

UNITED STATES DEPARTMENT OF EDUCATION

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OFFICE OF SAFE AND DRUG FREE SCHOOLS

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TECHNICAL ASSISTANCE CALL FOR THE
CAROL M. WHITE PHYSICAL EDUCATION PROGRAM

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TUESDAY,
MARCH 4, 2008

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The conference call convened at
2:00 p.m. with representatives from the Office
of Safe and Drug Free Schools.

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

2:11 p.m.

MS. CARR: Great, thank you so much. Hello, and welcome to the technical assistance call for the Carolyn White Physical Education Program, which we'll refer to as PEP on this call.

I'm Dana Carr from the Office of Safe and Drug Free Schools, and I'm joined 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, about ten or so minutes, and then we'll open the call up to your questions.

The questions will be facilitated by Rachel, and we have a transcriber on the call with us today who will record all the questions and answers. The transcript of this portion of the call will be posted on our website where you found information about the call at www.ed.gov/programs/Whitephised/applicant.html

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1 .

2 If you have questions that are not
3 addressed on the call, you can feel free to
4 email me at dana.carr@ed.gov. Or you can call
5 the phone number that is listed in the
6 application package.

7 The intent of the PEP program is a
8 physical education program for students in
9 kindergarten through 12th grade to help
10 students meet their state standards for
11 physical education. Eligible applicants are
12 local educational agencies including charter
13 schools that are considered LEA's under state
14 law, and community based organizations which
15 we'll call CBO's, including faith based
16 organizations.

17 Current active grantee's who have a
18 PEP grant right now are not eligible to apply.

19 This means if you have a PEP grant whose end
20 date is after the transmittal date, March 24,
21 you are not eligible to apply. This includes
22 those grantees on a current no cost extension.

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1 And you cannot try to end your grant early to
2 apply this year. The grant period is up to 36
3 months. And as I said, the application is due
4 on March 24, 2008.

5 There is an absolute priority for
6 this program which you must address in your
7 application. The absolute priority is the
8 initiation, expansion, and improvement of
9 physical education programs, including after
10 school programs in order to make progress for
11 meeting state standards for physical education
12 for kindergarten through 12th grade students,
13 by one, providing equipment and support to
14 enable students to participate actively in
15 physical education activities, and two,
16 providing funds for staff and teacher training
17 and education.

18 To receive PEP grant funding a
19 physical education program must provide for
20 one or more of the following elements, and
21 there are six. And I will read them to you so
22 that you hear them. The first is fitness

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1 education assessment to help students
2 understand, improve or maintain their physical
3 well being. Instruction in a variety of motor
4 skills and physical activities designed to
5 enhance the physical, mental, and social or
6 emotional development of every student.
7 Develop of an instruction and cognitive
8 concept without motor skills and physical
9 fitness to support a lifelong healthy
10 lifestyle. Four, opportunities to develop
11 positive, social and cooperative skills
12 through physical activity participation.
13 Five, instruction in healthy eating habits,
14 and good nutrition. Six, opportunities for
15 professional development for teachers of
16 physical education, stay abreast of the latest
17 research issues and trends in the field of
18 physical education.

19 We will also offer again this year
20 a competitive priority. We will award five
21 additional points to novice applicants. For
22 the definition of a novice applicant, please

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1 see the application package. We also, for the
2 first time this year, have what's called an
3 invitational priority. And this is inviting
4 projects to propose programs that address
5 problems identified by the applicant in a self
6 assessment tool called the School Help Index.

7 Which was created by the Centers for Disease
8 Control and Prevention.

9 We're inviting folks to do two of
10 those modules of the school health index for
11 physical education, and other physical
12 activity programs, and nutrition services
13 modules. And CBO's, if they are interested in
14 doing this assessment, I invite them to
15 partner with a local educational agency, which
16 I will refer to as an LEA, or school to
17 complete the physical education or other
18 physical activity programs, and nutrition
19 services modules of the school health index,
20 since the self assessment tool is designed to
21 accept school based programs and policies
22 related to physical activity, nutrition

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1 service at the building level.

2 And more information about the
3 school health index can be found at
4 www.cdc.gov/healthyyou. There are
5 requirements for this program. One, they're
6 all (inaudible) in the application package.
7 One, I want to call particular attention to
8 one that we seem to have a lot of problems
9 with. And this is a grant -- this is a
10 requirement for matching funds in this
11 program.

12 In year one of this grant, a
13 grantee must provide ten percent of project
14 costs, and then years two and three, the
15 grantee must provide 25 percent of project
16 costs. If your grant application does not
17 include any discussion of matching funds, we
18 can't find any evidence there, you will be
19 considered ineligible for competition.

20 If we can offer just a couple of
21 tips as you think about a fine, the first
22 thing we could offer you is to please read the

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1 application package thoroughly, frontwards,
2 backwards, upside down. Follow instructions
3 as best as you possibly can. And this is
4 particularly important on the directions and
5 instructions for transmitting your
6 application. Particularly, if you're
7 transmitting your application through
8 grants.gov, the electronic option. There is
9 no sort of grey area in this. If you don't
10 follow the directions, and you don't do it
11 correctly, there is really nothing we can do
12 for you. There is just nothing we can do for
13 you at all. And so please follow instructions
14 to the extent that you can.

