yes, as long as it meets  
18 those standards and that you're not incurring  
19 conflicts with people that you're working  
20 with. And that their role in developing your  
21 proposal, is one that is, you know, not large  
22 and significant, and not, you know, making it

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1 difficult or impossible for anybody else to  
2 have. You know, to sort of have -- our goal  
3 in contracting is always a level playing  
4 field.

5 QUESTION: Right.

6 MS. CARR: As it is in grants. So  
7 we don't -- for example, we don't announce the  
8 grant to some people on one day and wait three  
9 days and then put it up on the website. You  
10 know, we try to be pretty scrupulous about  
11 making sure that everybody has access to the  
12 same amount of information.

13 That anybody can join in these  
14 calls, you know, there's -- I mean, you know,  
15 we try to -- try to be just, you know, full  
16 and open and everybody come and everybody have  
17 the same information and be working from what  
18 is a very level playing field.

19 And that's sort of the same  
20 underlying idea about these procurement  
21 provisions.

22 QUESTION: All right. Now, this is

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1 the last question.

2 We have -- we have an evaluator  
3 that we want to help write our goals and  
4 objectives. Do we -- can we bring in an  
5 evaluator that we already know, and have hired  
6 on our staff? Or do we have to bid that one  
7 out?

8 MS. CARR: Is your question whether  
9 or not you must have an external evaluator?

10 QUESTION: Yes, we -- we'd like to  
11 bring one in. A guy that works on our  
12 projects. I mean, we'd like him to work on  
13 our goals and objections in this application.

14 Is it possible to contract with  
15 him, or do we have to bid that out as well?

16 MS. CARR: When you say contract --  
17 I mean, anytime you say contract with him, I'm  
18 thinking you need to bid. Or there are  
19 procedures. But there -- and there are --  
20 again, you need to read the section of the  
21 regulatory requirements, because there are  
22 abbreviated procedures or informal procedures

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1 for smaller -- smaller dollar size things.  
2 And kind of the lengths that you need to go  
3 to.

4 QUESTION: All right.

5 MS. CARR: But, pretty -- pretty  
6 much, there are not very many occasions when  
7 from our perspective you don't have to do  
8 something competitive.

9 You know, if there truly is only --  
10 truly, genuinely only a single source for, say,  
11 you know, a material or something that you  
12 want to use, that's -- that's one exception.  
13 But, you know, they are -- those exceptions  
14 are very -- are very few and small in number.

15 QUESTION: All right. Fantastic.  
16 Thank you very much.

17 MS. CARR: Thank you.

18 OPERATOR: Okay, next question  
19 comes from Ramoldo Rankinson. You have the  
20 floor.

21 QUESTION: Thank you. I'm with a  
22 CBO, and we currently have a PEP grant, which

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1 ends after March 24th, so we're not eligible  
2 to apply for additional funding.

3 My question is, if we collaborate  
4 with an LEA, and they submit a proposal as the  
5 lead agency, but write our program into the  
6 application, will this consider us to be  
7 eligible?

8 Would we still be eligible, or  
9 would that -- would the proposal still be  
10 acceptable?

11 MS. RUDY: We would say that  
12 technically, that is allowed, because of the  
13 way the -- the regulatory guidance is written.

14 Or, the language is written that the LEA  
15 could apply.

16 But we would tell you as the --  
17 that proposal could not be substantively -- it  
18 must be substantively different than the  
19 currently funded program.

20 QUESTION: Yes.

21 MS. RUDY: You cannot propose that  
22 it would be the exact same funding. In other

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1 words, you can't -- these aren't -- this  
2 shouldn't be looked on as a sustainability, or  
3 operating funds, and it would have to be a  
4 relatively different program.

5 QUESTION: Right, but it would  
6 still -- but if it's a different program, it  
7 would still be acceptable for the LEA to  
8 submit as the lead agency?

9 MS. RUDY: Technically that is  
10 allowed.

11 QUESTION: Okay. My final question  
12 is, is the FRP an annual (\*\*inaudible\*\*  
13 1:59:37), or is it just released every three  
14 years?

15 MS. RUDY: We -- we don't actually  
16 have sort of a set pattern. Future  
17 competitions depend on congressional  
18 appropriations. It also depends on whether or  
19 not we decide we want to fund the next group  
20 of highest scoring applications from this  
21 application round. It also depends on whether  
22 or not we want to make changes to the program,

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1 which would require us to run another  
2 competition.

3 QUESTION: Okay, thank you.

4 MS. RUDY: Thank you.

5 OPERATOR: Your next question comes  
6 from Bart Creewall. You have the floor.

7 QUESTION: Yes, if you could talk a  
8 little bit more about the Student Health  
9 Index, as the invitational priority?

10 We're looking at a proposal that  
11 would be -- it'd cover multiple school  
12 districts and dozens -- couple dozen  
13 buildings.

14 And, one of our goals is to get  
15 everybody inline, countywide. It's almost --  
16 in our case, Student Health Index is -- would  
17 be something that we would do after we kind of  
18 get the curriculum inline countywide, rather  
19 than beforehand.

20 Could you just talk about the  
21 importance of that? Or, if this is a -- where  
22 does -- where does that stand as an

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1       invitational priority?

2                   MS. CARR:    What do you mean?    Do  
3       you mean is it --

4                   QUESTION:   I mean, is it -- is it  
5       this is a nice thing to do, or we throw it out  
6       there for your consideration, or, boy, without  
7       this, you're in trouble.

8                   MS. CARR:    I think it would be the  
9       first couple of statements.

10                  QUESTION:   Okay.

11                  MS. CARR:    We -- we put it out  
12       there as something that we would encourage you  
13       to consider to do.   It's certainly not, it's  
14       not a requirement.   It's not an absolute  
15       priority.

16                  What the hope is, is that it would  
17       help you to identify some key gaps between  
18       current practice and best practices and  
19       desirable policies.

20                  QUESTION:   Yes, and that's in our  
21       case --

22                  MS. CARR:    -- and building level.

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1 QUESTION: Yes, we're looking at  
2 multiple -- multiple districts.

3 MS. CARR: Right.

4 QUESTION: So we're -- we want to  
5 get them inline, and then I think an SHI  
6 assessment would be more reasonable, because  
7 the gaps would be similar as opposed to be all  
8 over the, you know, here and there and  
9 everywhere.

10 MS. CARR: Well, I -- you know, I  
11 can't tell you kind of how to approach this.

12 QUESTION: Right.

13 MS. CARR: I think that the -- you  
14 know, if you ask someone from the Centers for  
15 Disease Control and Prevention, the CDC, what  
16 they would think. They would probably say,  
17 it's always best to do a self-assessment at  
18 baseline. And to see where you are now and  
19 where the gaps and opportunities are. So that  
20 you can begin strategic planning, in a way  
21 that's uniform across the buildings and across  
22 your districts. If that's your goal.

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1           You can certainly do the School  
2 Health Index once you've made all of -- you  
3 know, a whole bunch of changes. To see if  
4 those changes were truly responsive to the  
5 gap. And if they help you meet the -- the  
6 schools meet the gap, then move forward.

7           QUESTION: Right.

8           MS. CARR: So, while the -- the  
9 assessment is done at the school building  
10 level. It certainly can be looked at in the  
11 aggregate, at the district level. And  
12 certainly again, any aggregate, the meta-  
13 aggregate at the regional level.

14           It sounds like you're doing a --

15           QUESTION: Right.

16           MS. CARR: -- a county or a  
17 regional approach. And that's certainly --  
18 again, this is invitational. We invite you to  
19 consider this. It's not a requirement. But  
20 that's -- that would be probably how I think  
21 they would advise that you approach it.

22           QUESTION: Good.

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1 MS. CARR: Is that helpful? Did I  
2 answer your questions?

3 QUESTION: Yes, I think --

4 MS. CARR: Okay.

5 QUESTION: -- one quick thing.  
6 We've written for this grant before  
7 unsuccessfully. In reviewing some of the  
8 reviewers comments of the last time, a couple  
9 years ago. In one case we noted that we would  
10 have an external evaluator. But we were  
11 dinged, by at least this one reviewer for not  
12 being specific -- by not specifically naming  
13 and identifying the individual.

14 So, I'm kind of -- is that a -- you  
15 know, obviously this is not millions of  
16 dollars that are going to be allocated to an  
17 evaluator. We -- but --

18 MS. CARR: No.

19 QUESTION: I'm kind of at odds  
20 here, do I name them -- name someone? Or --  
21 we don't have anyone in mind, but I mean, do I  
22 identify someone, or just say we're going to

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1 do it, and figure that the rules have changed  
2 -- or the interpretation has changed a little  
3 bit.

4 MS. CARR: I -- I think that, and  
5 Debbie please jump in. I think that you  
6 should -- you need to follow the rules that  
7 Debbie very clearly delineated about  
8 identifying individuals, with anyone with whom  
9 you would contract. And, you would have to  
10 have an open fair bid process.

