

UNITED STATES DEPARTMENT OF EDUCATION

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OFFICE OF SAFE AND DRUG-FREE SCHOOLS (OSDFS)

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QUESTION AND ANSWER SESSION

+ + + + +

THURSDAY,
FEBRUARY 28, 2008

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The session commenced at 2:30 p.m.

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

2:34 p.m.

MS. CARR: Great thank you so much Hillary and welcome to everyone and thank you for being with us today. My name is Dana Carr and I am with the Office of Safe and Drug-Free Schools. I will be joined momentarily by my colleague Debbie Rudy also from the Office of Safe and Drug-Free Schools.

I'm going to provide a brief overview of the program for about 10 minutes and then we're just going to open up for questions. And as Hillary said, the questions will be posed by the call facilitator. I just want you to know we also have someone on the call who will be transcribing the question and answers, and the question-and-answer portion of this call, the transcript of this will be posted on our website in the same place you found the information for calling in after the call.

The transcript from the first call

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1 will also be posted to the same place. We're
2 still waiting on that one to come in. That
3 was from last week. If you have questions
4 that are not addressed on this call if we run
5 out of time you can always call into the next
6 technical assistance call on March 4 or you
7 can feel free to email me. I'm at "dana" D-A-
8 N-A ".carr@ed.gov" and you can also call into
9 our phone number, leave a message and we'll
10 get back to you as soon as we can.

11 In terms of program information the
12 intent of the PEP program is to provide grants
13 to local education agencies and community-
14 based organizations to initiate, expand, or
15 enhance physical education programs for
16 students in kindergarten through twelfth grade
17 to help students meet their standards for
18 physical education. Eligible applicants are
19 local educational agencies including charter
20 schools that are considered what we call LEAs,
21 local education agencies, under state law and
22 community-based organizations, which I'll

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1 refer to as CBOs, including faith-based
2 organizations. Current active grantees are
3 not eligible to apply. This means that if you
4 have a PEP grant right now whose end date is
5 after the transmittal date of March 24, 2008,
6 you are not eligible to apply this year. This
7 includes grantees on a current no-cost
8 extension and you cannot try to end your grant
9 early so that you can apply this year. The
10 grant period is for up to 36 months and the
11 application is due on March 24.

12 We have something called the
13 absolute priority for this program which is
14 the initiation, expansion, improvement of
15 physical education programs, including after-
16 school programs, in order to make progress
17 toward meeting state standards for physical
18 education for K-12 students by, one, providing
19 equipment and support to enable students to
20 participate actively in physical education
21 activities, and two, providing funds for staff
22 and teacher training and education. To

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1 receive PEP grant funding a physical education
2 program must provide for one or more of the
3 following components, and I'm going to read
4 all six of the components to you so you hear
5 them. The first is fitness education and
6 assessment to help students understand,
7 improve, or maintain their physical well-
8 being. Two is instruction in a variety of
9 motor skills and physical activities designed
10 to enhance the physical, mental and social or
11 emotional development of every student; three,
12 development of and instruction in cognitive
13 concepts about motor skills and physical
14 fitness that support a lifelong healthy
15 lifestyle; four, opportunities to develop
16 positive social cooperative skills through
17 physical activity participation; five,
18 instruction in healthy eating habits and good
19 nutrition; and six, opportunities for
20 professional development for teachers in
21 physical education to stay abreast of the
22 latest research, issues and trends in the

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1 field of physical education.

2 We also have a competitive
3 priority. We will award five additional
4 points to novice applicants. And for the
5 definition of a "novice" please see Pages 13
6 and 14 in the application package. I'm sure
7 many of you will have questions about that so
8 I'm sure we'll talk more about that to you.

9 We also have for the first time
10 this year something called an invitational
11 priority which means that we invite you to
12 respond to the submission priority but it is
13 certainly not a requirement for your
14 application, and this priority is for projects
15 that propose programs that address problems
16 identified by the applicant in the self-
17 assessment tool called the School Health
18 Index. Using the physical education and other
19 physical activity programs and nutrition
20 services module of that School Health Index
21 that are appropriate for the schools to be
22 served by the grant. CBOs are invited to

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1 partner with an LEA or school to complete the
2 physical education, other physical activity
3 programs and nutrition services module of the
4 School Health Index. It's a self-assessment
5 tool. It's designed to assess school-based
6 programs and policies related to physical
7 activity nutrition services. More information
8 about the School Health Index can be found at
9 www.cdc.gov/healthyyouth.

10 The one requirement I just want to
11 highlight on this call, there are other
12 requirements for this program and I would
13 refer you to the application package. The one
14 I want to highlight is one that we see come up
15 as a problem most often and that - this is a
16 requirement for matching funds. In Year 1 of
17 the grant a grantee must provide 10 percent of
18 total of project costs, and in Years 2 and 3
19 the grantee must provide 25 percent of project
20 costs.

21 We want to offer just a couple of
22 tips for applying to this grant and there are

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1 obviously more in the application package, but
2 if there's one thing that we could share with
3 you and because you're a captive audience we
4 will. The first is please read the
5 application package in its entirety and follow
6 all the instructions, particularly the
7 instructions around transmitting your
8 application if you're going to do so
9 electronically. Those, whether you're in or
10 you're out, if you submit it incorrectly
11 electronically there's not a thing we can do
12 about that, so please follow very carefully
13 the instructions contained in the application
14 package. Also, if you have questions please
15 contact here at the department in the Office
16 of Safe and Drug-Free Schools. We do our best
17 to get back to you as quickly as we can, but
18 please be patient with us. We receive an
19 extremely high number of inquiries during this
20 time and it is exceedingly difficult to get
21 back to everyone the day that you call or
22 sometimes even the next day. And again, read

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1 the whole thing, follow the instructions, be
2 sure that you present a proposal that is
3 responsive to the absolute priority and the
4 selection criteria, and please ensure that you
5 provide all of the required and requested
6 information. That's really all we have in
7 terms of introduction and at this point we
8 will turn it over to you for questions.
9 Hillary?

10 OPERATOR: At this time if you
11 would like to ask a question, please press *1
12 on your telephone keypad. Ms. Carr, we do
13 have quite a few in queue.

14 MS. CARR: All right.

15 OPERATOR: Our first one is from
16 [Participant]. Your line is open.

17 MS. CARR: Hi [Participant].

18 PARTICIPANT: Just one question.
19 On Page 11 of the published FAQs it indicates
20 that hiring of staff is allowable, but
21 specifies staff as a project coordinator or
22 physical education instructors. Are these the

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1 only staff positions that would be allowable
2 costs, or can any staff be hired as long as
3 they're 100 percent dedicated to the project
4 and totally necessary to implement project
5 activities?

6 MS. CARR: That's probably exactly
7 how we would put it. If it's a person that
8 you think is absolutely necessary to the
9 implementation of your program and helps meet
10 the goals and objectives of your project I
11 think we're - I mean we've seen all kinds of
12 things in budgets before, and again, as long
13 as it's directly related to implementing the
14 goals.

15 MS. RUDY: And I think I heard
16 another clause in there. I think I heard you
17 say that the person had to be 100 percent
18 dedicated to the project?

19 MS. CARR: Yes.

20 MS. RUDY: And that is not the
21 case. I mean you could have a person doing
22 training who was spending one-third of their

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1 time on this and two-thirds of their time on
2 other activities being paid by other sources.

3 PARTICIPANT: Right. Okay, thanks.

4 MS. RUDY: The nexus is really the
5 directive "necessary and reasonable for the
6 conduct of the grant."

7 MS. CARR: And the other thing I
8 would add to that too is that you can also pay
9 current staff that you have on payroll to do
10 activities for this grant that are above and
11 beyond what is considered their sort of normal
12 tour of duty. So while you can't supplant
13 allocated funds, say for example you can't pay
14 the PE teachers - instead of paying them out
15 of your district budget you pay them out of
16 this grant. That would be considered
17 supplanting. But if you ask that PE teacher
18 to come to a meeting in the evening or a
19 training session on the weekend we would
20 certainly consider that allowable to pay them
21 out of this grant for those activities.

22 PARTICIPANT: Okay, thanks very

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1 much.

2 OPERATOR: Our next question is
3 from [Participant]. Your line is open, ma'am.

4 PARTICIPANT: Thank you. My
5 question had to do with the last question, is
6 it justifiable to hire a dietitian to teach
7 the nutrition component? I gather that the
8 answer to that would be yes.

9 MS. CARR: It would, again as long
10 as it's linked to attaining your goals and
11 objectives of your program and the costs are
12 reasonable and allowable.

13 PARTICIPANT: Sure, okay. And my
14 other question is in addition to school-year
15 programs, can we have summer programs and
16 intersessions like during breaks as a part of
17 our PEP grants?

18 MS. CARR: Certainly.

19 PARTICIPANT: Okay, great, thank
20 you very much.

21 MS. CARR: Thank you.

22 OPERATOR: And our next question is

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1 from [Participant]. Your line is open, ma'am.

2 PARTICIPANT: Hi. I am checking in
3 regards to the match. We recently got a bond
4 issue to pass to create a legal-size indoor
5 basketball court and a small fitness facility
6 and it was a bare-bones to get it to pass with
7 no equipment allowed. And we're curious if
8 some of the money towards that cost can be
9 applied towards our match.

10 MS. CARR: Unfortunately because
11 construction isn't allowable as part of this
12 grant program it cannot be considered part of
13 your match. And for all of you on the call,
14 anything that is considered unallowable as a
15 direct cost is also unallowable as a match.

16 PARTICIPANT: Okay.

17 MS. CARR: Thank you.

18 PARTICIPANT: Thanks,

19 MS. CARR: That's a great question.

20 OPERATOR: Our next question is
21 from [Participant]. Your line is open, sorry
22 about that.

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1 PARTICIPANT: It's okay with my
2 name.

3 MS. CARR: Thank you.

4 PARTICIPANT: I have three quick
5 questions for you. My first one is can
6 community partners provide the non-federal
7 match, or does it have to come from the main
8 agency?

9 MS. CARR: Yes, they can. They
10 sure can.

11 PARTICIPANT: They sure can?
12 Perfect. Second question is is there a
13 problem if we partner with a for-profit
14 agency? So that let's just say they donate
15 hours to one of our PEP programs. Can we use
16 those hours as part of our match?

17 MS. CARR: Yes. Yes, you know, as
18 long as - yes, we don't see why not, again as
19 long as it supports your goals and objectives.

20 PARTICIPANT: Absolutely -

21 MS. CARR: And they're not going to
22 financially benefit from being involved in any

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1 way. I'm just trying to think it through -

2 PARTICIPANT: I know.

3 MS. CARR: - and see any way. But
4 sort of off the top no, we don't see that that
5 would be a problem.

6 PARTICIPANT: Okay, okay, so.

7 MS. CARR: I mean, yes.

8 PARTICIPANT: Okay, so that would
9 be different from actually having a
10 subcontractor. See, that's what I'm trying to
11 - do you know what I mean? Because we have -
12 so if we had a for-profit agency - so
13 essentially our school system has to go and
14 obviously go through their -

15 (Whereupon, due to technical
16 difficulties with the conference bridge
17 approximately one minute was lost)

18 - if we pick our subcontractor and
19 they donate hours to us because the project
20 would require more hours than we could pay
21 them. Do you see what I'm saying? My
22 question to you is is that going to - would

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1 that work?