15 If you have any questions, please
16 contact the Office of Safe and Drug Free
17 Schools. Please don't contact someone who's
18 sent you a Listserv announcement. Just
19 contact us and we'll be able to help you.
20 With a plea to please be patient with us. We
21 do our best to get back to you as soon as
22 possible. We receive an extraordinarily high

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1 number of inquiries during this time. And we
2 do our very best to get back with you in a
3 timely manner.

4 And finally, please be sure that
5 your responses to the absolute priority and
6 selection criteria, and ensure that you
7 provide all of the requested and required
8 information for the application. That's
9 really all I have. With that, Rachel, we will
10 open it up for questions.

11 OPERATOR: At this time, I would
12 like to remind everyone if you would like to
13 ask a question press star, and then number one
14 on your telephone key pad. If you would like
15 to withdraw your question, press the pound
16 key. We will pause for just a moment to
17 compile the Q&A roster.

18 Q Hi, we're a national CBO with
19 licensed chapters, and a charter school in
20 another state would like to apply for our
21 program, and we also are applying for a state,
22 a whole school district and a state. Is this

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1 allowable or is it a conflict?

2 A I don't think we understand your
3 question.

4 Q I'm sorry. We're a CBO and we have
5 a chapter in another state, and a charter
6 school in that state is applying for -- would
7 like to apply for a PEP grant. And to help
8 fund the program, the location in that state,
9 the chapter in that state. We are the home
10 office applying for a different state.

11 A That's fine.

12 Q All right. Sorry.

13 A What you would just need to ensure
14 is that site in a different state uses those
15 specific state standards for that state, and
16 you use the specific state standard for
17 whatever program you're applying for, whatever
18 state you're applying for.

19 Q Okay. So that charter school can
20 go ahead and apply.

21 A Certainly.

22 Q And then we can apply for ours.

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1 Okay, and if it's okay, I have a second
2 question?

3 A Go ahead.

4 Q On the administration of funds, do
5 we need to put forth the money to order the
6 equipment first, and then we bill you, or do
7 the funds come first?

8 A That really depends on your
9 organization. And basically what happens, and
10 this is good information for everyone to have,
11 is that your -- the funds are obligated to you
12 at the time of the award in a system called
13 the grant award payee system. Something like
14 that.

15 Q Right.

16 A That's what it's called. And
17 basically it just sits there, and as you have
18 expenses, you draw the money down. So it's
19 like a bank account. Now, on some, for
20 example, in a lot of school districts, they do
21 it on a reimbursement basis. So the school
22 district will pay out the funds, and then be

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1 reimbursed when the invoices come in, or
2 something, something like that. And they can
3 do it, you know, they will do it on a monthly,
4 or quarterly, whatever, basis.

5 Smaller entities don't have that
6 kind of capital. So they will draw down in
7 advance, for example, a payroll if they know
8 payroll is going to hit on Tuesday, they can
9 draw the funds down, you know, the Friday
10 before so that the money will be there when
11 payroll comes. Or whatever it is.

12 Q Okay, so to use the payee system,
13 we just submit -- I guess I can, is there a
14 way, a place where I can find out how to use
15 the payee system?

16 A That's something you would worry
17 about if you got a grant.

18 Q Okay. I'm thinking positive here,
19 so.

20 A If you got a grant, your project
21 office would be able to help you with it.

22 Q Okay. Great. And my other

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1 question is on the indirect costs. We are --
2 we don't have the form that for the indirect
3 costs, so we're not allowed to participate in
4 that part of the application?

5 A You have an indirect cost rate?

6 Q No, we don't.

7 A You may, in your application, you
8 may tell us that it is your intention to
9 obtain a restricted indirect cost rates.

10 Q Okay.

11 A And we will give -- we will set
12 aside if you're a successful applicant, we
13 will set aside some money in your year-one
14 grant. You'll have 90 days to apply. And we
15 will sort of give an estimated, you know, some
16 estimated amount of funds will be reserved for
17 that purpose.

18 Q Right.

19 A We'll need to obtain that rate in
20 order to recover.

21 Q Okay. Great. That's all I have.
22 Thank you so much.

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1 A Thank you.

2 OPERATOR: Our next question comes
3 from Ms. ---

4 Q Yes, can you hear me?

5 A Sure can.

6 Q Okay. I work at a local health
7 department, and we are a partner with a local
8 community task force. That is the health
9 department, the school system, and the
10 community hospital, and our initiative is to
11 prevent childhood obesity. So do we qualify
12 as a community-based organization then?

13 A No, you would not be an eligible
14 applicant, but the local educational agency,
15 the school district would. So they can be the
16 applicant. I think that's a great model to go
17 forward with. But they would have to be the
18 applicant, and the fiscal and administrative
19 agent upon receipt of the grant.

20 Q Could the hospital do that as a
21 non-profit hospital?

22 A If they meet the definition of a

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1 community-based organization.