11 That -- that's really great  
12 feedback for us, because that's something that  
13 we can build into the peer review training.  
14 And make sure that they understand that.

15 QUESTION: Now this -- an outside  
16 contractor is different than identifying  
17 someone from within the organization, who  
18 would taking lead role in this program, right?

19 I mean --

20 MS. CARR: In terms of evaluation?

21 QUESTION: No, I mean, in terms --  
22 in whatever role as a -- in the project. If

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1 we were to contract outside --

2 MS. CARR: Right.

3 QUESTION: -- that's -- that's up  
4 for bid. If you identify someone within your  
5 organization who' already on staff, to be the  
6 lead person here, there, or whatever, that's a  
7 different issue.

8 MS. CARR: That's my understanding.

9 MS. RUDY: You may include  
10 information about existing employees -- a  
11 resume or whatever.

12 If you are going to contract for  
13 services, for example, an external evaluator,  
14 unless you've, you know, done that selection  
15 process using appropriate procedures, probably  
16 shouldn't be including information in the  
17 application about that's going to be.

18 QUESTION: Okay.

19 MS. RUDY: Because in theory you  
20 don't know who that will be.

21 QUESTION: Yes, exactly. Like I  
22 say, two years ago, that was my interpretation

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1 and I was -- we were dinged a little bit for  
2 it. You know, it was mentioned specifically  
3 that we should have mentioned somebody, so I -  
4 -

5 MS. RUDY: You absolutely should  
6 not. I -- and actually there's no requirement  
7 even if you do have an in-house evaluator, to  
8 say who that's going to be and provide, you  
9 know, provide (\*\*in audible\*\* 2:05:42), or  
10 anything.

11 There is an exception to that, but  
12 it doesn't -- that doesn't -- that isn't  
13 applicable to this -- to this competition.  
14 There is -- we're beginning a competition for  
15 another program, where we're giving  
16 competitive preference with experimental  
17 design evaluations. And in those cases, we  
18 are looking for folks to use an expedited  
19 contracting process, and to identify that  
20 person in their qualifications.

21 QUESTION: Right.

22 MS. RUDY: But for the person of

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1 the PEP, that's not -- not necessary. And  
2 Dana's point is a very good one. We'll make -  
3 - make it clear to our peer reviewers, you  
4 know, that what they're evaluating -- the  
5 points shouldn't be deducted for whether or  
6 not someone is named or not named.

7 QUESTION: Unfortunately, I don't  
8 think that made the difference for us last  
9 time around, but it would have helped. So,  
10 thank you.

11 MS. RUDY: Well (\*\*in audible\*\*)   
12 2:06:36), but it didn't make the difference.

13 MS. CARR: Exactly, we would have  
14 felt bad. But you know, it's good for us to  
15 know, sort of where to open people's eyes.  
16 I'm sure everybody else on the phone, you  
17 brought up just another point, I do want to  
18 kind of emphasize, is that you also are not  
19 required under this program to hire an  
20 external evaluator.

21 You may, and many, many people do.

22 But that is certainly not required of you.

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1 QUESTION: Very good, thank you.

2 MS. RUDY: Thank you.

3 OPERATOR: Your next question comes  
4 from Ms. Debbie Callassi. You have the floor.

5 MS. RUDY: Hello?

6 OPERATOR: Ms. Callassi, you have  
7 the floor.

8 Okay, at this time, there is no  
9 response from her line. Her question has been  
10 withdrawn and I will proceed to the next  
11 question.

12 Your next question comes from Sasha  
13 Powers.

14 QUESTION: Hi, if we are grant  
15 recipients, what is the obligation of the LEA  
16 after the grant period?

17 MS. CARR: In terms of?

18 QUESTION: Do we have to, you know,  
19 continue to support by, you know, X amount of  
20 dollars once the grant period is over? Is our  
21 LEA responsible for, you know, X amount of  
22 dollars afterwards?

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1 MS. CARR: Okay. Okay, so after  
2 the period of the grant is over?

3 QUESTION: Right.

4 MS. CARR: Okay. I just wanted to  
5 make sure. I heard you asking a different  
6 question and it got me worried.

7 After the grant period has ended,  
8 and you submitted your final report, and we  
9 sent you a letter that said, we're closing you  
10 out and we close you out and it's over. We  
11 have no more contractual relationship. You  
12 have no more obligation to -- your district  
13 has no more obligation. Frankly, to support  
14 any of the initiative, although we would hope  
15 that all of the great work that you've  
16 undertaken during the project period would be  
17 sustained by your district, or by matching --  
18 or, you know, other sources. But we have no  
19 more contractual relationship with you.

20 QUESTION: Okay, thank you. I have  
21 one more quick question.

22 I had read in the application about

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1 hiring staff, and it said that you could hire  
2 P.E. teachers, but it needed to be above and  
3 beyond their normal job function.

4 We currently do not have an  
5 intermediate school P.E. teacher, and the  
6 funding's not available for one at this time.

7 Is that something that we can put in the  
8 grant, would be to hire?

9 MS. RUDY: Yes, you absolutely can.

10 We would -- we would sort of advise you just  
11 sort of as project officer hats, be thoughtful  
12 about what happens to that position after the  
13 grant period ends. And that's just sort of,  
14 you know, not as a requirement for you  
15 application, but just sort of food for thought  
16 for you, as you sort of enter in that process.

17  
18 QUESTION: Okay, thank you.

19 MS. RUDY: And we would caution  
20 about hiring staff for any grant program that  
21 we have. The same advice, so.

22 QUESTION: Okay, thank you very

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1 much.

2 MS. RUDY: Dana, did you have  
3 anything else to add?

4 QUESTION: No, I think  
5 (\*\*inaudible\*\* 2:09:50).

6 MS. RUDY: Okay.

7 OPERATOR: Your next question comes  
8 from Kim (\*\*inaudible\*\* 2:09:54). You have  
9 the floor.

10 QUESTION: Hi, I'm calling from a  
11 CBO, and we are -- have a national program  
12 that we want to cross state lines with to go  
13 into two school districts -- two elementary  
14 school districts in two different states. Is  
15 that allowed?

16 MS. CARR: That is allowed. That  
17 gets very tricky in terms of talking about  
18 state standards.

19 As I -- I think that you -- okay,  
20 let me back up. You would need to identify  
21 state standards from each state -- for each  
22 state.

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1 QUESTION: Right.

2 MS. CARR: For the target  
3 population that you would be working with in  
4 each state.

5 QUESTION: Okay.

6 MS. CARR: So that -- that makes it  
7 a little more complicated because you're  
8 dealing with two sets of state standards.

9 QUESTION: Right, and I -- I read  
10 where, don't use the national standards, only  
11 use the state.

12 MS. CARR: Right, if your state has  
13 standards. Now, if one of those states does  
14 not have state standards -- just for example,  
15 if, you know, Minnesota is one state and they  
16 don't have state standards, you could -- they  
17 could adopt whatever the first states  
18 standards are. And you could just use one set  
19 of state standards.

20 But if each state that you're  
21 working with -- so, for example, if it's  
22 Maryland and Virginia, you would need to site

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1 state standards that you are targeting from  
2 both Maryland and Virginia.

3 QUESTION: So, even if one of the  
4 states does not have it's own standards, don't  
5 use national? Still use the other states?

6 MS. CARR: Exactly.

7 QUESTION: Gotcha. Okay.

8 MS. CARR: You got it.

9 QUESTION: Very helpful, thank you.

10 OPERATOR: Your next question comes  
11 from J.J. Buehl. You have the floor.

12 QUESTION: Yes, to talk about  
13 novice grant recipients here.

14 You had said that if we had  
15 received any kind of grants before, does that  
16 mean such as the Kate B. Reynolds grant that  
17 was just awarded to us?

18 Or a Fresh Fruit and Vegetables  
19 grant from the USDA -- I mean the Department.

20 Is that included in those, or is it  
21 just a PEP-type grant?

22 MS. CARR: It's any grant from the

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1 federal government. It says -- but a  
2 discretionary grant from the federal  
3 government, in the five years before the  
4 deadline date for the competition.

5 I'm not familiar with the first one  
6 you mentioned. Is that a discretionary?

7 QUESTION: The Kate B. Reynolds  
8 grant was given to local schools that here, in  
9 North Carolina, that met certain requirements,  
10 such as, free and reduced -- number of free  
11 and reduced lunch applicants (\*\*2:12:16\*\*  
12 inaudible).

13 MS. CARR: That's not a federal  
14 grant.

15 QUESTION: Okay. Now the other one  
16 --

17 MS. CARR: No, I'm asking. If  
18 that's not a federal grant, then it doesn't  
19 matter. And I don't -- I don't think, is the  
20 Fruit and Vegetable one?