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

3 PARTICIPANT: That would be fine.
4 As long as we went through our bidding
5 process, blah, blah.

6 MS. CARR: Exactly and they weren't
7 involved with helping you write the grants so
8 they would have an unfair advantage in the
9 application process.

10 PARTICIPANT: Okay, perfect,
11 perfect. The next thing is does a horizontal
12 ladder and a climbing wall and like a curved
13 beam constitute permanent structure?

14 MS. CARR: We have provided
15 climbing walls in the past. A ladder and a
16 curved - I'm not too sure.

17 PARTICIPANT: You know what it is,
18 it's like those children, they walk on the
19 curved balance beam.

20 MS. CARR: Oh. As long as it's
21 something that can be removed at a later time
22 we wouldn't consider that a permanent

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1 structure.

2 PARTICIPANT: Okay.

3 MS. CARR: So if that's something
4 that could be for example unscrewed and moved
5 and taken up -

6 MS. RUDY: To another building or -

7 MS. CARR: Yes.

8 PARTICIPANT: Okay, so - but for
9 example, I mean they're called horizontal
10 ladders and so as long as they could actually
11 technically like take them out - because some
12 of this is outdoor equipment. As long as they
13 could unbolt it from the ground?

14 MS. CARR: Right.

15 PARTICIPANT: Okay.

16 MS. CARR: Exactly.

17 PARTICIPANT: Wonderful. Those
18 were my three wonderful questions. Thank you
19 so much. I appreciate it.

20 MS. CARR: Great, thank you.

21 OPERATOR: Our next question is
22 from [Participant]. Your line is open, ma'am.

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1 PARTICIPANT: Hi and you may hear
2 my 8-month-old.

3 MS. CARR: I've got two little
4 ones, I understand.

5 PARTICIPANT: Sorry about that. I
6 am actually calling in on behalf of a school
7 in Camden, New Jersey. It's a Catholic school
8 and I'm new to the PEP grants so I just
9 printed out the application. I haven't had a
10 chance to read through it, but you said faith-
11 based organizations. Is a Catholic school
12 considered under that heading?

13 MS. RUDY: I would encourage you to
14 take a look at the definition of community-
15 based organization in the application package.
16 I suspect that a parochial school is likely
17 to meet the requirements of that definition.
18 It's pretty general. It talks about having a
19 successful track record of providing
20 educational services for a significant section
21 of - or sector of a community or for a whole
22 community.

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1 PARTICIPANT: Okay.

2 MS. RUDY: So it's a pretty general
3 definition and I would suspect that your
4 school might well satisfy that and be an
5 eligible applicant.

6 PARTICIPANT: Okay. The school
7 that I'm talking about has no gym facilities.
8 It's in a really pretty bad neighborhood and
9 the air is bad outside. They're right by the
10 CCMUA, the sewage plant. So - and I'm
11 understanding that the grant does not provide
12 for construction of any facilities, correct?

13 MS. CARR: That's correct.

14 PARTICIPANT: Okay. So if I wanted
15 to like create a program that would take the
16 kids to a camp nearby and get them out, or to
17 another place that has facilities, would that
18 be appropriate?

19 MS. CARR: It would and you can pay
20 for transportation and facility rental as long
21 as you justify the cost and tell us for
22 example if this facility were to be used for

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1 something else, how much they would charge per
2 square foot. Likewise with transportation,
3 how much they would cost per mile.

4 PARTICIPANT: Okay. Could I set up
5 something in the summertime, like a camp
6 program for them if I can't do it in the
7 course of the school year? That doesn't
8 matter?

9 MS. CARR: Yes, that's right.

10 PARTICIPANT: Okay. And just one
11 final question, how many applicants do you
12 normally get in the?

13 MS. CARR: I think our forecast is
14 about a thousand.

15 PARTICIPANT: Really.

16 MS. CARR: Yes.

17 MS. RUDY: I've seen as many as
18 1,500 and probably about 1,200 the last time
19 we ran a competition which was in 2006. So
20 it's pretty competitive, a lot of interest.

21 PARTICIPANT: Okay, thank you.

22 MS. CARR: Thank you, good luck.

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1 OPERATOR: Our next question is
2 from [Participant]. Your line is open, sir.

3 PARTICIPANT: Oh thanks, just a
4 couple questions. One, on the absolute
5 priority, I assume that's not going to be a
6 separate document response, but it'll be
7 embedded - the response to that will be
8 embedded within the program narrative?

9 MS. CARR: That's exactly right.

10 PARTICIPANT: Good. And under - I
11 just happened to catch the earlier question
12 related to costs for personnel because I see
13 administrative costs limitation at 5 percent,
14 but if this meets project direction is that
15 part of administrative costs cap, or can that
16 have staffing for project direction?

17 MS. CARR: It kind of depends what
18 you mean by project direction - of an answer.

19 It depends on what is is. Basically
20 administration - we see project direction sort
21 of as a direct cost. So here coordinating
22 training, or working with the PE teachers, or

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1 getting the personnel to come in and
2 scheduling that, that kind of thing, we see
3 that as a direct cost.

4 PARTICIPANT: Good.

5 MS. RUDY: But in program costs.

6 MS. CARR: As a program cost,
7 exactly.

8 PARTICIPANT: Right, right.

9 MS. CARR: The administration we
10 see as filing, or doing bookkeeping, or doing
11 expenses, or pay your bills.

12 MS. RUDY: The definition in our
13 general administrative regulations of
14 administrative costs says something like costs
15 that are common in the implementation of all
16 grants. So bookkeeping, report-writing,
17 filing, you know annual report prep. But
18 those other kinds of things that are specific
19 to the program content of this grant, while
20 they might be - I mean you often hear, for
21 example, of project director position referred
22 to as an administrative position - think it is

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1 composed of administrative functions and
2 program functions. We sort of make the
3 assumption, and it's very nice if you help us
4 make that assumption, that the part of the
5 person's time you know if it's a full-time
6 project director, you know it's good if you
7 help us understand that it isn't purely
8 administrative, that what the duties and roles
9 and responsibilities are going to be.

10 PARTICIPANT: Right, right. Just
11 trying to - you know, we already have like an
12 athletic director who is buried in roles and
13 responsibilities for a large district and
14 therefore if we want to add this
15 responsibility onto him I want to make sure
16 that there is a professional person who is
17 going to more or less run this grant. And I
18 think you've answered the question then, it is
19 okay because it's part of a direct cost in
20 program. You might want to call it program
21 administration, but it's really a program
22 direction which is good and okay. Thank you.

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1 And then the last piece was earlier
2 you mentioned about restrictions of costs on
3 expenditures, but an indoor or an outdoor
4 track which is going to be built as part of
5 matching, did you say that would be no?

6 MS. CARR: That's no.

7 PARTICIPANT: Good. Other than
8 that you're doing a nice job. Thank you.

9 MS. CARR: Oh, thanks. Yes, we
10 find that a lot of times in school districts
11 in particular people are called
12 "administrators" and that's different than
13 administrative.

14 PARTICIPANT: Correct.

15 MS. CARR: So we make that
16 distinction for folks.

17 PARTICIPANT: Right and I think
18 typically we make the assumption out here on
19 the program end that our indirect cost rate
20 covers that type of stuff.

21 MS. CARR: That's another question
22 we get a lot. Should we do that?

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1 MS. RUDY: Yes. We may as well
2 talk actually a little bit about the
3 difference between - we've mentioned all four
4 of the terms in this exchange, administrative
5 and program costs and indirect and direct
6 costs. And we sort of think about
7 administrative and program costs as sort of
8 two ends of a continuum, and we - a little bit
9 about you know one sort of being more about
10 things that are specific in terms of their -
11 the fact that they're more specific in terms
12 of the content. And then the administrative
13 end of things, that those are just kind of
14 common tasks that have to happen with most
15 grant projects. And firstly, the direct and
16 indirect sort of dichotomy is indirect costs
17 being those ones that are difficult to
18 calculate and allocate specifically to an
19 individual grant because they're often shared
20 resources that might be some time with an
21 attorney or general counsel, it might be light
22 and heat and liability insurance, some things

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1 that are spread all across your organization
2 and that everyone benefits from. As opposed
3 to those direct costs which are the ones that
4 we can - or that you all can easily count up
5 and capture and say you know that's exactly
6 what we need to run this PEP project. We need
7 this much of this person's time you know, and
8 so those are sort of the four terms. And
9 really plays out very differently across
10 organizations in terms of what's in your
11 indirect cost pool and what's administrative.

12 It just you know, it can play out in a lot of
13 different ways, but those are sort of the four
14 terms that we use and we always seem to manage
15 to totally confuse people about it.

16 PARTICIPANT: You're doing pretty
17 good. So and now for me to hang up, did she
18 say that I press the pound? I don't want to
19 keep holding on here.

20 MS. CARR: Mary?

21 OPERATOR: I'll release you
22 [Participant].

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1 PARTICIPANT: Okay, well thank you
2 very much.

3 OPERATOR: Thank you. Our next
4 question is from [Participant]. Your line is
5 open, ma'am.

6 PARTICIPANT: Hi. I'd like to talk
7 about the invitational priority. I have a
8 couple of questions. First, can you tell me
9 how the invitational priority fits in with the
10 scoring criteria? Like if you choose to do it
11 or not to do it?

12 MS. CARR: We don't have any - you
13 won't lose any points for not doing it. Doing
14 it, however, may strengthen your ability to be
15 responsive to the selection criteria which
16 would then be reflected in your scores.

17 MS. RUDY: You don't get any points
18 -

19 MS. CARR: Yes.

20 MS. RUDY: - just for doing it, but
21 we hope - I mean, the reason that we include
22 it as an invitational priority is that we

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1 think it is a good assessment tool and will
2 help folks plan and organize their projects
3 which hopefully would respond well to some of
4 the selection criteria. But you get neither
5 additional points for doing it or you don't
6 lost points.

7 PARTICIPANT: Okay great, thank
8 you. The other part of the question is here
9 in Michigan we have - our state has developed
10 its own form of the SHI which is called the
11 HSAT. It's very much based on what the CDC
12 has done, but it's set up to meet the specific
13 needs of Michigan. So if we use that
14 assessment tool instead of the SHI would that
15 meet the invitational priority?

16 MS. CARR: Sure, sure. Yes, you do
17 have a really strong coordinated school health
18 program in Michigan.

19 PARTICIPANT: Yes.

20 MS. CARR: So you are at an
21 advantage. Yes, sure. I mean, I guess we
22 just want to encourage folks to do any kind of

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1 assessment that is most appropriate to help
2 you better - not only better assess what your
3 gaps and needs are, but also to help you think
4 about where you can be linking to other
5 ongoing priorities and activities both at the
6 state, local and federal level.