2 Q Okay. So I just need to have them
3 have their people check that?

4 A Yes, ma'am.

5 Q All right. Well, thank you very
6 much. I appreciate it.

7 OPERATOR: Our next question comes
8 from Ms. --

9 Q Hello. I was wondering if you had
10 the questions from the other two (inaudible)
11 systems called "online" yet, and if you could
12 repeat the website where we can find them?

13 A Sure, I can. The website is
14 www.ed.gov/programs/whitephysed/applicant.html
15 . And the first transcript should be posted
16 within the next couple of days. I actually
17 just reviewed it, and we haven't received the
18 transcript from the second one. But I suspect
19 it will come maybe on Friday, and it will take
20 a couple of days for me to just look at it,
21 and then it will be posted probably early next
22 week. It just takes awhile for the transcript

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1 to get produced.

2 Q Okay. Thank you very much.

3 OPERATOR: And our next question
4 comes from --

5 Q Hi. I have three questions,
6 actually.

7 A Okay.

8 Q My first question is it lists in
9 the grant that you could not use any of the
10 funding for food. Clarification of food -- if
11 I wanted to do a cooking class as part of my
12 design in terms of teaching healthy
13 nutritional meals, could I use the funding for
14 that, to purchase the food for the class?

15 A Yes. That should be fine as long
16 as the costs are reasonable. That should be
17 fine. And we've funded some stuff like that
18 in the past.

19 Q Okay. And that was question number
20 one. My second question is also in the grant
21 it says can you hire -- oh no, that's my
22 question. My question is can you hire both a

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1 coordinator as well as pay instructors to
2 teach certain aspects of the class, or is it
3 "or" you have to hire --

4 A No, it would really depend on your
5 project design.

6 Q Okay.

7 A And you can certainly hire people
8 to do sort of the hands on instruction again
9 as long as they are not current employees, and
10 you're just sort of moving funds around, and
11 using this grant to supplant their currently
12 allocated salaries.

13 That's not allowed. But you know,
14 if you're sort of hiring new people, or even
15 if you're paying people to do something that's
16 above and beyond their current contractor,
17 their current, sort of, tour of duty, then
18 that's allowed.

19 Q Okay. And my third question was
20 there was nowhere in the grant that I could
21 read, and I could be mistaken, about
22 background information on my organization. Is

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1 that correct?

2 A In terms of sort of anecdotal
3 narratives?

4 Q Yes. Just like who I am.

5 A Like IRS forms.

6 Q Say that again?

7 A Or official document background
8 information like IRS forms or something like
9 that.

10 Q I didn't see any of that, and I
11 just want to know if I missed it?

12 A No, no, no. You don't need to
13 submit any of that. Now, you may want to
14 talk about who you are and sort of your
15 connection to the community, or the
16 connection to the population you're working
17 with --

18 Q Exactly.

19 A -- as part of your narrative.

20 Q Okay, now what part of the
21 narrative --

22 A Right.

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1 Q -- would that --

2 A Oh, what part? It will kind of
3 depends, really. I mean, it could be worked
4 into either, really frankly, any of the
5 sections.

6 Q Okay, got it.

7 A The sections.

8 Q Okay. That makes sense. Okay.
9 You know what, I just didn't explicitly see
10 it anywhere. I was like, "How would they
11 know who I am, and you know, what my
12 connection is?" Okay.

13 A We would depend on you to relay
14 that kind of information to us.

15 Q Okay.

16 A We most often see it in the needs
17 section because --

18 Q Exactly.

19 A -- people use that section to kind
20 of set up, yes, to introduce or set up their
21 proposal. But as we're sitting here, I'm
22 thinking well, it could go in need, it could

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1 go in significance.

2 Q Exactly.

3 A Because it can certainly talk
4 about how the significance of this on, you
5 know, the community, the kids, and how your
6 organization will play a role in that.
7 Debbie is sitting here saying project design.

8 So clearly it can/should go in any or all of
9 those places.

10 Q Okay. Great. And you know what,
11 if I can indulge one more question?

12 A Sure. You got the stage.

13 Q For the indirect costs, would/can
14 a laptop, just one, be purchased with the
15 funding?

16 A Again, I mean, that's not really
17 an indirect cost. That's a direct cost.

18 Q It would, okay.

19 A And it would be considered allow-
20 able if it supported your project, goals and
21 objects.

22 Q Okay. Got it. All right. Thank

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1 you.

2 A Thank you.

3 OPERATOR: Our next question comes
4 from Mr. --

5 Q Hi. I actually have three
6 questions, if that's okay.

7 A Sure, go ahead.

8 Q I came up with a couple of more
9 listening. My first was what constitutes
10 administrative costs, because there is a five
11 percent limit on that, and I just wanted to
12 be sure I understood correctly your concept
13 of administrative costs?

14 A Yes, this is one of those times
15 where we wish the transcripts had already
16 been posted. And it's clearly a great
17 question because (inaudible) I'm going to let
18 Debbie answer this one.