21 QUESTION: I would assume that's a  
22 federal one, just because it --

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1 MS. CARR: That's definitely  
2 federal. I just don't know if it's  
3 discretionary.

4 QUESTION: What does discretionary  
5 mean?

6 MS. CARR: It means that you would  
7 have had to compete in a grant competition.  
8 Like what you're doing right now for PEP.

9 QUESTION: Yes, we -- yes, we did,  
10 but it was only for Fruit and Vegetables. You  
11 cannot use physical education. You could not  
12 use anything. That was just getting -- so,  
13 yes, we had to compete. There was 25 schools  
14 in North Carolina received the grant. So,  
15 once you applied for it, you could get it, you  
16 know?

17 MS. CARR: Oh.

18 MS. RUDY: But, did everybody that  
19 applied receive funding?

20 QUESTION: No.

21 MS. RUDY: Was it like an  
22 allocation, or were some successful and some

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1 not successful?

2 QUESTION: Right, some were not.

3 And now -- now, we'll say this, our school,  
4 the one that I'm currently at is the only one  
5 that got it out of our district. There are  
6 other 2 -- 3 elementary schools -- other 2  
7 elementary schools applied for it, but they  
8 did not get it.

9 So, I'm the only one that got it in  
10 this whole county. But, if we're doing a  
11 district PEP grant here, is that -- is this  
12 going to hinder us then?

13 MS. CARR: You know, this seems  
14 like a very specialized situation. And maybe  
15 you could just e-mail us and we could talk  
16 offline.

17 QUESTION: That's fine.

18 MS. CARR: So that we -- yes,  
19 because it seems like this is -- and I'll do a  
20 little homework too on that program.

21 QUESTION: Okay.

22 MS. CARR: And figure out whether

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1 or not that counts or not.

2 QUESTION: Okay, and then -- now,  
3 as well as that, such as a dropout grant.  
4 Things that our county has gotten, should I  
5 just e-mail you and just let you kind of look  
6 through that, and see if we would apply as a  
7 novice?

8 MS. CARR: I would talk to your  
9 business office and just find out if they've  
10 received any federal discretionary grants.

11 QUESTION: Okay.

12 MS. CARR: It's maybe -- I think --  
13 I suspect the dropout one probably would count  
14 as a federal discretionary. If -- if it's  
15 from our Department, for example -- but yes,  
16 we can -- if you've got very specific stuff  
17 like this, we can talk.

18 QUESTION: Okay, that's fine. And  
19 then the other thing, right at the beginning  
20 you were talking about, of course the matching  
21 grants. And I have spoken to Rosalee about  
22 this a little bit, but one thing that caught

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1 my ear just now, is you were talking about  
2 equipment that would be used. And you said if  
3 you purchased it 10 years ago, you know, they  
4 would have depriate -- you know what I'm  
5 trying to say.

6 MS. CARR: Depreciation.

7 QUESTION: Thank you. And, but the  
8 -- some of the new stuff that we're about to  
9 get, such as the Hop Sports training system in  
10 our school. Can we use that if we're using  
11 that towards our goal here? We could use that  
12 whole price if it's just brand new? Is that  
13 correct?

14 MS. CARR: Absolutely, yes.

15 QUESTION: Okay.

16 MS. RUDY: But it also goes to the  
17 goals and objectives of your program.

18 QUESTION: Right. Well, I mean,  
19 the goals in our -- basically in our program I  
20 guess, would be to making sure that more of  
21 our children get a quality physical education  
22 program. And with the Hop Sports system, it

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1 does that. You know, it will be included in  
2 that most -- almost everyday, once we get it,  
3 so.

4 And then you also said that, you  
5 could hire a physical education teacher. Is  
6 that correct? As long as you could look at it  
7 to see if they are going to stay. Is that  
8 correct? After the grant?

9 MS. CARR: You can -- okay, well, a  
10 couple of things first. And, Debbie, did you  
11 want to jump in?

12 MS. RUDY: I made some notes, and  
13 I'll jump in after you finish.

14 MS. CARR: Okay, okay. You don't  
15 have to tell us that you're going to sustain -  
16 - I just want to make a couple of points about  
17 hiring a P.E. teacher.

18 I didn't mean to say -- I didn't  
19 mean to imply that, that was a requirement for  
20 including that in your budget, the hiring of a  
21 P.E. teacher.

22 (Simultaneous talking.)

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1 QUESTION: No, but that's what most  
2 of us need.

3 MS. CARR: But, sure -- but I was  
4 just saying as sort of food for thought, kind  
5 of advice from people who've seen a lot of  
6 these grants come and go, is that it's just  
7 something -- just something for you to think  
8 about long-term.

9 You can absolutely, as long as the  
10 funds incurred under this program do not  
11 supplant local funds, then you can absolutely  
12 hire a P.E. teacher.

13 QUESTION: Okay, explain that last  
14 part.

15 MS. CARR: Again -- I'm sorry?

16 QUESTION: Explain that last part.

17 MS. CARR: As long as -- for  
18 example, you couldn't have a P.E. teacher that  
19 is on the payroll currently, that you would  
20 say, okay, we're going to use grant funds to  
21 pay that person.

22 QUESTION: Right, right.

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1 MS. CARR: And we're going to take  
2 that money and put it someplace else.

3 QUESTION: Oh, no, no, no. No, we  
4 need another P.E. teacher in each of our  
5 schools.

6 MS. CARR: There you go.

7 QUESTION: Because I've got 900  
8 students in just mine, so.

9 MS. CARR: Okay.

10 QUESTION: Yes, we need some more  
11 help. So that's what I'm wondering, so.

12 MS. CARR: Okay.

13 QUESTION: Okay.

14 MS. RUDY: A couple of other points  
15 if I can. When we were talking back about  
16 novice -- novice preference. Remember that  
17 the entity that is the applicant, in your  
18 case, it's going to need to be your school  
19 district, not your school.

20 QUESTION: Right.

21 MS. RUDY: But you'll need to be  
22 thinking about whether your school district

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1 has been a recipient of a prior federal grant.

2 That's what -- you know, we'll check by  
3 looking at the -- at your districts  
4 (\*\*inaudible\*\* 2:17:46) number.

5 So, keep in mind that the applicant  
6 needs to be your district.

7 Secondly, mentioned using  
8 equipment that you're purchasing in the near  
9 term and that is consistent with the goals of  
10 your grant. Just want to have a -- say  
11 another word or two about the issue of  
12 depreciation.

13 If you're going to be spending  
14 \$50,000 for that equipment that you're going  
15 to be buying, and you're going to use it  
16 across the years of the program, don't -- I  
17 mean, you can't be taking all \$50,000 of that  
18 in year one, because it's not all used up in  
19 year one.

20 That same concept of depreciation,  
21 just as the stuff that's been in your building  
22 for 10 years, doesn't hold it's original value

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1 for that period of time.

2 A similar concern about a new  
3 purchase. You know, it's not all in the  
4 project and used up after year one.

5 QUESTION: Right.

6 MS. RUDY: Because you're going to  
7 have it hopefully for three years, or five  
8 years. And so you would need to charge a  
9 portion of that -- or make a portion of that  
10 your matching funds. Not the entire cost.

11 QUESTION: Okay, I understand.

12 MS. RUDY: Okay.

13 MS. CARR: Okay.

14 QUESTION: Thank you.

15 OPERATOR: Your next question comes  
16 from Jose Santiago.

17 QUESTION: Good afternoon. My  
18 question is pretty simple. Our district has  
19 two departments. An elementary department and  
20 secondary level department, physical  
21 education.

22 Can we submit two different

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1 applications for our district?

2 MS. CARR: Yes, are you one local  
3 education -- you're one school district?

4 QUESTION: Yes.

5 MS. CARR: And why wouldn't you  
6 want to just submit one application?

7 QUESTION: We would like to do a  
8 separate -- we have, like I said, two  
9 different departments, and we have different -  
10 - different goals and objectives.

11 MS. CARR: That's -- that's okay  
12 for one application. That's perfectly  
13 acceptable to focus on two different age  
14 groups.

15 QUESTION: Okay.

16 MS. CARR: And clearly, the high  
17 school students, or the secondary students  
18 would have different goals and objectives from  
19 the elementary students.

20 So, if you wanted to, I mean, you  
21 could submit it as one with two different  
22 foci.

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1 Debbie, I don't -- in terms of  
2 submitting two --

3 MS. RUDY: I think essentially it's  
4 fine -- it's fine to do either thing. I think  
5 that from a strategic perspective, if you're  
6 submitted two, you're sort of competing  
7 against yourself.

8 QUESTION: Okay.

9 MS. RUDY: In a way that you -- but  
10 then the other -- and conversely, then you've  
11 got all your eggs in one basket, and you're  
12 either going to succeed or fail.