7 PARTICIPANT: Great. Thank you
8 very much.

9 MS. CARR: Thank you.

10 OPERATOR: Our next question is
11 from [Participant]. Your line is open, sir.

12 PARTICIPANT: Well it's -
13 [Participant].

14 OPERATOR: Oh, sorry.

15 PARTICIPANT: We'll give you that.
16 But that's okay. Thank you, though. Nice
17 try. My question goes back to in-kind costs
18 as well and my question would be in states
19 that the salaries of current physical
20 education teachers may not be used to satisfy
21 the matching requirements. If those teachers
22 though are using a portion of their day to

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1 plan their programs based on priorities from
2 the PEP grant is that acceptable?

3 MS. CARR: Absolutely.

4 PARTICIPANT: I'm sorry?

5 MS. CARR: Absolutely.

6 PARTICIPANT: Oh, okay. So a
7 percentage of their time spent, if each day if
8 they teach six hours and an hour of it is -
9 they have an hour of planning time that
10 percentage would be acceptable.

11 MS. RUDY: The issue is for the
12 time that gets counted as a match to be
13 directly part of your PEP grant -

14 MS. CARR: Right.

15 MS. RUDY: - and your PEP proposal,
16 and that's why just allocating salaries that
17 you're already paying for folks - well, I'll
18 go back another step. The goal of matching is
19 to demonstrate local commitment, but also to
20 expand the size and scope of the project by
21 having a local contribution. And if for
22 example you just said we're going to count the

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1 salaries for the PE teachers that we're
2 already paying, you haven't really added any -

3 PARTICIPANT: I see, yes. That
4 makes sense.

5 MS. RUDY: And so we're looking for
6 time commitment. And you can certainly
7 definitely pay for part of the teachers'
8 times. What we see most often is things like
9 to participate in curriculum revision, to
10 participate in training, develop lesson plan.

11 I mean, it's a pretty broad range of things
12 that involve - that can involve a pretty
13 significant amount of teacher time. It just
14 needs to be directly focused on -

15 PARTICIPANT: The grant. Okay.
16 And then I guess the other question I had too
17 was invitational priority as well. There's a
18 document called PECAT. I don't know if that's
19 familiar?

20 MS. CARR: Yes, we know that.

21 PARTICIPANT: Okay, so that would
22 be - that's something that we had already

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1 started in preparation of this grant last
2 fall.

3 MS. CARR: Great.

4 PARTICIPANT: So when I saw that,
5 the School Health Inventory which I'm familiar
6 with, but this is more - the PECAT is more
7 specific I think to what we're trying to
8 accomplish. And I did go online and - you
9 know, I've done it before. It didn't - the
10 PECAT seems more specific to what we're trying
11 to accomplish.

12 MS. CARR: Great.

13 PARTICIPANT: So that -

14 MS. CARR: The guys - we applaud
15 you. Good job.

16 PARTICIPANT: Thank you. All
17 right, that's great. Thanks for all your
18 information. Appreciate it.

19 MS. CARR: Thank you.

20 OPERATOR: Our next question is
21 from [Participant]. Your line is open, ma'am.

22 PARTICIPANT: Okay, thank you. I

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1 have a couple of questions for you. One is
2 what distinguishes between supplies and
3 equipment, because that's different from the
4 past year, that they need a different thing
5 for supplies and a different thing for
6 equipment.

7 MS. CARR: No, that's the same as
8 it's always been. Sometimes it depends on the
9 definition in your district. For some
10 districts it means anything over \$5,000 or
11 \$500.

12 MS. RUDY: Our federal definition
13 is - equipment is anything with a unit cost of
14 \$5,000 or greater.

15 PARTICIPANT: Okay.

16 MS. RUDY: But we know that many
17 districts use a different definition or states
18 use a different definition, sometimes it's as
19 low as \$250, and so we are happy to defer. I
20 mean, you may use your definition or you may
21 use our definition, at least on the LEA side
22 of things perhaps more than on the community-

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1 based organizations side of things. Folks
2 want to use the same definition that they use
3 in their finance system and structure
4 throughout.

5 MS. CARR: And we're fine with
6 that. That's fine as long as you're
7 consistent.

8 PARTICIPANT: As long as it's
9 consistent, either yours or the district's?

10 MS. CARR: Yes.

11 PARTICIPANT: Definition of it.

12 MS. CARR: Probably frankly easier
13 to use your district's because that will help
14 you - should you get the grant, it will help
15 you be able to account better, have cleaner
16 accounting codes and all that kind of stuff.
17 Whatever makes that piece easier we are all
18 for it here too. Again, as long as you're
19 clear, you provide adequate justification, you
20 explain to us how you're deriving costs. This
21 brings up a really good question about
22 submitting your budget narrative. We would

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1 ask that for anything in your budget you
2 provide a per-unit cost breakdown. I know it
3 says that in the application. What that
4 basically means is we don't want a line item
5 that says "PE equipment." We want something
6 that says "We're going to buy 25 balls at \$4
7 each, and we're going to buy 75 whistles at
8 \$.50 each, and we're going to buy 40
9 trampolines that are" whatever it is, but per
10 thing that you're buying we want to know how
11 much it cost, how you're deriving the sort of
12 big total at the bottom.

13 PARTICIPANT: Okay.

14 MS. CARR: And that goes for pretty
15 much any of the line items. We want to know
16 teacher salary, percent of teacher time,
17 administrator time at \$50,000 per.

18 PARTICIPANT: So when it comes to
19 transportation then you need to know what it
20 would cost just for the driver, then what it
21 costs for mileage.

22 MS. CARR: Depending on how your

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1 district breaks it out. Most commonly what we
2 see is cost per mile and how many miles and
3 how many days a week, or something like that.

4 PARTICIPANT: Okay.

5 MS. CARR: So you're taking kids 20
6 miles at \$.40 cents a mile on three days a
7 week for an after-school. And again, making
8 sure that you link it back to your project
9 design, and in providing some justification
10 sometimes it helps to provide - you know, this
11 is described on Page 15, or something like
12 that so that it helps us to figure out where
13 it's linking to and making sure that it's
14 reasonable and allowable.

15 PARTICIPANT: Okay.

16 MS. RUDY: Actually, I'd make a
17 pitch for a moment if I can about asking you
18 all to please try to provide a really, really
19 good level of detail. We're at a pretty
20 accelerated time schedule to make these grants
21 and our budget review process needs to go well
22 and go quickly, and we're not going to have a

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1 lot of time and opportunity to come back with
2 - for folks in the funding to come back with
3 questions and ask for a lot of additional
4 detail. So if you have an inclination or a
5 tendency to put down "PE equipment, \$75,000"
6 without any supporting detail you sort of do
7 that at your own risk and the outcome will
8 probably not be a particularly happy one. So
9 we would encourage you to let us - you know,
10 help us understand what it is you're proposing
11 and what those estimated costs are. And also
12 we would encourage you, or well just tell you,
13 don't bother to put in anything like
14 "Miscellaneous costs," or you know sort of
15 unallotted, or unallocated, or perhaps my very
16 favorite after having looked at probably a
17 thousand budgets "Slush fund" is not good.

18 MS. CARR: Yes, "discretionary,"
19 anything like that not so much because we will
20 cut that in a New York minute. And if you -
21 you know, if you have any question, `Oh, I
22 don't know that they want this, this seems

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1 like too much detail,' there is no amount of
2 detail that is too much for us, we assure you.

3 We promise. And don't worry about - I mean
4 we realize also, should you receive this grant
5 we realize things change and prices change and
6 you've got 20 more kids than you thought you
7 would and you need to move. We will worry
8 about that on the back end. Do your very best
9 to estimate what the costs will be.

10 PARTICIPANT: Okay.

11 MS. CARR: Okay?

12 PARTICIPANT: Yes. My next
13 question is we already have done the SHI for
14 elementary schools. Can we use that
15 information then?

16 MS. CARR: Absolutely.

17 PARTICIPANT: Okay. The electronic
18 part of submitting electronically seems a
19 little more complicated this year than it has
20 in the past from the people who are doing it.

21 If you send it - I saw in the grant proposal
22 it says you will get a registration saying

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1 that they have gotten your grant, that type of
2 thing. If you send it wrong the first time,
3 how quickly do you get that back to say or to
4 know that you need to send it again?

5 MS. CARR: If you apply for a
6 counseling grant this year, it can be up to
7 two days it can take you to find out that you
8 did not submit it correctly.

9 PARTICIPANT: Okay.

10 MS. CARR: This is an excellent
11 point and I am thrilled that you brought it up
12 because we had another grant program where the
13 competition closed and people found out two
14 days after that they didn't follow the
15 directions and their applications were not
16 accepted and there was not - like I said,
17 there's not a thing we could do about it
18 because it was after the fact. So if you find
19 yourself at 3:00 in the afternoon and it's
20 closing at 4:30 and it is not working for you,
21 print it out and get to the Post Office. That
22 would be our best advice.

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1 PARTICIPANT: Now, that was my
2 second question. If I submit it
3 electronically, can I also do it by mail?

4 MS. CARR: We - you sure can. We
5 would prefer that you choose one method of
6 submission so that we can ensure that it's
7 read once as opposed to twice which is a
8 burden on our peer reviewers. We would just
9 have to empanel it twice which has happened
10 before, and then we have to worry about two
11 different sets of scores and what do we do.

12 PARTICIPANT: Oh, okay.

13 MS. CARR: So we would encourage
14 you to do one, but if you're at the last
15 minute we would rather have it two different
16 ways than you getting kicked out and not
17 having it at all.

18 PARTICIPANT: Okay.

19 MS. CARR: So.

20 PARTICIPANT: For some reason last
21 year or two years ago the electronic seemed to
22 be easier. We found it easier than it seems

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1 to be going this year.

2 MS. CARR: We were in a different
3 system two years ago. This year we're using
4 grants.gov which is a government-wide tool and
5 it's a government-wide push to get people to
6 submit online. It can be a very cumbersome
7 process because you have to register well in
8 advance and people are also having some
9 technological problems because of the versions
10 of a couple of programs and also because it's
11 not compatible with Vista.

12 PARTICIPANT: Okay.

13 MS. CARR: And people - many more
14 people have Vista this year than have had ever
15 so we're having more and more problems, but
16 you know. Yes, just follow the instructions
17 the best you can and again, if you find
18 yourself at 3:00 worried that it's not
19 uploading correctly, print it out and go to
20 the Post Office. And again, please read the
21 instructions for electronic submissions for
22 everyone, not just [Participant] but everyone.

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1 Please, if you're planning to submit
2 electronically, and submit it in the right
3 format because we are having loads of problems
4 printing the applications and we want to make
5 sure that everything that you've worked really
6 hard to include in your application prints out
7 correctly so that it's viewed by the peer
8 reviewers as you desired it to be.

9 PARTICIPANT: Yes, and just so the
10 other people know too, we've already tried to
11 apply, to submit it electronically, and it
12 takes a week I guess to get a certain number
13 back in order to get everything set up, so the
14 quicker you do that, the better it is.
15 Because we're still waiting for that certain
16 number to come back I guess.

17 MS. CARR: Yes, thanks
18 [Participant], that's a good point.

19 PARTICIPANT: The other thing is I
20 was looking through and no abstract is due
21 this year must be because I didn't see
22 anything for an abstract.