19 A2 Generally, the definition or the
20 thing we look to in trying to figure out what
21 an administrative cost is versus a program
22 cost, it's found in our education department

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1 general administrative regulations in part
2 80, 80.3, which is a group of definitions.
3 And it talks in there about programmatic and
4 administrative activities. And the sort of
5 defining feature between the two is that the
6 administrative activities are those things
7 that are common to just about every grant
8 that gets awarded and gets administered.
9 You're going to have to do some record
10 keeping. You're going to have to provide
11 reports. You're going to have to file. So
12 those kinds of core administrative functions
13 are in the administrative class bin.

14 Costs that are for activities that
15 are specific to the content of this
16 particular program are considered program
17 costs, and those are things like professional
18 development activities, or scheduling, you
19 know, scheduling of those. And so it's a
20 very fine -- a fine line. And we would just
21 ask you to sort of be cognizant of the five
22 percent cap, and help us understand when you

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1 provide a budget narrative, you know, if you
2 got, for example, you're including a
3 position, you know, if you say administrative
4 assistant, and they'll say that there are
5 other duties there, we're going to think
6 that's probably an administrative cost
7 because that's sort of what we've got to work
8 with.

9 So if you've got, you know, if
10 you've got clerical help or administrative
11 help, and you think that part of their time
12 is going to be doing program things, yes,
13 please help us understand what that position
14 is between, you know, ten percent is admin.,
15 and you know, the other 90 percent is
16 program, or whatever it is.

17 Q Okay. Thank you. That's all
18 folks. My second question was I wanted to
19 clarify the food question because I believe
20 you said, yes, food is okay for the cooking
21 class, but I did see on page 39, well, my
22 page 39, a blurb in the Q&A saying grant

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1 funds cannot be used to purchase food
2 incentives or prizes.

3 A Yes, when we instate stuff -- that
4 in the context of a cooking class, we see
5 that as almost like an instructional tool.
6 When we're talking about food, we're talking
7 about that is not allowable, we're talking
8 about, for example, people have put in their
9 budget nutritious snacks. They put in pizza
10 parties, giving kids food on the way to a
11 bowling alley to do a bowling activity. That
12 kind of stuff is not allowable.

13 Q I got you.

14 A The most commonly we see it sort
15 of in the after school snack, kind of, arena.
16 And if you're in that situation, there are
17 other mechanisms for getting those after
18 school snacks. But that's a different
19 conference call. But that's also not us, by
20 the way. But that's what we mean.

21 So it's sort of, you know, the
22 ongoing consistent provision of food.

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1 Q Yes, I think I see the
2 distinction.

3 A Food at staff meetings.

4 Q Yes, it's not part of the
5 curriculum.

6 A There you go.

7 Q It's just eating the (inaudible).

8 A There you go. And typically, also
9 you know, another sort of piece of that is
10 that typically when it's for a cooking class,
11 you're talking maybe \$50 worth, or you know,
12 something like that a couple of times a year.

13 Q Yes, okay.

14 A It's not -- it's a very, very
15 small cost.

16 Q And my final question is I was
17 wondering if you could speak a little to the
18 150 minutes a week requirement of moderate to
19 vigorous activity for elementary school
20 students? So is that literally 150 minutes
21 of moving, could some of that be taken up by
22 time when the people conducting the physical

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1 ed. program are talking to the kids about
2 physical education, or talking to them about
3 nutrition? Or is that literally they need to
4 be moving 150 minutes?

5 A That is literally moving moderate
6 to vigorous 150 minutes a week.

7 Q Okay.

8 A And that, you know, just for
9 everyone on this call, because again, this is
10 something that keeps coming up. That is not
11 exclusive to a physical education class.
12 That's 150 minutes cumulative moderate to
13 vigorous physical activity per week. So that
14 can be -- and that should include out of
15 school activity, recess for elementary kids,
16 whatever it is, as long as kids are moving
17 around. You know, part of what's incumbent
18 upon you is thinking through how you would
19 capture that if you're not going to capture
20 it through a physical education class, how
21 are you going to get kids to tell you that?

22 Q Right. For instance, if they were

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1 going home and exercise on the weekend, how
2 are we going to document that?

3 A You've got it. Going for a brisk
4 walk or a jog, or whatever. Yes, that's
5 exactly right.

6 Q Okay. Thank you, those are my
7 questions.

8 A Thank you.

9 OPERATOR: Our next question comes
10 from Ms. --

11 Q Yes, hi. I have a couple of
12 questions also. The first one is I'd like to
13 get some clarification, if I could, on the
14 supplement but not supplant directive, we're
15 a CBO, we're not a school and we don't get
16 federal money for other programs that would
17 involve physical ed. So I'm wondering if
18 that applies to us as well?

19 A Yes. What that basically means is
20 that -- oh, so sorry. You can't use these
21 grant funds to fund activities That you're
22 currently paying for out of an operational

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1 budget. So in other words, if you are in
2 your operational budget, and you're going to
3 be -- you're going to pay yourself to do what
4 you're already doing, you can't move your
5 budget into paying for -- I don't know -- a
6 new set of phones, and use this grant to pay
7 your salary to do what you already do.

8 Q But if we have employees who are
9 currently doing some phys. ed. with the kids,
10 and they were going to do a whole new program
11 with this grant. Then we can charge a piece
12 of their salaries that goes to doing this new
13 program.