13 QUESTION: Yes, absolutely. But  
14 that basically answered my question. Thank  
15 you very much.

16 OPERATOR: Your next question comes  
17 from Anna Marie Carlisle. You have the floor.

18 QUESTION: Hi, I'm calling from  
19 Chicago and I work at a community-based  
20 organization, that manages a network of  
21 charter schools.

22 I wanted to make sure that we can

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1 partner with our own charter schools, and that  
2 we can include within this proposal, working  
3 with three charter schools that will be  
4 opening in the fall. So, they're not open  
5 yet.

6 MS. CARR: I'm just jotting this  
7 down, so I catch it all.

8 Are you -- so you -- would you be  
9 the applicant or the charter school would be --  
10 -- one of the charter schools would be an  
11 applicant?

12 QUESTION: No, because the charter  
13 schools aren't considered LEAs in Illinois.  
14 So we would be the applicant.

15 MS. CARR: Are you -- so you're  
16 considered an LEA?

17 QUESTION: No, we're a CBO.

18 MS. CARR: Oh, a CBO. I'm so  
19 sorry. Okay, you said that.

20 So, that -- that would be fine.  
21 Sure, sure.

22 In terms of the schools opening in

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1 the fall, Debbie?

2 MS. RUDY: Yes, I think that's  
3 okay. It wouldn't be okay if they were  
4 opening the next fall.

5 QUESTION: Okay, right.

6 MS. RUDY: You know, basically  
7 we're going to, you know, hope to award these  
8 grants at the beginning of July -- at the end  
9 of June and beginning of July. And we're  
10 making the assumption -- it sounds like some  
11 schools are -- that you would be working with  
12 are already open and others would be enrolling  
13 children within a few months, and the program  
14 would be getting directly underway.

15 QUESTION: Right. We've got five  
16 existing schools, and three more on the way.

17 MS. CARR: That will be fine.

18 MS. RUDY: Yes, I think that's  
19 fine.

20 MS. CARR: Yes, I do too. And  
21 since you're applying as the CBO, it's not  
22 like we have to wait for them to attain LEA

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1 status, which is sometimes a problem with a  
2 charter school.

3 QUESTION: Yes. And then for the  
4 school -- so it will be a total of eight  
5 schools, we don't need to submit eight  
6 different versions of everything, if we're  
7 trying to meet the same state standards at  
8 every school, correct?

9 MS. CARR: Right. So basically  
10 doing the same program?

11 QUESTION: Right.

12 MS. CARR: Yes, that's fine.

13 QUESTION: Okay.

14 MS. CARR: That's fine.

15 QUESTION: Thanks.

16 MS. CARR: That's fine. And --  
17 okay -- yes, I'll just stop there.

18 OPERATOR: Your next question comes  
19 from Susan Jordan. You've got the floor.

20 QUESTION: Thank you, I had two  
21 questions. One, you've already answered. The  
22 other is, I'd just like some clarification on

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1 the difference between administrative expenses  
2 and indirect costs.

3 MS. CARR: That's a good, popular  
4 question. Debbie, do you want to?

5 MS. RUDY: Yes, I will take a stab  
6 at this.

7 I guess, I'm not sure what the  
8 easiest, or the most direct or easy way to  
9 explain this is.

10 Generally, what -- when you think  
11 about indirect costs, you should think about  
12 those kind of in comparison or in opposition  
13 to direct costs. And in that case, the  
14 indirect's -- the directs are the ones that we  
15 can, and you all, can easily identify and  
16 charge, or cost out directly to this project.

17 And the indirect's are those things  
18 that, by their very nature, are difficult to  
19 determine, you know, how much of a resource  
20 you've used. Kind of in the general resource  
21 that you've used in your agency, for this  
22 project.

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1           And so things that are often in  
2 indirect's are things like -- oh, I don't know  
3 -- utilities, liability insurance for your  
4 organization. Those kinds of things, where  
5 the benefits cross many projects and programs  
6 in your organization.

7           And it's difficult, or impossible  
8 to say, you know, to figure out what share  
9 belongs to -- for example, your PEP project.

10          The thing that kind of you should  
11 be thinking about, in terms of admin, the sort  
12 of other -- the costs that aren't admin costs,  
13 are what we would consider programmatic, or  
14 program costs.

15          And the only language that we have  
16 available to offer to you all, is the  
17 definition about what those things are, is  
18 that administrative costs are those things  
19 that are incurred for costs that are typical  
20 for the development, administrative in a  
21 general way.

22           So reporting, filing, reporting --

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1 MS. CARR: Bookkeeping.

2 MS. RUDY: Bookkeeping. Those  
3 things we would generally considered to be  
4 administrative costs.

5 For example, one thing that we look  
6 at in these grants, because there is a 5% cap  
7 for administration on the federal grant funds.

8 Somebody will include a project director and  
9 that is often outside of the scope. A full-  
10 time project director is often outside of the  
11 scope of the 5% of their grant size.

12 But we, you know, we always sort of  
13 them poke around in what that person is doing.

14 And some of what they're doing is  
15 administrative. But, usually what we find is  
16 that some of what they're doing is program.  
17 They are training teachers, they are -- they  
18 have content expertise, they're selecting  
19 materials and equipment, and you know, things  
20 based on that content expertise. And we would  
21 consider those functions to be program  
22 functions.

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1           The place where I'm going to leave  
2 you in the lurch here, and I'm not really sure  
3 what to tell you about that, is to what extent  
4 those two things -- the admin cost cap and the  
5 indirect cost -- how they interact with one  
6 another.

7           So, for example, if you have an  
8 indirect cost rate that exceeds 5%, I'm really  
9 -- we're going through some discussion in the  
10 Department right now, about how to treat the  
11 intersection of those --

12           QUESTION: Right. Right now ours  
13 is at 6.13. So, I was thinking I could  
14 probably just leave that in, because that's  
15 different than an administrative expense.

16           MS. RUDY: And that's what we're  
17 actually trying to figure out. Is to what,  
18 you know, whether or not those things can work  
19 in -- in parallel. Or if the indirect costs  
20 are assumed to all be administrative in nature  
21 and consuming that administrative cost cap at  
22 the same time.

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1 QUESTION: Right. I mean, if I put  
2 in a percentage of my -- of the time for our  
3 superintendent or an assistant superintendent,  
4 I would put those in as administrative, but I  
5 don't add those in at all anyway.

6 MS. RUDY: Yes.

7 QUESTION: So I guess I'm somewhat  
8 at a loss as to where does administrative  
9 expense, which I wouldn't include anyway --  
10 what impact that might have on my budget.

11 MS. CARR: If you don't need to  
12 include it, I would say just don't include it.

13 QUESTION: Right, but will it  
14 impact -- do I need to limit my indirect costs  
15 to your 5%, or is my 6.13 okay?

16 MS. RUDY: I would put down your  
17 6.13, and if you are fortunate enough to be on  
18 the funding slate when we review your budget.

19 By then we will hopefully have figured out  
20 whether or not you're limited to 5%, or if you  
21 can have 6.13.

22 QUESTION: Okay.

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1 MS. RUDY: And I'm sorry that this  
2 is an underdevelopment response, but it is  
3 pretty thorny going, and it has caused a lot  
4 of -- all of the program offices in the  
5 Department, as well as all of our finance  
6 folks and -- so, we're just -- we're trying to  
7 move, I think, towards a position where we're  
8 giving consistent advice across programs and  
9 across offices in the Department. And I'm not  
10 sure we're there right yet.

11 But put it -- put down -- you know,  
12 I mean this is always one of those where it's  
13 better to put down, because we're not going to  
14 let you add after the fact.

15 QUESTION: Right, so I'll put my  
16 6.13, and if you need to change it, you'll  
17 change it.

18 MS. RUDY: Change it.

19 MS. CARR: Exactly. And thanks for  
20 that question, because it's one that comes up  
21 an awful lot, and I'm sure folks on the phone  
22 didn't even know they had it. And they're

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1 glad to hear the answer.

2 QUESTION: All right.

3 MS. CARR: So thank you.

4 QUESTION: Absolutely.

5 OPERATOR: Your next question comes  
6 from Ingrid Broadnax. You have the floor.

7 QUESTION: Thank you. I just want  
8 to go back to bidding of contracts. And you  
9 probably feel that you've already answered it  
10 completely, but several months ago, we had  
11 talked to an individual about (\*\* inaudible  
12 2:29:31\*\*) heading our physical education  
13 programs. And, so we had been talking about  
14 either bringing him onboard as a direct hire.

15 And so then he would coordinate the programs  
16 in three sites. Or possibly as a consultant.

17 But what you -- what I'm hearing  
18 you say is that, the open bid process is  
19 required.

20 MS. RUDY: Well certainly not for a  
21 direct hire. You would just do whatever you  
22 do in terms of following your personnel

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1 procedures.

2 QUESTION: Okay.

3 MS. RUDY: If that's the route that  
4 you would -- I mean, you just need to use your  
5 personnel -- your -- we don't have alternative  
6 procedures for hiring that are required with  
7 federal grant. We would just expect you to  
8 sort of do what you do, and follow the  
9 procedures and processes that your  
10 organization has in place for hiring an  
11 employee.