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1 MS. CARR: Oh, it's in there.

2 PARTICIPANT: Is it?

3 MS. CARR: Yes.

4 PARTICIPANT: All right. I have
5 looked through it and from the front of it I
6 just saw, it started right with the narrative.

7 MS. CARR: If you look on Page 70
8 it talks about the abstract.

9 PARTICIPANT: Okay. All right,
10 thank you very much because I did not see that
11 at all. And I think that is it. Thank you
12 very much.

13 MS. RUDY: One other point we might
14 make about electronic submission, you
15 mentioned the verification that your
16 application has been submitted. Actually, you
17 get two different verifications. The first
18 one tells you that your application is
19 submitted. That does not mean that what you
20 have submitted is acceptable in every respect
21 and will be validated. And again, if you'll
22 read the transmission instructions that are in

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1 the front of the package carefully or closely
2 I think you'll see that they ask you to please
3 continue to monitor the status of your
4 submission until it's identified as validated
5 or received by agency. There are two or three
6 different terms that might appear. But until
7 you see that your submission is validated
8 you're not sure that - you should not be sure
9 and confident that your application is going
10 to be accepted via that electronic platform.
11 And if it gets to be 4:30 and you still
12 haven't seen the magic "validated" I would
13 certainly head for the Post Office or the
14 overnight carrier or whatever to be certain.
15 And your application may be fine, but you just
16 may not know it at the time, or it also may
17 have problems, but if you wait you won't be
18 able to -

19 MS. CARR: There's nothing we can
20 do.

21 MS. RUDY: And we really, really
22 hate for you all to have done the work and

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1 invested the time and effort to miss out on
2 the chance of being considered.

3 MS. CARR: Yes, it really breaks
4 our heart to have to tell people that there's
5 not a thing we can do about it. And just so
6 everyone knows, this is a question we get a
7 lot at the very end. Just file in the back of
8 your head it has to just be postmarked on
9 March 24. We do not actually have to have it
10 in hand on March 24 if you choose to mail it
11 instead of submit it electronically. So file
12 that away. I hope to hear from none of the
13 people on this call with that question, but
14 again it just has to be postmarked, or you
15 have to have a receipt from FedEx or DHL,
16 whatever that's called, whatever. You just
17 have to have a receipt that says you put it in
18 the mail on March 24. Okay?

19 PARTICIPANT: All right, thank you
20 very much.

21 MS. CARR: Thank you.

22 OPERATOR: The next question is

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1 from [Participant]. Your line is open, ma'am.

2 PARTICIPANT: Hi, thank you. We
3 have never submitted an application before so
4 the whole thing is - you know, the application
5 seems straightforward to me, but I have a
6 couple of questions. First of all, in one of
7 the pages, I think it was Page 38 and it talks
8 about staff or community members regularly
9 using equipment purchased with grant funds.
10 Our approach would be more of a whole-family,
11 permanent life change program, and if you're
12 involving parents in these activities with
13 children, does that present a problem?

14 MS. CARR: Yes. We - the intended
15 population, target population for this grant
16 is K-12 and they should be the only people
17 that use the equipment on a regular basis. So
18 it's not appropriate to invite parents to come
19 use the equipment, you know open the gym up
20 after hours or on weekends or anything like
21 that. What would be okay is if for example
22 twice a year you had an open house where

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1 parents could come in and see what their kids
2 are doing, and the gym, and how they're using
3 the machines or the heart rate, whatever it
4 is, or you - teachers explain about the
5 curriculum. You know, it's like open house
6 night at school. That's okay. You could do
7 some targeted work with parents for example
8 around healthy cooking or walking, you know,
9 activities you can do together to be more
10 active. Like those kinds of things can be
11 open to parents and families for sure.

12 PARTICIPANT: All right.

13 MS. CARR: The use of equipment
14 during the grant period is restricted for K-12
15 population.

16 PARTICIPANT: Okay. What you were
17 saying - so this would be more focused, like a
18 parent is actually helping a child do a guided
19 activity. Not that the parent comes in and
20 just uses the equipment for their own personal
21 use, but if it was an instructed activity
22 where the parent is involved, that would be

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1 different?

2 MS. CARR: Sure.

3 PARTICIPANT: That would be
4 acceptable?

5 MS. CARR: Yes.

6 PARTICIPANT: Okay. My second
7 question is we would be looking at possibly
8 off-site location, meaning not in the school
9 gymnasium in a building that is a more common
10 community use area you know where maybe it's
11 martial arts for children and it's free for
12 them and that's for certain hours and there's
13 instructors and equipment, et cetera. And
14 then the building is used for maybe yoga
15 classes in the evening, paid you know, that
16 kind of thing. Do you see any conflict there
17 as long as it's very clearly defined?

18 MS. CARR: I'm a little -

19 MS. RUDY: Yes, I'm not sure if
20 you're asking - I mean, if you choose to site
21 your wellness center, whatever, off-site I
22 think that you - we would expect you to be

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1 sure that it was being used by only the K-12
2 kids who are the primary beneficiaries. It's
3 fine if it's in another building, but if it is
4 you have to be able to control -

5 (Whereupon, due to technical
6 difficulties with the conference bridge
7 approximately one minute was lost)

8 - be a bit of a complication about
9 access and control.

10 PARTICIPANT: Okay. So that if
11 there were other activities that could sustain
12 the building, that were kept completely
13 separate from the activities funded by this
14 grant though, there's nothing wrong with that?

15 MS. CARR: I think that's what
16 we're saying. We're sort of looking - I feel
17 like you're asking - But for example, if you
18 wanted to take your kids - if you were going
19 to use the Y in the afternoon for example to
20 do a program with your kids, that's fine. In
21 fact, if they would rent that space out for
22 other uses we would actually pay for facility

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1 rental, or if they wanted to donate that space
2 to you that would count as part - you could
3 count that as part of your match.

4 PARTICIPANT: Perfect.

5 MS. CARR: I think what Debbie is
6 concerned about and what we're not sure what
7 you're asking about is for example if you were
8 going to purchase a bunch of equipment that
9 would be kept at that off-site location. So
10 for example if you had a room in this
11 community center and you were looking to put
12 treadmills and some weight equipment in there,
13 the complication then becomes that you would
14 have to be able to control that equipment
15 during the hours where you weren't using it.
16 So you'd have to be able to lock that door in
17 which case the community facility wouldn't be
18 able to use that space for other purposes and
19 that may - that just makes it a lot more
20 complicated.

21 PARTICIPANT: Right and I
22 understand what you're saying and that answers

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1 my question, thank you. I do have a second
2 question about, let's see, student activity
3 fees. If the activity fees, for example this
4 is martial arts for students and it's free for
5 all students, all kids, you know K-12, can
6 donations be accepted by the community to keep
7 this program going? I mean, there's no
8 problem with the community donating, parents
9 donating to the program, correct? As long as
10 students are not charged anything to
11 participate and everyone's welcome regardless
12 of their ability to pay? I mean -

13 MS. CARR: Sure, sure. I mean in
14 fact we're sort of looking - that could
15 probably be part of your match. Yes, as long
16 as you don't charge grant time to fund-raise
17 sure, you could certainly even use part of
18 those donations as part of your match.

19 PARTICIPANT: Okay. I think those
20 are the only questions I had. I had one more
21 question, I know that there are points awarded
22 for novice applicants, but is any preference

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1 given to organizations that have never
2 received funds before?

3 MS. CARR: That is a novice
4 applicant.

5 PARTICIPANT: Okay, so that's the
6 same thing. There's not additional preference
7 recognized in any way.

8 MS. CARR: Well, novices do get
9 five extra points and if you've never had a
10 grant before you qualify as a novice.

11 PARTICIPANT: Okay.

12 MS. CARR: Yes, there's a
13 definition of novice. I would refer you to
14 the application package. There's always a -

15 PARTICIPANT: No, I read the
16 definition of novice applicant and it seemed
17 pretty clear, so. I had one last question.
18 Certified personal training, that can sort of
19 expense for that certification, I saw in the
20 example budget that that type of training is
21 allowable as a grant expense?

22 MS. CARR: It depends. Typically

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1 we wouldn't allow for certified personal
2 training - well, I guess it depends. I mean,
3 sometimes personal trainers - I was actually
4 thinking about the trainers that are on the
5 side of a sports field. That's actually what
6 first came into my head, but I think what
7 you're talking about is at the gym, people who
8 are doing personal training fitness
9 instruction kind of?

10 PARTICIPANT: Well, if you have -
11 just for example, if you have a martial arts
12 instructor who you know to serve these
13 students better would - it would behoove them
14 to pursue credentialing, is that an allowable
15 grant expense?

16 MS. CARR: Probably not because
17 it's not required for the execution of the
18 grant.

19 PARTICIPANT: Okay.

20 MS. RUDY: And we would see that be
21 a benefit that accrues primarily to the
22 individual receiving the certification perhaps

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1 more than to the short-term grant.

2 PARTICIPANT: Okay. I think that's
3 it. And then the rest seemed very well
4 addressed in the Frequently Asked Questions
5 document. That was really helpful.

6 MS. CARR: Yes, we like to hear
7 that. Thank you. Way to butter us up there.

8 PARTICIPANT: No, I'm not trying to
9 butter you up. If you get Pages 31 through 40
10 and read that, you know, out of all 80 pages
11 that's really - that's really the helpful
12 piece for a first-time applicant.

13 MS. CARR: Good, we like to hear
14 that. No, I was just kidding. We just - we
15 really -

16 PARTICIPANT: If it'll help I will
17 butter you up for sure.

18 (Laughter)

19 MS. CARR: We take it where we can.
20 Thank you.

21 OPERATOR: Next question is from
22 [Participant]. Your line is open, ma'am.

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1 PARTICIPANT: Hi, [Participant] had
2 to go to the ladies room so I'm sitting in for
3 her for a minute. In listening to the
4 conversation, can I just go back to the
5 application? I understand when the
6 application is submitted it doesn't mean that
7 it's validated, but you said something about a
8 4:30 deadline.

9 MS. CARR: Right. The electronic
10 system, if you're submitting online it has to
11 be submitted no later than 4:30 and 00 seconds
12 Eastern time.

13 PARTICIPANT: Okay, so it's 4:30
14 for the electronic system.

15 MS. CARR: Exactly. So for example
16 if your Post Office closes at 7:00 at night
17 you'll get a March 24 postmark. You have
18 three extra additional hours then from folks
19 who submitted online.

20 PARTICIPANT: Do that one more
21 time, I'm sorry. If the Post Office -

22 MS. CARR: If they close say at

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1 7:30 at night or 8:00 at night as long as you
2 get that postmark that says March 24 you can
3 feel free to use every bit of that extra
4 couple of hours.

5 PARTICIPANT: Okay, but if you're
6 doing electronically 4:30 on the 24th of March
7 is the deadline.

8 MS. CARR: Yes. Eastern time.

9 PARTICIPANT: Eastern time.

10 MS. CARR: Yes. So whatever - yes,
11 Eastern time. I think we're still in Daylight
12 Standard Time. Yes, whatever time - 4:30
13 Washington, D.C. time.