14 A Yes, I think the key words there
15 were "whole new program."

16 Q Yes.

17 A And I think about the simplest way
18 that I've been able to try to explain
19 supplement and not supplant is to think a
20 little bit about what the goal of the
21 provisions are. And obviously, I guess it's
22 obvious, what we're looking to do by

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1 providing the grant is to increase the level
2 of effort around a particular policy issue,
3 or project. And so we want to substitute --
4 we don't want to use our dollars to
5 substitute for dollars that you're already
6 spending. We want to see that the overall
7 level of activity in this area go up.

8 Q Yes.

9 A So if that helps you --

10 Q Yes.

11 A -- may be think about --

12 Q That's fine. I understand
13 exactly. Another question about the cost per
14 outcome measurement. Are there any
15 guidelines for that? I know that it's at
16 least my understanding of it is that the kids
17 who do need this goal of like two and a half
18 hours of physical activity a week, that
19 number of children will be divided into the
20 amount of money that is received on the
21 grant. And that is the cost per outcome, is
22 that correct?

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1 A Actually, we made a fine tune to
2 that measure after it was developed. And we
3 thought that it would be fairer to assess the
4 cost per outcome by dividing -- cost per
5 successful outcome by dividing by the actual
6 grant expenditures. But folks will already
7 be giving us those in the performance report.

8 So there is no additional data that grantees
9 need to provide. They'll be telling us an
10 expenditure level and we'll use those two
11 pieces, or three pieces of data if you've got
12 kids at the 150 and 225 level of that
13 expenditure information in order to make that
14 calculation.

15 A2 And there is nothing that related
16 to that you need to supply for your
17 application. That's sort of a post award
18 obligation.

19 Q So when that's calculated, when
20 you say expenses, is that the entire budget
21 you're talking about or just --

22 A It's the money you've expended and

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1 the matching funds that have been expended.

2 Q That match, okay.

3 A The expense time of your
4 performance report.

5 Q Right. Is there any guideline for
6 what you're looking for in terms of that
7 ratio?

8 A No, it's whatever it is. I mean,
9 the point of the performance measure is
10 simply to assess what those costs are. And I
11 think there is probably some looking behind
12 the scenes down the road about, you know, if
13 folks are achieving successful outcomes at
14 \$40 a kid, and the next grantee is achieving
15 successful outcomes at \$400 a kid.

16 Interesting things to look at and
17 think about in terms of cost effectiveness,
18 and you know, future directions. But there
19 isn't a level that we're shooting for, a
20 maximum or a minimum, or anything like that.

21 Q I see. So we won't be given extra
22 points or taken points away for the ratio

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1 that we seem to be showing will happen if we
2 say we predict that?

3 A2 Again, it's speculative. We're
4 not asking you -- we're asking you -- in
5 other words you don't need to do not supply -
6 - you do not need to supply --

7 Q I understand that we don't have to
8 calculate. I understand that part, but a
9 reader will easily see, if we say we're going
10 to reach 100 kids that are going to meet this
11 goal, and we're asking for \$100,000, it's
12 very clear that we will expend that much,
13 that or a little bit more, with the match on
14 reaching that goal.

15 A That's fine. You're welcome to
16 include that. There are no selection
17 criteria that would score you on that either
18 way.

19 Q So it wouldn't matter.

20 A Neither gain nor lose points.

21 Q Okay. That was the question,
22 would we gain or lose. And the other

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1 question I have, if I might, one more, is
2 there a difference between the indirect costs
3 and the admin costs, and if you could explain
4 those because we don't have an indirect cost
5 rate either? And I understand, it seems to
6 me that extra money is awarded after the
7 grant is awarded for that if you do not have
8 an indirect cost rate based on the cost rate
9 that you get, you must get within 90 days.

10 A2 So actually, we will make a single
11 grant award, and we will reserve kind of
12 using some estimating methods. If you
13 indicate to us that you wish to recover
14 indirect costs but you do not currently have
15 a rate, we will put money in your grant award
16 in order for you -- I mean, we will give like
17 an estimated amount of money pending your
18 receipt of an actual (inaudible).

19 Q Right.

20 A2 But you would need to indicate
21 that you were trying to recover indirect
22 costs at a specific rate. So in other words,

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1 you can't just say we want indirect costs.
2 You would actually need to build that into
3 your budget as an expense line.

4 Q Okay.

5 A And if you don't have a rate,
6 we'll make an estimated allotment.

7 Q You can give me an estimated rate?

8 A Are you a community-based
9 organization?

10 Q Yes.

11 A Probably the most that we would
12 estimate would be eight percent. There is
13 also a regulation pending. I think I'm not
14 sure if it's in final form yet. We would
15 estimate indirect costs at ten percent of
16 direct salary costs. So there are a couple
17 of different things we can do, but those are
18 the two things that I think we've used and
19 are likely to use.

20 Q Okay. So when we do our budget we
21 can just put a line item for that and say
22 estimated, add a certain percentage and put

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1 it in to the budget?