12 QUESTION: Okay, but if we decided  
13 to go the route of the consultant, what I'm  
14 hearing you say is that, it's just not simply  
15 choosing this individual, but we would have to  
16 do open bid process.

17 MS. RUDY: Yes, to some extent I  
18 think that's correct. That, I mean -- and  
19 again, there are levels and layers of  
20 complexity and again, I don't know your -- I  
21 don't know your procurement or contracting  
22 processes for your organization.

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1                   But yes, our expectation is that as  
2 a general matter, when you are contracting  
3 with government funds, that they are awarded  
4 competitively.

5                   QUESTION: Okay, thank you.

6                   OPERATOR: Your next question comes  
7 from Brent Times. You have the floor.

8                   QUESTION: Yes, thank you Dana and  
9 others. This is very, very helpful.

10                  I'm working with a collaborative  
11 arrangement with a couple of CBOs and two or  
12 three fairly large school districts. And  
13 we've identified approximately 2,000-3,000  
14 youngsters with disabilities in need of  
15 nutrition education and physical activity and  
16 physical education.

17                  Would a proposal be acceptable if  
18 it was exclusively for children with  
19 disabilities in physical education and  
20 nutrition education?

21                  MS. CARR: We would say absolutely.

22                  As long as it is responsive to the absolute

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1 priority and to the selection criteria.

2 QUESTION: Terrific, thank you.

3 MS. CARR: You can absolutely  
4 target a specific population in your district,  
5 that you find to be at highest need.

6 QUESTION: Okay, thank you very  
7 much. So we can exclusively identify and  
8 provide in our goals and objectives  
9 exclusively for children with disabilities?

10 MS. CARR: Again, as long as their  
11 responsive to the absolute priority, you  
12 identify state standards, and you can be  
13 responsive to the selection criteria.

14 QUESTION: Very good, thank you.

15 MS. CARR: Thank you.

16 OPERATOR: Your next question comes  
17 from Doreen Halperin. You have the floor.

18 QUESTION: I'd like to revisit the  
19 novice applicant again. Would I be right to  
20 assume that any Title money that school  
21 districts receive, or pass-through money,  
22 federal pass-through money that states

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1 allocate, such as Reading First, would not  
2 apply?

3 MS. CARR: Right, the -- right.  
4 You would still be -- the novice -- the  
5 definition of novice -- let me just read it.

6 There -- it says, the term, novice  
7 applicant is defined as any applicant for a  
8 grant from the Department of Education that  
9 one, has never received a grant or sub-grant  
10 under the program from which it seeks funding.

11 So it has never had a PEP grant.

12 Has never been a member of a group  
13 application submitted in accordance with the  
14 CFR number, that received a grant under the --  
15 under this PEP program. So, you've never been  
16 part of the (\*\*in audible\*\* 2:33:19).

17 QUESTION: Right.

18 MS. CARR: That received a PEP  
19 grant. And has never received an active  
20 discretionary grant from the federal  
21 government in the five years before the  
22 deadline for this competition.

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1           So any -- so, a discretionary  
2 grant, again, is a competition like this.  
3 Where you write an application, it's peer  
4 reviewed, you're selected, not everybody gets  
5 it.

6           QUESTION: Right, I'm very familiar  
7 with that. So, it's only limited to those  
8 agencies directly from the federal government?

9           So, in -- a discretionary grant, which is  
10 reading first, which is federal pass-through  
11 money. It's federal dollars, but it's  
12 allocated by the state. We're still  
13 considered novice?

14           MS. CARR: Debbie?

15           MS. RUDY: Yes, actually the  
16 Reading First question sort of threw me for a  
17 loop, because that's competitive at the sub-  
18 state level.

19           I can answer more positively with  
20 regard to, for example, your Safe and Drug  
21 Free Schools state grant funds, or Title 2  
22 funds, or those funds that are basically

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1 allotted to your district based on a formula  
2 that has to do with enrollment or some other  
3 component.

4 I -- again, I want to go back and  
5 look at the -- look at the definition in parse  
6 a little bit, but I basically, your district -  
7 - I mean, as I'm thinking about this, your  
8 district didn't receive discretionary grant  
9 and didn't have to compete for discretionary  
10 grant from us. But, let us --

11 MS. CARR: Yes, that's --

12 QUESTION: But it's federal money.  
13 That's why I -- that's why I didn't know.

14 MS. CARR: No, it's a good  
15 question. We'll -- we -- if again, same  
16 things as we advised the other person -- I'm  
17 sorry, whose name I wrote down on my other  
18 piece of paper -- why don't you e-mail us and  
19 we can talk about it off-line?

20 QUESTION: Okay.

21 MS. CARR: Because we'll need to do  
22 -- well, we'll just need to do a little

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1 homework on our end.

2 QUESTION: Okay. Thanks, I'll do  
3 that (\*\*in audible\*\* 2:35:20).

4 MS. CARR: Thank you. And this is  
5 a really good -- again, this is good for us to  
6 know, because this is something we can sort of  
7 talk about on the next technical assistance  
8 call. We'll try to address this up-front.

9 QUESTION: Okay, thanks.

10 MS. CARR: Thank you.

11 OPERATOR: At this time, I'm  
12 showing no more questions in the queue.

13 I apologize, next question's from  
14 Lynn Housner.

15 QUESTION: One final question.  
16 Could you share with us some key non-allowable  
17 expenses we should watch out for?

18 MS. CARR: Sure, surely. I think,  
19 you know, one of the -- the first one that  
20 pops in my head is food.

21 QUESTION: Okay.

22 MS. CARR: Or incentives.

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1 QUESTION: No beer?

2 MS. CARR: Pardon me?

3 QUESTION: No beer?

4 MS. CARR: No beer, you know, no  
5 pizza parties, no ice cream socials. We -- no  
6 incentives. Lots of people want to give t-  
7 shirts, they want to give awards to kids, or  
8 they want to take them bowling as a reward for  
9 doing something.

10 QUESTION: Okay.

11 MS. CARR: None of that is  
12 allowable. Something that is unallowable is -  
13 - in your application -- this is just  
14 something for you to know, and it may or may  
15 not be -- have a budget impact, is that  
16 something that's unallowable is the use of  
17 your equipment that you purchased for this  
18 program by community -- by the community, or  
19 families on a regular basis.

20 QUESTION: Okay.

21 MS. CARR: We see that a lot. Any  
22 kind of like award banquets, anything like

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1 that. Any activities that are considered  
2 recreational, that wouldn't necessarily help  
3 kids meet their physical -- that their  
4 physical education state standards.

5 So things like fishing or  
6 orienteering. Stuff like that, that really  
7 doesn't count sort of an activity component.

8 QUESTION: Okay. What about -- I  
9 know years ago, I think maybe even in the  
10 first round of this grant, substitute teachers  
11 were not allowed.

12 MS. CARR: No, we would -- if the  
13 substitute teachers are being brought in so  
14 that the regular classroom teachers can attend  
15 professional development, that's allowable.

16 QUESTION: Cool, okay.

17 MS. CARR: Relief time. If  
18 teachers are asked to come to a professional  
19 development session on Saturday, for example,  
20 you can pay them a stipend to do so.

21 QUESTION: Okay.

22 MS. CARR: Anything like that is

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1 definitely allowable.

2 I'm trying to think of other, sort  
3 of glaring things that we always chop out of  
4 budgets.

5 No construction. We're not going  
6 to be building gyms. No permanent structures.  
7 We're not going to be, you know, paving  
8 running tracks, or anything like that.

9 MS. RUDY: No new air conditioning  
10 in your gym.

11 MS. CARR: Yes, not that kind of  
12 stuff. You know, the bottom line is making  
13 sure that costs are always reasonable and  
14 allowable.

15 QUESTION: Right.

16 MS. CARR: So, we're not going to  
17 be paying \$10,000 for a motivational speaker.  
18 We're not going to be paying for kids to go  
19 to competitive games. So to compete in a  
20 district-wide track meet, or something, you  
21 know, Penn Relays or something. We're not  
22 going to be paying for any of that kind of

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1 stuff.

2 The idea, sort of lifelong physical  
3 activity, helping kids meet their state  
4 standards, and helping the most kids in your  
5 target population participate.

6 So, you know, we would -- we would  
7 probably not allow for three kids to be taken  
8 to the Red Sox game, or something like that.

9 QUESTION: Right, right. Now what  
10 about the -- you just mentioned recreational  
11 opportunities. What if, in a community, there  
12 are lots of potential physical education and  
13 structural opportunities in the private  
14 sector. And there might be some marginal cost  
15 to gain access to those, at least in the  
16 short-term. Things like golf courses and  
17 swimming pools come to mind.