14 PARTICIPANT: Okay. All right.
15 She hasn't come back so I don't have any other
16 questions.

17 MS. CARR: Thank you. You can
18 always come back in at the end if she does.

19 PARTICIPANT: Okay.

20 OPERATOR: Our next question is
21 from [Participant]. Your line is open.

22 PARTICIPANT: Thank you. Actually

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1 I have three. One you touched on was the
2 novice applicant. On Number 3 of the
3 definition does that mean that you can only be
4 a novice if you've never, ever received any
5 federal discretionary grant?

6 MS. CARR: In the last five years.

7 PARTICIPANT: In the last five
8 years?

9 MS. CARR: Right.

10 PARTICIPANT: Okay. So if four
11 years ago I got a federal discretionary grant
12 in another area I would be ineligible as a
13 novice?

14 MS. CARR: That's right.

15 PARTICIPANT: Okay. May an LEA
16 submit more than one application?

17 MS. CARR: That's a good question.
18 Technically sure, there's no reason why not.
19 You sort of increase your chances of being
20 considered for different components. You also
21 may get - there are positives and negatives
22 for both. There's no reason why we wouldn't

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1 consider one really comprehensive plan, but if
2 you want to kind of increase your chances and
3 put - now we're not encouraging everyone to
4 submit multiple applications by saying this,
5 just responding to your question. So yes, it
6 is allowable. Maybe I'll just stop there.

7 MS. RUDY: I mean I think the other
8 side of the coin is to some extent you're
9 competing -

10 MS. CARR: Against yourself.

11 MS. RUDY: - against yourself
12 because I mean they would be two totally
13 different projects, separate bookkeeping,
14 separate everything, separately scored.

15 PARTICIPANT: I would never lead
16 someone to believe that we would receive them
17 both. This is more a function of local
18 politics. So you answered my question, I
19 understand. My third question has to do with
20 administrative costs. I just want to make
21 sure that I understand that that is not
22 overlapping with indirect costs, this 5

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1 percent is in addition to the indirect.

2 MS. CARR: That's right.

3 MS. RUDY: Actually we wish we
4 could give you a definitive answer on that.
5 We have discovered that within the department
6 program offices have been providing advice on
7 that point that is not necessarily consistent.

8 Some folks have been advising applicants and
9 grantees that your indirect costs are subject
10 to that - that your indirect costs are
11 administrative costs, and if you've got a 6
12 percent indirect cost rate you're only able to
13 recover 5 percent.

14 PARTICIPANT: That's why I asked.

15 MS. RUDY: Yes. Some other offices
16 have been -

17 PARTICIPANT: But you're not
18 changing your mind yet?

19 MS. RUDY: Well, we're trying to
20 get to I think a common sort of corporate view
21 that we're all using consistently. So I would
22 encourage you to include indirects if you have

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1 - if you wish to recover those and you have a
2 negotiated, restricted indirect cost rate
3 include that. And it's better to put in more
4 and if we have to take something out we'll
5 take it out. But if you leave it out we can't
6 add it back in after the fact.

7 PARTICIPANT: Got you. Thank you.

8 MS. RUDY: Thank you.

9 OPERATOR: Our next question is
10 from [Participant]. Your line is open, sir.

11 PARTICIPANT: Yes. How are you,
12 ladies? Thank you so very much. This is very
13 helpful.

14 MS. CARR: Good.

15 PARTICIPANT: My first question is
16 we're a non-profit, a community-based
17 organization and we want an after-school
18 enrichment program. So my first question to
19 you is we do not have to partner with the
20 school district, right?

21 MS. CARR: No, you do not have to.

22 There is no requirement to do so. It may

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1 help you to sort of - to help you fill in some
2 of the gaps that the kids aren't getting in
3 school, but there is certainly no requirement
4 to do so.

5 PARTICIPANT: Okay. Now, on the
6 project area for the grant and the funding I'm
7 a little confused because you say that you're
8 applying over three years. But let's say - so
9 is the amount you apply for, say I want
10 \$400,000 - hold on, let's keep it simple, my
11 math is terrible. I want \$100,000. Now,
12 that's what I'm applying for over three years?
13 Or am I applying for \$100,000, \$100,000 and
14 \$100,000?

15 MS. CARR: Well, you are applying
16 for the amount that is commensurate with your
17 planned activity. So you may be applying for
18 \$100,000 in Year 1 and \$300,000 in Year 2
19 because you're going to be adding six new
20 schools to your project and \$20,000 in Year 3
21 because you're just doing training. Or
22 something. I mean you - it just really

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1 depends on your project design and what you're
2 proposing, what the costs are associated with
3 what you're proposing.

4 PARTICIPANT: Okay. And is there a
5 maximum say for Year 1, Year 2 and Year 3?

6 MS. CARR: No, no, there isn't.

7 PARTICIPANT: There is not.

8 MS. CARR: But again, you are - I'm
9 afraid I sort of got off on a tangent, but you
10 are asking for an amount that is commensurate
11 with each year's planed activity. So you
12 don't just ask for one bulk sum of money. You
13 have to break out each year's requested
14 amount. And when, if you were - if you did
15 get a grant, we would have approved your whole
16 3-year budget, or need clarification on, or
17 made cuts to your entire proposed 3-year's
18 worth of funding. But you only get in Year 1
19 your first year's funding. You don't get the
20 full lump sum in Year 1.

21 PARTICIPANT: So if I want - this
22 is sort of philosophically here, if I wanted

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1 \$100,000 in Year 1, \$200,000 in Year 2 and
2 \$300,000 in Year 3, and the first year I'd
3 have to have 10% match on \$100,000. In the
4 second year I'd have to have a 25% percent
5 match on \$200,000, and the third year I'd have
6 to have a 25 percent match on \$300,000.

7 MS. CARR: You got it.

8 PARTICIPANT: Right. Okay, I got
9 that part. Okay, thank you very much. Now,
10 this SHI which I don't know very much. I
11 assume the gym teacher and all the people who
12 are teaching the program know that stuff, but
13 I don't. I'm just kind of - I'm the grant
14 writer and I'm trying to get this question.
15 Now, should we get that from the local school
16 district?

17 MS. CARR: You would get that from
18 - you can download it from the Centers for
19 Disease Control and Prevention's website.

20 PARTICIPANT: Okay.

21 MS. CARR: That's
22 cdc.gov/healthyyouth and then it's a tool that

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1 is then at the school building level. So you
2 would work with the school. Say you want to
3 work with a set of middle schools. You do it
4 actually at the school building level to
5 assess their programs and policies and where
6 the gaps are.

7 PARTICIPANT: Okay. So we'd have
8 to actually go to a school and find out, say
9 middle school kids, find out where the gaps
10 are in School 257?

11 MS. CARR: You got it.

12 PARTICIPANT: Based on this index.
13 And then we'd have to make our program
14 address whatever the gaps are.

15 MS. CARR: Yep.

16 PARTICIPANT: Okay, now -

17 MS. CARR: But again there's no
18 requirement to do it.

19 PARTICIPANT: Okay. Okay, but
20 would you be penalized severely if you didn't,
21 do you feel?

22 MS. CARR: No, no, no. As I said,

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1 one of the first questions in case you missed
2 it, no. There are no points that are
3 necessarily associated with it. You don't
4 gain points or lose points for doing it or not
5 doing it. The only potential reflection it
6 may have in your score is your ability to be
7 responsive to the selection criteria and
8 that's the only way it may reflect in your
9 scores. Some people find the self-assessment
10 process really helpful and for some it's just
11 less of a good fit.

12 PARTICIPANT: Okay. Because it
13 kind of gives you like a baseline evaluation
14 tool?

15 MS. CARR: Well, actually that's a
16 good question. It's actually not meant to be
17 an evaluation tool, but it could be looked at
18 as the baseline assessment. And certainly you
19 would want to look at if you've made any
20 progress you know at the end. If you've
21 helped kids.

22 PARTICIPANT: Right. Now my next

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1 question is on the statistics. Okay, like say
2 for example if we started out in our program
3 and we weighed our kids when they came in and
4 you know looked at the basic height and weight
5 and assessed what percentage of them were
6 overweight and then, say weigh the kids at the
7 end to see what potential impact the program
8 might have had, my question is in the
9 statistical part where I do the statistical
10 justification for the program, what kinds of
11 things would you be looking for? In other
12 words, what percentage of the kids in our
13 program who are overweight, what percentage of
14 the kids in our program - I mean, if you were
15 writing that two or three - like when I write
16 statistical justifications, I might say that
17 the kids in Buffalo, New York are - 30 percent
18 of them are performing below grade level and
19 15 percent of them have disability problems
20 and so on and so forth. If you were writing
21 that statistical statement for this grant,
22 give me some idea what should I add, 30

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1 percent of the kids in the Buffalo school
2 district are overweight? I don't - I'm
3 asking. What are you looking for?

4 MS. CARR: Okay. Okay. There are
5 sort of two parts of your question that I want
6 to address and the first I'll answer is the
7 statistics and sort of what -

8 PARTICIPANT: Okay.

9 MS. CARR: I would refer you to
10 read in the application package in the
11 discussion of the selection criteria under
12 Need. We talk about looking at gaps and
13 weaknesses in addressing the state standards
14 for physical education. So that's - so we're
15 looking at any statistics you have about kids'
16 ability to meet those state standards. You
17 can describe the target population that you're
18 working with, but again the assessment and the
19 score is going to be based on your
20 responsiveness around the gaps and weaknesses
21 around meeting state standards. So it's not -
22 so while we're interested in the target

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1 population, this is a grant that's really
2 about lifelong physical fitness and healthy
3 habits and promoting activity and healthy
4 nutrition and general wellness. You know any
5 of sort of the bigger picture things. So you
6 know, again, we sort of - we're interested,
7 but it's not - that's not what you're going to
8 be scored upon. Certainly obviously children
9 being overweight is a huge concern nationally,
10 but you know it helps people to understand
11 sort of the target population and it helps set
12 the stage for the program design certainly,
13 but again the score components are going to be
14 around the gaps and weaknesses with the state
15 standards.

16 In terms of -

17 PARTICIPANT: I'm sorry, just one
18 thing. If I don't have the SHI from the
19 school the child went to, then how do I
20 identify the gaps and weaknesses in the state
21 standards?

22 MS. CARR: Ah. There you go. You

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1 can ask the school and certainly they should
2 have some sense of whether kids are meeting
3 their state standards for physical education.

4 PARTICIPANT: Would the board - I
5 apologize. Since my kids are coming from -
6 like may come from five schools, five or six
7 schools in the community we're in, would it be
8 best to go to a board of education and try to
9 get these gaps and weaknesses in meeting the
10 state standards?

11 MS. CARR: Sure.

12 PARTICIPANT: Or do you think -

13 MS. CARR: That's an approach.

14 PARTICIPANT: I'm asking you is
15 that the best place to get it? And they'd be
16 able to tell me the gaps and weaknesses of
17 state standards generally for kids who are say
18 in the sixth grade, seventh grade, the eighth
19 grade?