2 A Tell us that you don't have a rate
3 and then we'll --

4 A2 Post awards.

5 A We'll get post awards.

6 Q Oh, okay. Okay, great. And is
7 that the same as administrative costs, or are
8 those different?

9 A2 They are different.

10 Administrative costs you could actually
11 include as part of your direct cost budget --
12 your direct budget, rather. I'm sorry. And
13 as Debbie sort of explained before, it's a
14 fuzzy line between the two. I tend to think
15 of it as administrative costs are things that
16 are required to actually administer the
17 grant. Whereas indirect costs are even less
18 able to sort of put your head around like
19 rent, what you pay for rent, keeping the
20 lights on, keeping the air flowing. Those
21 kinds of things that are across your
22 organization.

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1 Q Yes.

2 A2 (Inaudible).

3 Q And we can do ten percent of our
4 expenditures or our anticipated expenditures
5 on the grant for that?

6 A For what?

7 Q For the administrative? I mean,
8 five percent?

9 A The cap is five percent.

10 Q Five percent, okay. That's the
11 total budget.

12 A2 Of your total project request.

13 Q Okay, great. Thank you very much.

14 OPERATOR: Our next question comes
15 from Ms. --

16 Q Hi, yes, I actually have about ten
17 questions but I will try to limit it. Can
18 you hear me?

19 A Sure can.

20 Q Okay. I applied for a grant the
21 last time around. And I had some frustration
22 when I got my readers evaluation. There were

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1 three people who read it, and on one
2 particular section I got three wildly
3 different scores. So one thought it was
4 great, one thought it was average, one
5 thought it was lousy. So I'm kind of
6 struggling as to whether to change it, or
7 whether to keep it. Any suggestions?

8 A You know, what we tell folks is to
9 sort of use your best judgement. That
10 happens, grant reviews are by their very
11 nature subjective.

12 Q Right.

13 A People are reading them and they
14 have a firm opinion. They come to it with
15 their own, sort of, world perspective. And
16 sometimes it hits people the wrong way.
17 Sometimes people love what you write. You
18 use your best judgement if you think what the
19 person who thought your application was
20 lousy, if you think that they made some valid
21 points. Listen to them.

22 Q Okay.

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1 A If you think they were wildly off
2 base, or they misinterpreted what they said.

3 If you think they misinterpreted it, it's
4 probably an indication that you want to be
5 more clear about what you're trying to say.

6 If they miss information that was
7 clearly in your application, you can probably
8 just regard it if they are wildly off base or
9 were factually wrong. But again, it's a
10 judgement question on your part, you know,
11 again, how far in depth you want to interpret
12 their findings. And again, probably a grain
13 of salt. These are people just like you.

14 Q It was just frustrating that they
15 were so different. Most of the content was
16 they were similar, but on the one section on
17 the quality of project design, they were
18 really kind of all over the map.

19 Is there any way, like I said, I
20 did this before, do you keep like a list in
21 order of where we were to see if we were even
22 close to being awarded, or is that kind of

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1 scrapped when it's over?

2 A Do you know your score?

3 Q I have my evaluators.

4 A And you should have gotten an
5 average score.

6 Q If I did, I don't know where it
7 went.

8 A Yes, I mean, I just happen to know
9 what the -- how far down we funded. So I was
10 going to tell you how you were based on that.

11 Q If you can tell me that, I can dig
12 and find it.

13 A We used the same competition, the
14 same plate, the same rank ordered plate for
15 the '06 and the '07 grants. We've listed
16 applications once and arrayed everybody in
17 rank order. In the first year we funded 60
18 grants, and we funded down to, I'm going to
19 say, 95.67. I mean, I could be off by a
20 third of a point. But that's about where we
21 were.

22 Q Okay.

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1 A And last year we funded another
2 150 from that slate and we were -- I want to
3 say the last grant was 86.67, or 86.33.
4 Right in that range.

5 Q You're saying that's the average
6 of those three scores?

7 A Yes.

8 Q Is that the average of the three
9 scores of the readers?

10 A Yes.

11 Q Okay. All right.

12 A Total score.

13 Q Far off on the average. Okay, a
14 couple of other questions. We were given
15 this invitational priority for the school
16 health index, my school took a look at that
17 and decided to go a different direction, and
18 went for a different evaluation tool. They
19 used something called the high mark school
20 evaluation. I know that probably won't get
21 the points, but should I include it?

22 A Okay. Two things. First, the

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1 invitational priority is just that. It's an
2 invitation to consider it.

3 Q Okay.

4 A There are no points associated
5 with it.

6 Q Okay.

7 A Where the points may come into
8 play is your ability to use what you find as
9 part of the school health index findings, and
10 use that to design your program.

11 Q Oh, see, I thought that was points
12 for doing it. Okay, well, that's good to
13 know.

14 A Be responsive to the needs section
15 where you discuss your gaps and weaknesses
16 for meeting the state standard.

17 Q Got you.

18 A It may help, you know, improve
19 your ability to be responsive to the
20 selection criteria, which would, again, play
21 into your scoring. That's the first thing.
22 The second thing is that the school health

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1 index is not an evaluation tool. And the two
2 you're referring to, they're different.

3 Q Okay.

4 A The school health index is meant
5 to be a self-assessment tool.

6 Q Okay.

7 A You can certainly use it to assess
8 where you are at baseline. And then if
9 that's where you are after the grant, and the
10 policies and the programs have been
11 implemented.