18 MS. CARR: You said -- what you  
19 said is sort of the trigger. It's that  
20 there's a physical education opportunity. And  
21 so it's -- it's not a recreation if you're  
22 actually -- the kids are either learning a

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1 skill or they're applying a skill that they  
2 learned in the classroom.

3 QUESTION: So, if the local country  
4 club --

5 MS. CARR: To me that would be --

6 QUESTION: -- agrees to provide  
7 instruction for children in high school  
8 physical education classes, that would be  
9 reasonable to transport those kids to an from  
10 that opportunity?

11 MS. CARR: For the -- for golf, did  
12 you say?

13 QUESTION: Yes, golf.

14 MS. CARR: Is that what you said.  
15 Sure, I think we have funded golf in the past.

16 MS. RUDY: We have.

17 MS. CARR: We have funded golf-  
18 related activity. We fund -- we fund all  
19 kinds of stuff. I mean, so -- we have funded  
20 snow shoeing and canoeing and bowling units  
21 and golf and swimming.

22 QUESTION: Very good.

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1 MS. CARR: And rock climbing,  
2 dancing, yoga, pilates, you name it. I mean,  
3 we're -- you know, as long as kids are getting  
4 -- Dance Revolution -- as long as kids are  
5 getting up, they're moving, they're trying,  
6 you're getting them to meet their state  
7 standards.

8 Another sort of big category of  
9 activities that we typically cut are sort of  
10 general health education activities. So, if  
11 you wanted to build in anything sort of like  
12 tobacco, or characterize -- tobacco prevention  
13 and character education, general life skills  
14 curriculum, any of that kind of stuff, we'll  
15 cut it. Because that's not sort of within the  
16 scope of his program.

17 QUESTION: Right.

18 MS. CARR: All great things -- all  
19 things we're hoping you're -- we'll hope that  
20 you're doing in your schools in your  
21 districts, but it's outside of the scope of  
22 this program.

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1 QUESTION: And nutrition is now  
2 within the scope?

3 MS. CARR: Nutrition is absolutely  
4 in the scope.

5 QUESTION: Very good. Okay, cool.

6 MS. RUDY: Another group of things  
7 that we have excised from budgets are things  
8 that are directly related to competitive  
9 sports. People have requested new bleachers  
10 for their athletic fields. A new -- not so  
11 much Jumbotron, but a pretty nice scoreboard.

12 Some things like that, that I think we  
13 believe are sort of more necessary as a part  
14 of interscholastic and competitive things,  
15 then sort of the general physical activity  
16 that is the -- and lifelong fitness that's the  
17 goal of this program.

18 QUESTION: Very good, thank you.

19 MS. CARR: Yes. And I think we  
20 would advise is, you know, think carefully  
21 about what you put in your budget. Please  
22 don't just agree to lock, stock, and barrel

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1 something that someone tells you that you  
2 should buy.

3           Would just be -- sort of  
4 (\*\*2:42:08 inaudible), what are sort of best  
5 practices, and season (\*\*inaudible\*\*  
6 2:42:12) product officer hats.

7           That would just be a piece of  
8 advice I would give you, is just think very  
9 carefully about what your needs are and what  
10 your capabilities are in your district to  
11 utilize the purchases that you're making.

12           QUESTION: Very good.

13           MS. CARR: Another thing that --  
14 and I'm glad you brought this up. This is a  
15 great question. And something I just want to  
16 throw out there, is that when you do your  
17 budgets, we would -- we would ask that you  
18 provide as much detail as possible in your  
19 budget narratives.

20           No amount of detail is too much for  
21 us. We would like as much detail as you can  
22 possibly provide.

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1           Often what happens, if we have to  
2 go back and ask people, they'll say, oh, we've  
3 got this beautiful Excel spreadsheet with all  
4 of our (\*\*2:42:54\*\* inaudible) cost on it.  
5 And any of that kind of stuff, please send it  
6 along with us. It helps us to determine if  
7 your costs are reasonable and allowable. And  
8 whether or not, bottom line, is if you've  
9 added everything up right.

10           So that helps us make a correct  
11 determination about your budget. And again,  
12 we want to see as much detail as you can.

13           Please don't just put in a line  
14 that says, equipment, middle school equipment,  
15 and in parenthesis, balls, hoops, hullohoops.

16           We want to see the breakdown of every -- of  
17 all the things that you're buying.

18           QUESTION: Okay.

19           MS. RUDY: And please -- please  
20 don't count on us having the time to come back  
21 to you, if your application ends up in the  
22 funding range, and if your equipment purchase

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1 line says, equipment, middle school, \$75,000,  
2 and that's it -- that's probably not going to  
3 have a very happy outcome.

4 We're -- we're going to look for a  
5 lot more detail and probably are not going to  
6 have time to come back and try to sort of pry  
7 it out of people a piece at a time.

8 So please, when you submit, put  
9 your best foot forward, give us the  
10 information that we need to be able to say,  
11 these are all great expenditures, they all  
12 make sense in the context of the program  
13 that's being proposed. Costs seem reasonable.

14 We can tell that while the bottom line looks  
15 like a lot, we see the component pieces and  
16 those costs seem reasonable.

17 But it's not usually -- usually it  
18 does not turn out well if we're doing a lot of  
19 guessing, because we're apparently not very  
20 good guessers.

21 MS. CARR: Yes, and if -- if for  
22 example, you obviously hit a cord with us,

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1 because we just keep talking and talking.

2 Please don't just give us a  
3 category that's called like, miscellaneous  
4 costs. That will be cut quicker than the  
5 blink of an eye. Don't give us just  
6 miscellaneous or other.

7 But, by the same token, if you, for  
8 example, are going to let your middle school  
9 teachers decide what equipment they want to  
10 buy themselves, and they -- please provide us  
11 a list of the possibilities. And -- or  
12 likewise, if they're going to get to choose  
13 from three different training's, and the cost-  
14 out for each of those training's, and they're  
15 going to be given a budget of whatever. At  
16 least give us some very clear guidelines as to  
17 what the parameters are, so that we can be  
18 clear that each of the things on that list, or  
19 each of the choices are allowable and are  
20 reasonable.

21 QUESTION: Very good.

22 MS. CARR: Otherwise, it's just

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1 going to get cut right out.

2 QUESTION: Thank you.

3 MS. CARR: And not to be dire about  
4 it, but, that's just the nature of the beast.

5 OPERATOR: Your next question comes  
6 from Carol Brooks. You have the floor.

7 QUESTION: Thank you, and thanks  
8 for this opportunity to answer all our  
9 questions. I know it takes a lot of your  
10 time.

11 MS. CARR: You know, this is so --

12 QUESTION: Hopefully we can save  
13 you some by answering them.

14 MS. CARR: I was just going to say,  
15 it's so much better, yes.

16 QUESTION: Okay, on Page 11, when  
17 you talked about the grantee meetings. We  
18 obviously have to figure out airfare. I  
19 assume they're in Washington, D.C., for the  
20 meetings.

21 MS. CARR: That's right.

22 QUESTION: And we don't -- I don't

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1 know exactly how much to allow for other  
2 things. Do we just kind of guess and then  
3 that's okay to change that when we know if  
4 we're going there?

5 MS. CARR: That is fine. What you  
6 can do, is you can look on GSA, the General  
7 Services Administration, has per diem rates  
8 and hotel rates for --

9 QUESTION: I'm sorry, what was that  
10 again?

11 MS. CARR: It's the General  
12 Services Administration, GSA. And if you just  
13 type in Goggle, if you just say, GSA per diem,  
14 it will pull you up to the per diem rate page.  
15 Just look for Washington, D.C.

16 I think the current rate for the  
17 hotel -- for a hotel room per night is \$150,  
18 or something like that.

19 MS. RUDY: I think it -- yes, I  
20 actually think it's more like \$250 or --

21 MS. CARR: Is it really? Look at  
22 me. Behind the times.

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1           And, it will also tell you what,  
2           what the government would pay for per diem.

3           Now, we would also tell you that  
4           you would need to work with your district. If  
5           your district has a policy for paying either  
6           per diem or for paying by expense. I know  
7           some districts require that you submit  
8           receipts for all of your expenditures when you  
9           travel, including food. So, they don't give  
10          you a per diem. They say you have to be  
11          reimbursed for everything. Just make your  
12          best guess and make sure that it's -- just  
13          make sure that it's reasonable.

14          Sometimes a GSA rate helps you to  
15          think about what things cost in D.C. Because  
16          it can be considerably more expensive here  
17          than some other parts of the country.

18          QUESTION: Okay. And then also on  
19          budget, on Page 11, the national evaluation  
20          that we would be required to participate if  
21          we're awarded the grant.

22          Should we be budgeting in for that,

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1 or -- I'm not sure what that is.