20 MS. CARR: That's actually - in
21 your community that sounds like it would be
22 the right approach. And that's - it's not

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1 going to be consistent across all communities,
2 but certainly if that's who holds that
3 information in your district. That's a great
4 idea and that sounds like a great approach.
5 What we're really looking at again is helping
6 kids meet their state standards and you as a
7 CBO obviously have - and all CBOs on the phone
8 have a huge role to play in that and we really
9 view these issues as - they're community
10 issues. These aren't school issues, they
11 aren't - nobody owns them. They're sort of
12 across the community. So being able to
13 identify what role you play as a CBO that's
14 unique and special certainly seems to me would
15 strengthen any program design that you could
16 put together. But again, while we're
17 interested in the target population, some of
18 the things primarily I think would be
19 responsiveness to state standards.

20 You brought up also weighing kids
21 and using what we call the body mass index
22 which is the calculation of height and weight.

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1 PARTICIPANT: Right, right.

2 MS. CARR: That is not a
3 requirement for this program either for
4 application or upon receipt of the grant
5 unless it's something that you've committed to
6 measuring in your performance measures. It's
7 certainly, there are a lot of pitfalls to
8 doing BMI measurement, body mass index again.

9 We would refer you to the CDC. I think - I
10 know the link is in the application package.
11 They just released some expert panel guidance
12 around body mass index measurement for schools
13 and anyone working with kids to consider.
14 There are lots of benefits -

15 (Whereupon, due to technical
16 difficulties with the conference bridge
17 approximately one minute was lost)

18 MS. CARR: - I think it's in the
19 checklist section. Basically every
20 application that comes in is screened for its
21 eligibility. So we'll look to make sure that
22 you've got a match included. We'll look to

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1 make sure that you've addressed your state
2 standards. We'll look to make sure that
3 you've included - yes, if you're an LEA or a
4 CBO, if you're an eligible applicant, and
5 we'll look to make sure that you've addressed
6 one of the six components of the absolute
7 priority. I think that's about what we look
8 for.

9 If you've basically met those
10 minimum requirements we throw you into the big
11 pot. We divide up the applications into what
12 we call panels. Each panel is assigned three
13 peer reviewers who are experts in the field.
14 We say in the field of physical education,
15 physical activity, nutrition, wellness,
16 student health, public health, child
17 development, community management or community
18 organizing. Sometimes we have people who -
19 that are experts in grant-writing or
20 evaluation or project administration. We've
21 got lots of retired school administrator-type
22 people, you know, retired supers, teachers and

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1 stuff like that.

2 We - and each of those people read
3 11 applications. Each of the three panelists
4 read the same 11 applications, they score them
5 independently, and then they are convened on
6 three conference calls during which time they
7 discuss every single application. And they
8 are scored independently and then the panel
9 comes together and they decide if they want to
10 change those scores according to the
11 conversation. For example, if one person on a
12 panel hears something or sees something in the
13 application that the other two folks didn't
14 see they can point out and say 'Look, they
15 discuss it right here on Page 7,' and that's
16 why we have those calls, for exactly that
17 reason. And then after that people are
18 assessed for whether or not they get the
19 novice points, and then they're ranked
20 according to their score, and then we
21 basically give money for as much - you know,
22 down the list as much money as we've got to

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1 give.

2 The internal staff never review -
3 OSDFS staff never review applications. In
4 fact, people who are managing panels, staff
5 manage the panels and you know people always
6 ask us for clarification on the applications
7 and we 99.9 percent of the time have never
8 laid eyes on the application that folks are
9 talking about.

10 PARTICIPANT: Okay, very good.
11 Thank you so much. That's my only question.

12 MS. CARR: Okay, great.

13 OPERATOR: Our next question is
14 from [Participant]. Your line is open.

15 PARTICIPANT: Can you hear me?

16 MS. CARR: Now we can.

17 PARTICIPANT: Okay, I muted myself
18 in addition to your mute. I just have one
19 question left because my other two were
20 already answered. In the application it talks
21 about the fact that we need to utilize or
22 describe a plan to help students meet state

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1 standards for physical education. We have on
2 our state's website something that they call
3 standards, but they are very weak, very vague
4 and not real specific to physical education.
5 So how can we get around that? I'm not sure
6 if we can select another state's, or if we
7 should try to just look at our state's
8 standards and then tie in our district
9 curriculum to try to beef that up, or if -
10 what are our options for that?

11 MS. CARR: It sounds to me that you
12 follow state standards regardless of the fact
13 that they may be really weak. And we do see
14 that from time to time. I think the right
15 approach is exactly what you said was to use
16 your state standards and then beef it up with
17 your district's curriculum or your own
18 district's standards.

19 PARTICIPANT: Okay.

20 MS. CARR: Or measures or whatever
21 you call them. I think that that's the right
22 approach because that allows you to be

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1 responsive to the requirement without
2 compromising quality or integrity.

3 MS. RUDY: And adopting another
4 state's standards would be problematic because
5 we would see that your application is from
6 Arkansas and we would look and see that
7 Arkansas has standards and if you submit
8 you're using the Texas standards we would find
9 your application not to be eligible because
10 you weren't - your application wasn't
11 responsive to helping students meet their
12 state standards.

13 PARTICIPANT: Okay, thank you.

14 MS. CARR: Thank you.

15 OPERATOR: Our next question is
16 from [Participant]. Your line is open.

17 PARTICIPANT: Hi. I have a
18 question about selection criteria and 3C. Can
19 you tell me if the reviewers are going to be
20 told that in order to award full points the
21 respondents need to talk about all three
22 components, meaning community, state and

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1 federal, or just one, or just some?

2 MS. CARR: Hi [Participant]. I
3 think that I emailed you about this before.
4 Basically it's as appropriate to your
5 community and they'll be instructed to look at
6 the responsiveness to the selection criteria.

7 If for example there are no community
8 activities in this area you could just state
9 that and say but we know that for example
10 we're in California and we are going to use
11 California Project LEAN's curriculum tools for
12 our nutrition program and we're going to look
13 at the U.S. Department of Agriculture's Team
14 Nutrition and we're going to do it that way.
15 As long as there's some - you won't be
16 penalized if there's nothing going on, but
17 there's a lot going on and there should be
18 something that you can connect to in terms of
19 related effort or resources.

20 PARTICIPANT: Okay. Thanks very
21 much.

22 OPERATOR: Our next question is

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1 from [Participant]. Your line is open, ma'am.

2 PARTICIPANT: Hello? Can you hear
3 me?

4 MS. CARR: Yes.

5 PARTICIPANT: Okay, sorry. With
6 the 1-inch margins, is that top and bottom
7 also or side margins? What are our top and
8 bottom margins?

9 MS. CARR: I think it's 1-inch
10 margins all around. And actually, this is
11 actually a really good point and probably not
12 one you intended to bring up, but it's a good
13 point insofar as we really encourage you to
14 use your best judgment on how you present your
15 application. Keep in mind that yours may be
16 the last of the 11 applications that people
17 are reading and they may have had 10
18 contentious ones before you and they want
19 yours to go easily and quickly. So you want
20 them to be able to feel like they can find the
21 information they need quickly and easily and
22 it should be readable and just imagine that

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1 you are that person who's reading this last
2 application. And if you've got 10-point font
3 and single-spaced with half-inch margins how
4 grouchy you would be about that. So we would
5 just encourage you. We get a lot of questions
6 about formatting sort of at the eleventh hour,
7 so I just kind of want to throw that out
8 there. Just please, we just advise you to use
9 your best judgment. And follow the guidelines
10 in here obviously, but also use your best
11 judgment.

12 PARTICIPANT: Okay, thanks. On the
13 supplemental information sheet they talked
14 about human research subjects. I assume that
15 it doesn't pertain to those of us that are
16 doing the traditional type, but I didn't know
17 if you needed to talk about the - I assume
18 we're exempted because we're using data, we're
19 using scores, we're doing logs and so forth.
20 So that would not be human research, correct?

21 MS. CARR: That's right. That's
22 right. You're not doing study, you're not

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1 doing a study.

2 PARTICIPANT: We're not injecting
3 students. Okay. And then the other thing is
4 one of our group that's working on their
5 process would like to look at a program called
6 SPARK. In regards to a program, if they have
7 an evaluation component as part of it that's
8 acceptable? Because if we do our evaluation I
9 know we're going to follow the procedures for
10 an outside contractor. So is that in conflict
11 to purchase materials and utilize them and
12 integrate them? Because is it like - I don't
13 want to feel like we're picking them as our
14 evaluator just because we're going to
15 integrate their materials.

16 MS. CARR: Well, you're saying that
17 you want SPARK to evaluate you?

18 PARTICIPANT: There's a program
19 called SPARK out there that's all
20 comprehensive. It's got evaluation and
21 everything else with it, okay? We are not
22 going to necessarily use all of it. We're

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1 going to use some of it. This would not be a
2 conflict as long as we're not designating them
3 as our outside external evaluator. Because
4 we're not going to, you know, that has to be
5 done through a process.

6 MS. CARR: Right. Right.

7 MS. RUDY: We're both puzzled. I'm
8 not sure that we have understood your
9 question.

10 PARTICIPANT: Okay, let's just talk
11 in general then. Let's talk about it this
12 way. If we are looking at a program that has
13 an evaluation component and the agency
14 offering it could be your outside evaluator,
15 is it in conflict to utilize and include their
16 materials as long as we don't designate them
17 as the outside evaluator? Because to be an
18 outside evaluator I have to go through a
19 process.

20 MS. CARR: You know, you're exactly
21 right. Here's where I suspect the confusion
22 may be. They may have some assessment

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1 components that are included as part of the
2 SPARK package, and we're real familiar with
3 SPARK.

4 PARTICIPANT: I'm obviously not.

5 MS. CARR: No, no, no, we're real
6 familiar. I suspect it's that there's an
7 assessment component which means you're sort
8 of - how you assess individual students, their
9 sort of work and if they've improved using the
10 SPARK curriculum. When we talk about
11 evaluation - and this is a great question -
12 when we talk about evaluation we're talking
13 about a broad program evaluation. So in the
14 aggregate have kids improved their ability to
15 meet their state standards. So what you would
16 need to do is think about taking each of those
17 little individual assessments and looking at
18 for example data from heart rate monitors, the
19 time kids spend in their healthy target heart
20 rate zone. You would want to aggregate that
21 in a way that we see that, ah, your kids went
22 from 20 percent spending time in their target

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1 heart rate zone you know for 20 minutes during
2 class out of 30 to 80 percent of your kids
3 spending 20 minutes or more in their target
4 heart rate, whatever it is that you've
5 determined. So that's the aggregate level
6 that would tell us something about the quality
7 of your project and the impact that your
8 project has had both on the student outcomes
9 and on sort of your broad overall approach to
10 PE. That would tell us that your kids are
11 spending more active time in PE, you've done
12 something to your curriculum that was an
13 effective way of addressing that gap that
14 you've identified. But that's an evaluation,
15 that's more of an outcome that we are looking
16 at. We're not as worried about the assessment
17 of the individual student and we realize that
18 there are assessment components that come with
19 things like SPARK or CATCH or if you buy
20 TriFit equipment or Fitness Gram or anything
21 like that; that we consider more an individual
22 student assessment. But you're exactly right

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1 in pointing out an evaluator, an external
2 evaluator that will come in from the outside
3 and look at your global program you should not
4 identify in your application unless it's
5 somebody that's already sort of on your staff
6 or - yes, through a competitive bid process.