12 Q So I could use that for my program
13 evaluation?

14 A No, that's what I just said. It's
15 not an evaluation tool.

16 Q So I could not. You're saying
17 don't use that?

18 A It is not an evaluation tool.

19 Q I'm trying not to be dense. I'm
20 just trying to be clear.

21 A It's not an evaluation tool, it's
22 a self assessment.

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1 Q All right. That leads right into
2 the next question. What do you suggest for
3 that because that was a weakness that I had,
4 was project evaluation. What are you looking
5 for there?

6 A Well, that's a great question. And
7 I would recommend that you thoroughly review
8 the notes under the selection criteria.
9 Those are pretty clear what we're looking
10 for. Basically what we are expecting to see
11 in your application is an examination or
12 explanation of how you're going to evaluate
13 the program that you put into place.

14 We're not looking for a discussion
15 of how you're going to assess each student.

16 Q Okay.

17 A Although that may play into an
18 analysis in the aggregate of those
19 assessments, but that -- a discussion of how
20 you're going to measure each kids time and
21 their target heart rate is not an evaluation,
22 that's student assessment. So in the

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1 aggregate you may say we went from two
2 percent of 40 percent of our kids, in their
3 target heart rate during a P.E. class.

4 Q Yes.

5 A That we would consider a program
6 evaluation measure. So you're looking for
7 outcomes. You're looking for impacts of the
8 program on the students, on the student's
9 behavior, on their active time during P.E.
10 class, their time and target heart rate,
11 their cardiovascular fitness, their ability
12 to meet state standards is a big one. Any of
13 those kinds of program evaluation.

14 Now, the two points you'll be
15 scored on are the methods -- the extent to
16 which the methods in the evaluation are
17 appropriate to the context within which the
18 project operates. And the second is the
19 extent to which the methods of evaluation
20 will provide performance feedback and permit
21 period assessment of progress toward
22 achieving the intended outcomes.

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1 That's more of a process measure.
2 So sort of what are your intermediate
3 outcomes, your short term? Are teachers that
4 attend your professional development
5 training, are their skills and abilities
6 improving as a result of your professional
7 development. But in a timely way so that you
8 can make changes to your program on an
9 ongoing basis.

10 That's what we refer to as a
11 process level, sort of, evaluation or stage
12 of evaluation. But you can make changes and
13 updates to your programs as necessary. If
14 you find that your teachers are going from 94
15 percent knowledge-base to 96 percent
16 knowledge-base, you may want to rethink what
17 you're doing in professional development, for
18 example.

19 So you plan to do all these
20 trainings, and you know what, it sounds like
21 they already know what they're doing, let's
22 think about doing something on technology and

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1 stuff. So that's that periodic feedback kind
2 of thing. Does that help? Are you still
3 there? Okay. Hello?

4 OPERATOR: Our next question comes
5 from Ms. --

6 Q Hi, I have about three or four
7 questions here, maybe five. When you say
8 kindergarten, does that include K-4?

9 A What? K through 4th grade?

10 Q Well, in our school system we have
11 a kindergarten for four year olds.

12 A As long as they are considered in
13 kindergarten.

14 A2 I mean, if your district calls
15 that a kindergarten as opposed to a preschool
16 --

17 A Or Pre-K, yes.

18 A2 Pre-K.

19 Q No, it's just like we have K-4,
20 and K-5 programming. So for four year olds,
21 and then five year olds.

22 A How progressive of your district.

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1 Very cool. Yes, as long as it's considered
2 kindergarten.

3 Q Okay. And then I know you've gone
4 over the administrative costs a lot. But I
5 just was -- a little bit further
6 clarification. We have in our program, we're
7 a CBO trying to provide programming to the
8 school system. So our branch executive and
9 program directors are responsible for
10 relationships with the school system, but
11 then there is a program coordinator that
12 would be hired for this program that would
13 oversee other staff that are actually
14 providing the services, and providing
15 services themselves. So the executive -- the
16 branch executive and the program director
17 total a percentage of their salary does not
18 go over the five percent administrative
19 costs. Would that be considered?

20 A Well, what they're doing, I'm not
21 sure of your description of the work that
22 they're doing is maintaining or building

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1 relationships with the school.

2 Q Right.

3 A You know, I mean, we would be
4 looking for, it needs to be specific to this
5 project. Not generally. And in order to be
6 charged to this project. And it would be
7 need to be estimated on some objective basis.

8 It kind of -- I'm sure I'm not putting the
9 right context on this, so this kind of sounds
10 like they're schmoozing, but that -- I don't
11 know that that's specific to this grant.

12 I mean, so for anything to be
13 charged to the grant, it needs to be directly
14 allocable, directly necessary for this grant
15 to be implemented.

16 Q Okay. Okay. For the indirect
17 cost rate. I know you said it takes 90 days,
18 you have 90 days to apply. Is that once the
19 award is made, or do you have to start the
20 process prior to even knowing if you're being
21 awarded?

22 A No, no. It's once the award is

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1 made.