2 MS. CARR: Nope. That's a -- I'm  
3 really glad you brought that up. Thank you so  
4 much.

5 That is a study that we are  
6 undertaking at the Department. You don't have  
7 to worry about putting in any funds for that  
8 at all. Because, if -- if we need to work --  
9 if we ask to work with you, it's evaluation  
10 work that is undertaken from us at the  
11 Department. It's our money that we're putting  
12 into it.

13 The only thing that we would ask is  
14 that you participate in the evaluation if  
15 you're asked to fill out a survey, for  
16 example. Please do so and please return it to  
17 us.

18 If somebody calls and asks you to  
19 do a structured interview, or to come to do a  
20 site visit, please -- please welcome them.

21 You will have advance warning of  
22 what's happening and when things are going to

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1 happen. Your project officer should -- will  
2 probably let you know.

3 We don't have an idea at the moment  
4 of exactly what the -- the methodology's going  
5 to look like. So, I can't tell you, sort of  
6 how we're going to structure it and who we're  
7 going to look at.

8 But this is a national evaluation.

9 So this is to determine, at the end of  
10 broadest aggregate level, across all of the  
11 funded programs, is the PEP program having its  
12 desired effect?

13 And the \$70-something million  
14 dollars we put out annually. Is that helping  
15 kids meet their state standards? And is it  
16 helping school districts and community-based  
17 organizations change their policies and  
18 practices around getting kids to be more  
19 active and eat more nutritiously, and all that  
20 good stuff.

21 Is that helpful?

22 QUESTION: Yes, and then another

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1 budget question is, is we utilize simple  
2 therapy for our special education students, we  
3 need special ed buses to get them there. Is  
4 transportation allowed under that situation?

5 MS. CARR: You can charge for  
6 transportation -- you obviously can't buy a  
7 bus.

8 QUESTION: Right.

9 MS. CARR: But yes, you can do  
10 that. You ask, but we've seen that in budgets  
11 before. But you can charge say, by the mile.

12 If you need to rent a bus that's sort of  
13 above and beyond what the regular use of a  
14 school bus would be in the day.

15 So sure, for an after-school  
16 program. If you're going 20 miles and it's 10  
17 cents per mile, three times a week, that's how  
18 you would cost it out.

19 And we would want to see that level  
20 of calculation.

21 QUESTION: Okay great. And then  
22 the last one. On page 19, the subjects

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1 reviewed by executive order 12372. And it's  
2 one of the questions that we have to answer.

3 I called my clearinghouse number.  
4 There's no longer a clearinghouse for  
5 Illinois.

6 MS. CARR: Okay.

7 QUESTION: So --

8 MS. CARR: Then you are not --

9 QUESTION: So, would that be a no,  
10 on that answer? Or do I pursue and try and  
11 find someone?

12 MS. CARR: No.

13 MS. RUDY: No, I mean you're state  
14 is either a standard participating or its not.  
15 And if they're not, they're not and you're  
16 off the hook.

17 OPERATOR: Okay.

18 MS. CARR: Lucky you.

19 OPERATOR: Yes. The contact  
20 information -- yes, I have that information  
21 and the source to prove that I did call and  
22 check.

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1 MS. CARR: Yes.

2 OPERATOR: Okay, thank you very  
3 much.

4 MS. CARR: Perfect, thank you.

5 OPERATOR: The next question comes  
6 from John Andorfer. You have the floor.

7 QUESTION: Hi, I guess my question  
8 is really one of where we fit in terms of the  
9 definition of the applicant organizations.  
10 Because we're looking at probably a group, or  
11 a contortion of elementary schools, we're all  
12 Catholic schools in Omaha. And we don't have  
13 an LEA. The term CBO doesn't really ring a  
14 bell.

15 And so, I'm just wondering if we're  
16 kind of a subset of the diilsecean school  
17 system, but we'd be applying on our own.

18 Would non-profit status be more  
19 appropriate for us?

20 MS. RUDY: Your choice -- the only  
21 two types -- can I go ahead?

22 MS. CARR: Yes, go, go, yes.

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1 MS. RUDY: The only two types of  
2 organizations that are eligible to apply are  
3 either LEAs or community-based organizations.

4 You're not going to be an LEA.  
5 Since that's a public entity.

6 QUESTION: Okay.

7 MS. RUDY: But I suspect, and this  
8 is a -- just a suspicion on my part, that your  
9 organization may meet the definition for  
10 community-based organization.

11 QUESTION: And is there sort of a  
12 (\*\*in audible\*\* 2:52:01) test, that we need  
13 to --

14 MS. RUDY: There's a definition  
15 that's in the application package, I think.  
16 Dana?

17 MS. CARR: Yes, Page 13 and 14.

18 QUESTION: Okay.

19 MS. RUDY: And basically -- that's  
20 what I'm looking for my -- I'm grabbing from  
21 my statute here to see if I can't -- but, it's  
22 a pretty -- it's one of those definitions that

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1 isn't too -- too taxing in terms of what it  
2 entails.

3 A community-based organization is  
4 a public or a private nonprofit organization  
5 of demonstrated effectiveness, that is  
6 representative of a community or a significant  
7 segment of a community, and provides  
8 educational or related services to individuals  
9 in the community.

10 QUESTION: Okay, and then would we  
11 apply, because we all have our own 501C-3  
12 status, would we apply as a group then, or  
13 would we choose one lead organization? Or,  
14 how would you think we should structure that?

15 MS. CARR: Yes, just go ahead and  
16 choose one as a lead. And that person would  
17 be the administrative and fiscal agent for the  
18 project.

19 QUESTION: Okay, great.

20 MS. CARR: But you can write it,  
21 sort of as the consortium. I mean, it would  
22 just be that, that's the one that is the --

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1 but, did you say that you are sort of from the  
2 -- the regional group? Or are you from one of  
3 the schools?

4 QUESTION: I represent one of the  
5 schools.

6 MS. CARR: Okay, okay, sorry.

7 QUESTION: And so -- no, no, that's  
8 fine. It's just we have kind of a loose  
9 hierarchical system. I mean, it's a lot of  
10 times, each school is kind of doing its own,  
11 you know, fund-raising and that sort of thing.

12 So, we are under the umbrella, but  
13 it's a pretty loose umbrella.

14 MS. CARR: Loose umbrella, yes.  
15 Well, you know, and to the extent to which,  
16 you know, that you're sort of adopting a  
17 standard approach to these issues. I think --  
18 I mean, I think we would say it's probably a  
19 great thing, so.

20 QUESTION: Okay. Well, thank you  
21 very much.

22 MS. RUDY: But, I'm pleased you did

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1 go and take a look at the definition and kind  
2 of parse through it. I mean, again, that's  
3 one that a lot of organizations are able to  
4 meet. But just be sure that -- you know, take  
5 a look and think about your structure and your  
6 organizations just to be sure.

7 QUESTION: Okay, thank you.

8 OPERATOR: Your next question comes  
9 from J.J. Buehl. You have the floor.

10 QUESTION: Yes, just a real --  
11 well, it's not really quick I guess, in a  
12 sense. But it's talking about the budget and  
13 everything.

14 You talked about training's and  
15 all. Around our area, first of all we're a  
16 very rural area in North Carolina.

17 We don't have a lot of  
18 opportunities for our children. We have to go  
19 an hour plus anywhere, to any really physical  
20 activity, besides playing basketball outside,  
21 basically around here.

22 You did say that such as a bowling

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1 alley or golf course or swimming. If we took,  
2 as a P.E. teacher, if we took our children on  
3 a "field trip" to these places to actually get  
4 the hands-on experience. That would be  
5 allowable?

6 MS. CARR: As long as it's linked  
7 back to the goals and objectives of the  
8 program. It's not being used as sort of an  
9 incentive.

10 QUESTION: Right.

11 (Simultaneous talking.)

12 MS. CARR: -- not as a reward, but  
13 as sort of like an instructional activity.

14 QUESTION: Right. Like right now I  
15 take my third graders -- I teach the lesson  
16 here in my gym of how to roll the bowling  
17 ball, what the pins are, and all that. And  
18 then I actually take them 30-45 minutes away  
19 to the bowling that's near us on a field trip,  
20 I guess, to actually apply what they just  
21 learned to everyday, you know, to a hands on  
22 experience.

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1 MS. CARR: Absolutely.

2 QUESTION: Okay.

3 MS. CARR: And again, as long as  
4 the costs are reasonable and allowable.

5 QUESTION: Right, right. The other  
6 thing is, going back to the teacher  
7 professional -- the staff development  
8 professional training and all, if we wanted to  
9 put in there for all of our P.E. teachers or  
10 so, to go to either the national conference or  
11 a state physical education conferences or  
12 staff developments, that could be written in  
13 there along with a substitute for them? Is  
14 that correct?

15 MS. CARR: That is correct. That  
16 would be considered professional development.

17 QUESTION: Okay.

18 MS. CARR: As long as it's a  
19 reasonable -- again, as long as it's  
20 reasonable. We're not going to send, you  
21 know, 20 staff, but it's perfectly reasonable  
22 for 1 or 2 teachers you know at -- per level

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1 or something, like that.