7 PARTICIPANT: Okay, thanks. So in
8 other words just treat them as a vendor like
9 Fitness Gram -

10 MS. CARR: Exactly. I'm glad we're
11 getting that message out loud and clear. And
12 I hope I've answered your question. If you
13 haven't, please contact me by email or phone
14 call and we can talk more offline.

15 PARTICIPANT: Okay, that's -
16 thanks. The only other question is when I
17 went online to select the grant applications
18 for download the message I'm getting is
19 application package for CFDA 84.215F has not
20 been posted by the awarding agency for
21 submission through grants.gov. See the full
22 funding opportunity for application

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1 instructions. What does that mean? What have
2 I hit wrong on this?

3 MS. RUDY: Yes, I know that it was
4 posted on the fifteenth of February, so I'm
5 not sure what's up, but unfortunately we also
6 can't access the portion of grants.gov that
7 you can. There's one person in our office
8 that has a more comprehensive access than we
9 do, but we'll talk with her after this and be
10 sure that there's not a technical glitch or
11 you know, something has fallen apart.

12 PARTICIPANT: Yes, because I went
13 on and your whole you know frequently asked
14 questions, and the whole application packet is
15 there. So the whole packet is there, but
16 there's nothing that indicates on how to -
17 what you have to do like you're saying going
18 in and attach yours.

19 MS. CARR: I would encourage you,
20 if you have a grants.gov-specific question to
21 contact them.

22 PARTICIPANT: I did. They told me

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1 to talk to you. They said just come back to
2 you with this message down here so if you put
3 it in the answers to the questions -

4 MS. CARR: Okay.

5 PARTICIPANT: - that would be
6 great.

7 MS. CARR: Okay. Okay. You can -
8 yes, we can talk offline too if you have
9 additional problems. Like Debbie said, we
10 don't access the same grants.gov that you do
11 so that's why we always sound clueless about
12 grants.gov. It's because we are. About that
13 side of it.

14 PARTICIPANT: Okay. So we'll just
15 put in the questions and answers a directive
16 so once you are the AOR, once you're ready to
17 download it what to do.

18 MS. CARR: Yes. Let's talk
19 offline.

20 PARTICIPANT: Okay, I'll call.
21 Thank you.

22 MS. CARR: We do only have a few

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1 more minutes left.

2 PARTICIPANT: Okay, thank you.

3 OPERATOR: Our next question is
4 from [Participant]. Your line is open, ma'am.

5 PARTICIPANT: Hi, how are you?

6 MS. CARR: Hi, good thanks. How
7 are you?

8 PARTICIPANT: Great. We are in
9 kind of a different situation. We have two
10 independent cities within a county. We have
11 three different school boards.

12 MS. CARR: Oh my.

13 PARTICIPANT: Do we need
14 memorandums of understanding between those
15 three school boards and our community-based
16 organizations that are working together, or do
17 they need to be letters of support? One
18 school board will serve as the LEA and
19 everyone else will basically be a partner.

20 MS. CARR: Okay. Technically no,
21 but for sort of your own administrative
22 purpose it's probably a good idea to do that.

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1 It's probably - your lawyerly-type people
2 would probably advise you to do so because it
3 really, it is also really helpful in terms of
4 roles and responsibilities, especially if
5 they've financially committed to anything for
6 your map it would help - I don't want to say
7 bind them because I know that has legal
8 implications, but it definitely commits them
9 to doing something on paper that they've
10 signed off to doing. So I think it's a great
11 idea to do something that everyone is signed
12 onto. Letters of support are helpful, but
13 they're definitely not strong as having an
14 agreement that everyone has signed onto.

15 PARTICIPANT: Okay. So if we have
16 like our local YMCA and our local fitness
17 center will probably provide some training for
18 the teachers for certain programs, should
19 those also be memorandums of understanding
20 versus letters of support as well?

21 MS. CARR: Again, it's up to you.
22 Nothing is required.

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1 PARTICIPANT: Okay.

2 MS. CARR: It's really - it's just
3 sort of good practice to do it and it really,
4 again, it sets up a really different kind of
5 commitment level.

6 MS. RUDY: Also though I think when
7 you say - for me when I hear "letter of
8 support" it's a letter that says, 'Gosh, we
9 really think it would be great if your
10 organization got this grant, and we think it
11 would be really great for the kids in our
12 community, and we're really hopeful that you
13 get the grant.' I'm less focused on whether
14 it's a letter or a memorandum than what the
15 letter says, and if the letter says, 'We're
16 the Y and we commit to providing swimming
17 instructions to all the fifth-graders in the
18 district during the first semester,' fine with
19 me that it's a letter versus a memorandum.
20 It's the specificity and the richness of the
21 commitment that seems relevant to me and that
22 I think our reviewers are likely to kind of

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1 read and focus on.

2 MS. CARR: I think that's right.
3 Yes, and I think what we've found is that -
4 and you may want to check with, again with
5 your legal folks because signing an MOU or an
6 MOA may have a really different implication.
7 I know for example at the federal level it's a
8 whole lot easier to send an email to a partner
9 and say 'Sure, we'll participate on this with
10 you, we'll co-chair this with you.' It's a
11 whole different story to submit an interagency
12 agreement for us to work with them on
13 something. It may just depend on the way your
14 community is structured in that capacity.
15 Sounds like you've got a lot of -

16 PARTICIPANT: Sorry. We're in the
17 library at school. Also, if the Y charge
18 community members to a class, but they agreed
19 not to charge our teachers to take the class,
20 could we use the cost of that class as a
21 match?

22 MS. CARR: Absolutely.

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1 MS. RUDY: No, no.

2 MS. CARR: But they're - that's
3 right. Is it like a class or professional
4 development opportunities?

5 PARTICIPANT: A spin class to learn
6 how to use - let's say we got them some spin
7 cycles and they were going to the Y to take a
8 spin cycle, and the class was open to the
9 public to come and learn to be an instructor
10 and they were charged \$40.

11 MS. CARR: Yes, we heard your
12 question differently. Debbie heard it as like
13 an aerobics class, I heard it as professional
14 development.

15 PARTICIPANT: No, a training class.

16 MS. CARR: If it's professional
17 development that's exactly -

18 PARTICIPANT: So yes.

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

20 PARTICIPANT: Okay.

21 MS. CARR: She was imagining
22 teachers doing aerobics.

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1 PARTICIPANT: No. And then you
2 said you can use your rental rate for your gym
3 as part of your match. What are you looking
4 for commercial square footage rate, retail
5 square footage rate? What are you looking
6 for?

7 MS. CARR: I would contact the
8 business office. They would have a better
9 sense of.

10 PARTICIPANT: Okay. And then we
11 had someone who actually asked when is the
12 conference in D.C. that's mentioned in the
13 application?

14 MS. CARR: No idea.

15 PARTICIPANT: Okay. Oh, we also -
16 we have a nutritionist/dietitian who is being
17 paid for by another grant. If she assisted us
18 with nutrition and dietitian pieces for this
19 grant, could part of whatever her time be used
20 as a match?

21 MS. CARR: If she's doing it in her
22 personal time?

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1 PARTICIPANT: No, she would be
2 doing it as part of the other - well, I mean
3 she's hired full-time as a dietitian through
4 this other grant.

5 MS. RUDY: If it's a federal grant,
6 federal grant funds from another program may
7 not - generally speaking may not be used to
8 satisfy criteria or matching requirements in
9 another federal grant. So you sort of double-
10 dip. One exception to that is if the funding
11 program, if the statute for that program
12 specifically permits their funds to be used to
13 satisfy a federal match. But that's the only
14 instance in which that can work for federal
15 grant funds.

16 PARTICIPANT: And then one final
17 question. Sorry, I had a whole list.

18 MS. CARR: That's okay. We're glad
19 to do it here.

20 PARTICIPANT: The federal - we've
21 been doing this with kind of an advisory
22 council of PE teachers, and several had the

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1 question what are the ramifications if the
2 school is not meeting the 150/225 minute
3 requirement?

4 MS. RUDY: Those requirements are -
5 those are our performance measures, government
6 performance results measures, and it's the way
7 that the department is going to be looking
8 across the results from the grants as the
9 whole grants aggregated data to try to
10 understand the extent to which the program as
11 a whole, not individual sites, are - that the
12 program is being successful in helping kids
13 get more active and moving more. It is - I
14 think if you look at the application it says
15 something similar to that, that this is - you
16 know we view it as an indicator of success and
17 it's the one piece of data, the one measure
18 that we're asking all sites to provide data
19 for. It'll be reported to Congress in the
20 aggregate and will be included in
21 congressional budget justifications. We are
22 also though likely to publish on our website

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1 individual results. And we're not at the
2 point currently, but we are segueing to the
3 point where we consider substantial progress,
4 when we want to look for a continuation award
5 to understand how well the projects and the
6 site is going, it's a piece of information
7 that we would look at and consider along with
8 other information in terms of sort of the
9 success of the project. And so obviously we
10 hope that students are meeting those activity
11 levels and that an increasing number of
12 students are over time.

13 MS. CARR: Yes, and I would just
14 point out that it's engaging - the number of
15 minutes engaging in the physical activity.
16 And I suspect your question is coming from the
17 fact that your school isn't providing that
18 amount of PE time.

19 PARTICIPANT: Correct. They're in
20 a block format and so they're not - so they're
21 getting it over one semester, not over the
22 whole course of the year, so they're kind of

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1 restricted to the amount of time that they can
2 give them.

3 MS. CARR: In PE, but we're looking
4 at physical activity. So their ability to
5 engage in that level of physical activity is
6 not exclusive to just PE. As I said before,
7 we sort of see this broadly. This isn't just
8 schools alone. So certainly if there are some
9 after-school activities that are going on that
10 are not competitive sport-related, if you're
11 working with an elementary school population
12 and kids are being active at recess time, if
13 you're doing - some people are doing where
14 they have the kids jumping to the bathroom
15 instead of walking. You know, I think that
16 we're pretty - you know, we would encourage
17 you to look at that as physical activity, not
18 physical education class time.

19 PARTICIPANT: Okay. Great.

20 MS. CARR: Certainly we know that
21 there are classes, you could have 150 minutes
22 a week of PE, but there are classes you could

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1 have 20 of those minutes of active time. So
2 that's not necessarily the indicator we're
3 looking for either.

4 PARTICIPANT: Okay.

5 MS. CARR: I think we have time for
6 one more question.

7 OPERATOR: Okay. Our last question
8 is from [Participant]. Your line is open,
9 sir.

10 PARTICIPANT: Hello.

11 MS. CARR: Hi.

12 PARTICIPANT: I didn't think I was
13 going to get in there.

14 MS. CARR: Lucky you.

15 PARTICIPANT: I know it, I can't
16 believe I'm the last one. I was actually
17 backing up my stuff too. Well, my first
18 question was, actually you just answered it
19 about the minutes because we have the same
20 situation where we are just a semester class.

21 So our students will only come to physical
22 education for a half a year and that

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1 regardless of what we do for our project will
2 not change. So that was a question that I had
3 regarding the 225 minutes and would it be a
4 problem if once we got into the program if we
5 didn't meet those minutes how will it affect
6 our grant or later on with the assessment part
7 of it.

8 MS. CARR: We again are looking at
9 per week, so the extent to which kids meet
10 those minutes per week while they're engaged
11 in your program is what we would look at. And
12 what we would look at over time is your
13 progress to increasing the percentage of
14 students who meet those numbers. So if you
15 start out at 3 percent and you make it to 15
16 percent, well 15 percent isn't - I mean, I
17 don't think anyone would argue is great,
18 you've made tremendous progress in a year.
19 And then we would count that as what we call
20 substantial progress. So what we're really
21 looking for is that you're making progress on
22 the areas.

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1 PARTICIPANT: Well, what our
2 problem is is we are kind of subject to what
3 our schedule provides us. So due to our
4 blocked schedule our students - certain weeks
5 they will meet the 225 minutes, certain weeks
6 they won't meet the 225 minutes. So that was
7 just a concern of mine, but I - you know,
8 based on what you had just said in your
9 previous answer, you know you're kind of
10 basically using that as a tool you know later
11 on to see what's actually going on.

12 MS. CARR: Right. I would also
13 encourage - you know, again what I said
14 earlier. This is about sort of lifestyle and
15 culture change. This isn't just - we don't
16 want kids to just only be active during a PE
17 period because we know you know that may be
18 limited. But anyway, so we would encourage
19 you to look for other opportunities and think
20 creative. Not think creatively in terms of
21 tricking us -

22 PARTICIPANT: No, no.

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1 MS. CARR: - but think creatively
2 in terms of where are kids and how are kids
3 being active.

4 PARTICIPANT: Right. So one of the
5 parts of our program is a physical activity
6 journal of what's being done inside of school
7 and outside of school. So they're tracking
8 their physical activity minutes for regardless
9 of when it is. So whether it be on a weekend
10 or a vacation. So where we could even use
11 some of those numbers and statistics of you
12 know let's say how many of our students are
13 getting that number of minutes per week. You
14 know what I mean? So they may actually be
15 getting that.

16 MS. CARR: Yes. We're sitting here
17 nodding. You got it.

18 PARTICIPANT: Okay. Oh, good.
19 Well that answers that question. Now my next
20 question was regarding the matching funds and
21 I wanted - I was a little confused about the
22 in-kind match. And there was, part of it

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1 said, and I think it's on Page - it starts on
2 Page 39 and goes to Page 40, and the sentence
3 reads, "If you want to include the market
4 value of existing equipment towards your match
5 you must include in your application
6 documentation as to how the market value was
7 determined." What is that referring to? What
8 existing equipment?

9 MS. CARR: So for example if you
10 have four treadmills for example and they were
11 just bought - they were bought three years
12 ago, and you're going to be using them for the
13 purposes of the PEP grant, you can count some
14 of the cost of those treadmills towards your
15 match. Now we would say that existing
16 equipment, be careful because we're not going
17 to give you the full market value of things
18 that - how much the treadmills cost there
19 because they've been being used for three
20 years. So we would depreciate those costs.
21 And I'm going to ask Debbie to talk a little
22 bit about if you're purchasing new equipment

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1 how you count that in each year.

2 MS. RUDY: Yes. First there would
3 be, for the existing equipment it's helpful
4 for us - I mean if you don't provide it's
5 depreciated amount we'll just do our best to
6 come up with an average lifecycle and
7 depreciate it for you. If you purchase new
8 equipment a similar sort of principle applies.

9 If you buy four treadmills at \$5,000 each for
10 \$20,000 and you hope to use those for five
11 years, basically you can't sort of count that
12 whole \$20,000 purchase in Year 1 because that
13 resource isn't going to all be contributed in
14 Year 1 or used up in Year 1 of your grant. So
15 we would look for you to spread that cost
16 again sort of over the life, over its useful
17 life or over its grant life at least rather
18 than take it all in Year 1, if you were
19 purchasing equipment new that coincides with
20 the start of your grant.

21 PARTICIPANT: Because we do have a
22 bunch of existing equipment, but a lot of it

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1 is very old and outdated, so I mean I
2 understand that the value of it is a lot less
3 than obviously when it was first purchased.
4 But I mean even so, a lot of the stuff we have
5 has been kind of donated and you know, we just
6 try to get whatever we can wherever we can.
7 So I guess that does answer the question, so
8 as long as we come up with some type of value
9 of what we do have. So it can be used towards
10 the in-kind match?

11 MS. RUDY: Yes, we're just looking
12 for you to value it fairly. We sort of - the
13 underlying principle of how anything is valued
14 in terms of cost-sharing or matching is its
15 fair market value. I mean, it should be kind
16 of arm's length, fair market, commercial level
17 kinds of values and that's a general guiding
18 principle I think for anything, equipment, or
19 space, or -

20 MS. CARR: Volunteer time.

21 PARTICIPANT: Right, okay. And
22 then just my last question, and someone else

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1 had asked this a couple questions ago, but
2 about the grant being - and Dana you had said
3 this in the beginning - up to 36 months.

4 MS. CARR: Right.

5 PARTICIPANT: So, now what my
6 vision of the program of what we want to do is
7 you know this is a program that we want to run
8 forever here. I'm calling from Smithfield,
9 Rhode Island, and you know we envision this,
10 our new fitness program to run continuously
11 you know past even three years. So if we have
12 a certain idea of what we would like to get
13 for as far as equipment and to get the kids
14 involved in more activity and working out with
15 whatever it may be, with weight machines, or
16 weight equipment, or stability balls, medicine
17 balls, heart rate monitors, all that stuff,
18 could that be broken down into just 1-year
19 project, or you know what I'm saying? Because
20 I was concerned about the matching cost. What
21 if it's not -

22 MS. CARR: Yes, that's a common

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1 concern. Yes, you can certainly make it a 1-
2 year project if that works best for you. But
3 we would ask you that if you really have the
4 intention of making it a 3-year project don't
5 assume that we're going to give you a no-cost
6 extension just to skirt the matching
7 requirement and ask for everything in Year 1
8 with the assumption that we're going to extend
9 you up to three years. That's not how it
10 works.

11 PARTICIPANT: Right.

12 MS. CARR: And that's really not
13 fair.

14 PARTICIPANT: No.

15 MS. CARR: So basically if you have
16 one year's worth of tasks to complete then
17 apply for a 1-year grant. If you have three
18 years of tasks that you want to do, you need
19 to apply for three years of funding. And you
20 can't front-load for example your grants so
21 that you buy all the equipment in Year 1 and
22 you don't plan to use it until Year 3. So

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1 each of your purchases have to be commensurate
2 with the activities you're planning for that
3 year. So certainly - and we understand things
4 happen and you may purchase a whole bunch of
5 equipment and a tree falls on your gym and you
6 can't put it in there and you have to sit on
7 it for the next two years until it gets fixed.

8 That's different than actually sort of
9 planning to front-load your grant and buy the
10 expensive stuff in Year 1. Every purchase you
11 make has to be commensurate with the
12 activities you plan in that year.

13 PARTICIPANT: I understand. And I
14 wasn't you know trying to say that we're
15 trying -

16 MS. CARR: Oh no, no, it's not just
17 for your benefit. We know that everyone that
18 asks - any question that you ask, there are
19 three more people on the phone that didn't
20 know they had this question. Once they hear
21 it, they do.

22 PARTICIPANT: Yes.

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1 MS. CARR: Debbie actually has one
2 more thing to add before we go forward.

3 MS. RUDY: Now, I'm trying to think
4 of what my - what my one more thing was. I
5 think it was just that we would encourage you
6 - you talked eloquently about your desire to
7 make a permanent shift in how physical
8 education is taught in your district, and I
9 guess we would just encourage you to think
10 comprehensively about what that might look
11 like, and that it might very well be more than
12 purchasing things that might be significant
13 changes or additions to the knowledge base for
14 your instructional staff, you know curricular
15 revision, you know. So don't - we would
16 encourage you to again think comprehensively
17 to think about what you really need to make
18 that transformation and how much time you need
19 to do that in a way that is most likely to
20 lead to sustained and institutionalized
21 results.

22 MS. CARR: And we applaud you for

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1 thinking sustainability at the time of
2 application.

3 PARTICIPANT: Well, you said it. I
4 think you took the words out of our mouths
5 here because we said the same thing, like some
6 of the goals of our program, we want to change
7 the culture of physical education. And this
8 year it has started and we're starting to see
9 the behavior change and starting to see the
10 culture change. But you know, it's something
11 that you know I can't just put a 3-year number
12 on. I mean this is something we want to do
13 continuously. So that's where my confusion
14 was because you had said up to 36 months, so.

15 MS. CARR: Some people who aren't
16 thinking as broadly or who don't as big a
17 district, quite frankly. I mean, we fund very
18 small districts that can really meet their
19 needs in a 1-year timeframe and really just
20 are using this to kind of jumpstart their
21 projects. Other people quite frankly just
22 can't meet the match in Years 2 and 3, and

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1 that's really - it's an unfortunate construct
2 of this grant. The match is not something,
3 just so you all know, it's not something that
4 we made up. It's actually in the authorizing
5 legislation for this program. So believe us,
6 we did not make this up.

7 PARTICIPANT: Right.

8 MS. CARR: It's more complicated
9 than you can imagine.

10 PARTICIPANT: Oh yes, I'm sure it
11 is, but that is the kind of scary part of it
12 because due to all the budget cuts and teacher
13 layoffs and so forth. That's a lot to ask
14 for. But you never know, you know. Who
15 knows. I'm sure there's money out there
16 somewhere.

17 MS. CARR: Yes.

18 PARTICIPANT: Well, that's my last
19 question so I want to applaud you guys too for
20 everything that you're doing. You guys are
21 great.

22 MS. CARR: We like to hear that.

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1 Thank you kindly. And we are out of time.
2 This does conclude our call. I'm sorry to
3 have kept you for a couple of extra minutes,
4 but I think we got a lot of really, really
5 great questions. We also have another call
6 scheduled - now I can't even talk - for March
7 the 4th which is on Tuesday afternoon and I
8 believe that's at 1:00, 1:00 or 1:30, I'm not
9 entirely sure. So you should check our
10 website which is
11 www.ed.gov/programs/whitephysed, one word.
12 And there you can click on Applicant Info and
13 scroll down and you can get the information
14 for calling on March 4. You can also feel
15 free to email me at dana.carr@ed.gov or you
16 can call us on our phone line which is 202-
17 708-5939 and ask any questions that you may
18 still have. We wish you the best of luck and
19 hope to see you all on the other side. Take
20 care, bye bye.

21 (Whereupon, the foregoing matter
22 went off the record at 4:17 p.m.)

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