2 QUESTION: Per level could go to  
3 ECG --

4 MS. CARR: You know something --  
5 you know, use your best judgement. I mean,  
6 obviously I don't know your district, or your  
7 group of schools that well, so -- or at all.  
8 But please just use your best judgement. All  
9 I'm saying is, we're not going to send every  
10 teacher in your entire district -- 50  
11 teachers, or something like that.

12 QUESTION: No, we don't have that  
13 many. We only have about -- maybe 15 of us.  
14 If it's that many of us. It might only be  
15 like 10 or 12 of us that are actually physical  
16 education teachers.

17 But our main this is, is they don't  
18 go. I'm the only one in our county -- well  
19 there's another person that actually does go  
20 to our different conferences, because one, we  
21 don't have the funding for it, but two, it's  
22 not been pushed.

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1           So, if it was written into the  
2 grant, it's almost like they have to go. You  
3 know? And hopefully they will get something  
4 out of it.

5           MS. CARR: I would say -- just  
6 again, use your best judgement on that.

7           QUESTION: Okay.

8           MS. CARR: Those are certainly  
9 allowable costs and allowable activities. As  
10 again, as it pertains to professional  
11 development.

12           But again, just use your best  
13 judgement.

14           QUESTION: Okay. Now also, some of  
15 the budgeting things you were -- you were  
16 saying no to. If we were to write in there --  
17 and you said the DDR, the Dance, Dance  
18 Revolution has been awarded in the past. Some  
19 of the new technology that's come out in our  
20 physical education books, such as, as similar  
21 to a Wii, not the actual play -- you know, but  
22 the actual things and all -- that we're trying

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1 to get our children to understand that 21st  
2 century is here and that we've got to get them  
3 not only physically active, but to understand  
4 technology as well.

5 Is that able -- is that a no-no in  
6 there? Don't put too much of it? Or, is that  
7 something that would be great in our grant?

8 MS. CARR: You know, I would say as  
9 long as you're responsive -- just be  
10 responsive to those selection criteria and the  
11 absolute priority.

12 Certainly the use of technology and  
13 physical education has really -- is kind of in  
14 its glory right now. And there's lots and  
15 lots of ways to use technology.

16 QUESTION: Oh, yes.

17 MS. CARR: In P.E. and music as  
18 well. I would say that teaching kids to use  
19 technology, you know, sort of this is the 21st  
20 century kind of thing, is probably outside the  
21 scope. So using technology for teaching  
22 technology, it would be outside the scope of

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1 this program.

2 QUESTION: Right.

3 MS. CARR: But certainly as it fits  
4 into a comprehensive, integrated sequential  
5 course of physical education, probably makes  
6 some sense.

7 It's certainly not a requirement.  
8 We've funded some really low-tech programs  
9 that have also been really successful.

10 It really just depends on what the  
11 needs -- the needs, and I would say the  
12 capabilities and sort of the openness to  
13 utilizing technology. All of those things are  
14 in your district.

15 One of the big challenges -- and  
16 this is again, just sort of food for thought -  
17 - one of the big challenges I think some of  
18 our grantees face, is that they have all of  
19 this equipment and they encounter a lot of  
20 resistance to using it.

21 QUESTION: Right.

22 MS. CARR: From the sort of more

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1 seasoned teachers, who not using it for years  
2 and years, and why do we need to do this now?

3 And it takes awhile for that to get  
4 incorporated and sometimes it doesn't.

5 And the other thing that I would  
6 sort of put out there is that, just buying it  
7 doesn't always do the trick. A lot -- there's  
8 a lot of training and professional development  
9 around technology that you need to consider as  
10 well.

11 QUESTION: Now, I know that we're  
12 going this district-wide, but that brings me  
13 right to that point of what I'm facing around  
14 here. Is that we do have lots of seasoned  
15 teachers that want to just roll out the ball  
16 and just anything that's quick and easy. And  
17 as long as we're taking care of the kids until  
18 they go back to their next class.

19 Is that -- is there a way to where  
20 if one of the schools is more of a pilot this  
21 year, by training the other schools, and then  
22 the second and third year, getting them on

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1 board and going on that. That's what I'm --  
2 had been kind of told already.

3 Is that what you're speaking about  
4 now? I mean --

5 MS. CARR: That's -- I mean, that's  
6 one approach. You absolutely can do it that  
7 way. Again, as long as the scope of your  
8 first year, sort of is responsive again, to  
9 all of those things that I keep saying.

10 QUESTION: Right.

11 MS. CARR: And your budget is  
12 commensurate with the planned activities.

13 Certainly you can have a smaller  
14 budget and a smaller project, a scope in year  
15 one, and then build on that in years two and  
16 three.

17 We've had people approach it that  
18 way. We've had people approach it that they  
19 do the elementary schools one year, middle  
20 schools the next year, and the high schools  
21 the third year.

22 I mean, people can parse it and do

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1 it in probably more ways than I can even think  
2 of.

3 QUESTION: Okay, and the very last  
4 question. If we don't get awarded or sent  
5 onto the next level this year by chance, will  
6 we be getting responses back why we did not do  
7 it? Or -- and the second part of that is, can  
8 we apply next year for it?

9 MS. CARR: To the first part of  
10 your question, yes, you will absolutely get  
11 your peer reviewer comments back. Both  
12 successful and unsuccessful applicants receive  
13 their peer reviewer comments.

14 They will be sent, just so all of  
15 you know, they get sent to the -- to the  
16 person who is listed as the authorized  
17 representative on the grant application.

18 So, make sure that your  
19 superintendent, or your -- you know, if that's  
20 the person, or your executive director, if  
21 you're a CBO -- if they get something about  
22 this that they need to keep it around. They

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1 don't just throw it in the garbage.

2 To your second question, which is  
3 kind of a nice last question, is whether or  
4 not you can apply again next year. As I said  
5 earlier on the call, future competitions  
6 depend on a couple of different factors.

7 One is future appropriations from  
8 Congress.

9 QUESTION: Right.

10 MS. CARR: And the second is  
11 whether or not we decide to fund the next  
12 group of highly qualified applicants that  
13 competed this year.

14 We have -- we can do that. And we  
15 have done that in years past. So, we won't  
16 have a new competition next year potentially.

17 And the third possibility is that  
18 we change the program and then we would have a  
19 new competition, but it would look probably  
20 pretty different. It could look pretty  
21 different next year.

22 So, maybe you can apply next year,

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1 maybe not. Depending on what happens.

2 But certainly if you don't get  
3 funding, continue to check back with us.

4 QUESTION: Okay. And you said now,  
5 on the program director, I mean, wouldn't that  
6 -- let's say if I am the contact person, I'm  
7 not the superintendent, but I'm the one that's  
8 getting -- spearheading this and would be the  
9 director and all that. Would I be getting  
10 that, or is the superintendent the lead -- the  
11 contact person?

12 MS. CARR: The authorized  
13 representative is who receives the -- it's who  
14 signs off on the grant. Who says, everything  
15 I say in this application is true and honest.  
16 And that is the person to whom the peer  
17 reviewer comments are sent.

18 QUESTION: And should that be your  
19 superintendent? Is that what you're saying?

20 MS. CARR: Yes.

21 QUESTION: Okay, it should be your  
22 superintendent.

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1 MS. RUDY: It needs to be somebody  
2 who has the authority to bind your district to  
3 the commitments that are being made in your  
4 application. It's most often, for a school  
5 district the superintendent.

6 Depending on the size of your  
7 district, it could be the assistant  
8 superintendent. It could be director of  
9 federal programs. You know, there are some  
10 different types of titles, but it's usually a  
11 senior person. And we're looking for somebody  
12 at a level that can bind your district to the  
13 agreements that you're making by submitting  
14 the application.

15 QUESTION: Okay, thank you.

16 MS. CARR: Thank you. I think  
17 that's all the time we have.

18 Again, if you have questions that  
19 weren't asked on this call, we have three more  
20 opportunities for conference calls. And you  
21 can call back in and hear more questions.

22 The next one -- I'm sorry, we have

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1 two more opportunities. The next one is on  
2 February 28th, from 2:30-4:30 -- 2:#0-4:00  
3 Eastern time. And the third one is on March  
4 4th, from 2:00-3:30, again, Eastern time.

5 I want to thank each of you for  
6 being on the call. You asked some great  
7 questions.

8 Thanks to George for facilitating  
9 this.

10 And on behalf of Debbie Rudy and  
11 I, we wish you good luck and we'll talk to you  
12 soon.

13 Thanks so much again. Bye-bye.

14 OPERATOR: This concludes the call.

15 You may now disconnect.

16 (Whereupon, the above-entitled  
17 matter went off the record at approximately  
18 3:05 p.m.)

19  
20  
21  
22  
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