2 Q Okay.

3 A And usually, actually, it's after
4 you have your initial performance call.

5 Q Okay.

6 A Understand what you're doing and
7 you're not just sort of willy nilly
8 contacting our indirect cost rate group
9 because that makes them grouchy too, so.

10 Q Okay. The school -- one of the
11 school districts that we are intending to
12 work with currently has funding for their
13 middle school program. And we would be
14 providing services to their elementary
15 school, and after school programs. So it's
16 completely different constituent groups. Can
17 we still apply even --

18 A You would be the applicant, not
19 them.

20 Q Correct.

21 A You are still an eligible
22 applicant. And like you said, and for the

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1 benefit of everyone else on the call, the
2 proposal that you're talking about is
3 substantively than what they're currently
4 funded to do.

5 Q Right.

6 A So again, you're the applicant,
7 not them. They would not be eligible to
8 apply. Again, even to serve a different
9 population because you are not the grantee,
10 you can apply.

11 Q Okay. And then the last one is in
12 regards to letters of support are encouraged,
13 is that not only from the school district or
14 other type of LEA's that you're working with,
15 but for the staff themselves, too, or no?

16 A It's entirely up to you. We leave
17 it up to your judgement. If they provide --
18 if the letters provide information that you
19 would want the peer reviewers to take into
20 consideration for your score selection
21 criteria, then they can be helpful. So for
22 example, if you're providing training and

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1 there is a letter of support that says from
2 the (inaudible), that we commit to doing
3 these four trainings for you, we really look
4 forward to working with you, as opposed to --
5 that can be helpful. As opposed to the
6 letters that say, "We're the Girl Scouts and
7 we think this grant would be great. Love the
8 Girl Scouts."

9 That's not particularly -- it's
10 nice, and it may be good for you in terms of
11 your community, in which case, include it,
12 but to us it's sort of neither here nor
13 there.

14 Q Okay, okay. Thank you very much.

15 OPERATOR: Our next call comes
16 from Ms. --

17 Q Okay. I'm calling from a school
18 district up in Alaska. And our situation is
19 that we have a charter school that's going to
20 be starting it's first year next year. And
21 so we're going to -- what I'm thinking we
22 should do is apply to the school district.

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1 But the funds will specifically benefit this
2 charter school. Is that appropriate?

3 A Is the charter school part of the
4 school district?

5 Q Yes.

6 A2 Is it an LEA -- is it an LEA by
7 itself, or only part of the -- I mean, you
8 can't supply yourself if your charter school
9 isn't an LEA standing alone under your states
10 chartering statute?

11 Q Well, I mean, we definitely come
12 under the school districts jurisdiction for a
13 number of things as far as some of our
14 budgeting and stuff like that.

15 A2 Probably that you're going to need
16 to resolve with -- I mean, you're going to
17 need to identify your status within your
18 state government structure. But the only
19 charter schools that may -- oh, actually, I'm
20 giving you a terrible answer. I'm sorry.

21 I forgot that I've been working on
22 about three or four other competitions in

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1 which the only eligible applicants are LEA's.

2 In this case, if you're charter school meets
3 the definition of CBO you could apply
4 directly, as well as, I mean --

5 Q Right.

6 A Since this is a two-for option,
7 you do have that option, wherein as our other
8 competitions that are restricted only to
9 LEA's.

10 Q Okay. Well, I mean, can we go
11 wrong if we apply under the school district?

12 A No, that couldn't be wrong, too.

13 Q Okay. I kind of actually need
14 your help to complete some parts of the grant
15 and so forth.

16 A The other issue I think we want to
17 circle back to was something that I believe I
18 heard you say at the start about you're not
19 in operation yet.

20 Q Right.

21 A Are you approved and do you have
22 students, or will you have students enrolled

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1 to start school in the Fall?

2 Q Yes. We're going to be up and
3 running in the Fall.

4 A2 Right, and so if you apply as an
5 LEA, that actually helps on that count, too.

6 A I mean, yes, you've already got an
7 existing. I mean, that sort of takes away
8 any question that could exist.

9 A2 Generally, if someone is hoping to
10 form a charter school, for example, a year
11 from now, that wouldn't be inappropriate.
12 This wouldn't be a good time for them to
13 apply.

14 Q Right.

15 A2 Because they don't have students,
16 and they are not ready to begin operating
17 immediately, pretty much, when our grant
18 would be in (inaudible).

19 Q Okay. So I guess what I hear you
20 saying is that we could probably either apply
21 as a charter school or as an LEA, and is
22 there -- would there be a better one that is

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1 better than the other to apply?

2 A No, it doesn't sound that way.

3 Q Okay. Okay, and I have another
4 question. So yes, this is like a program
5 that is starting from scratch. So and we
6 won't have funds for a P.E. program unless we
7 get this grant, so I don't think then, there
8 is a problem with the supplanting.

9 A Unless you have state requirements
10 that you have to meet. For example, with
11 regards to (inaudible), and we would expect
12 you to meet those, and these grants tend to
13 be in addition to those. But you know, if
14 you don't have requirements for so much
15 instruction or a particular amount of
16 activity.

17 Q Okay. And then actually we have,
18 I know that under the state standards, I know
19 that's something that this grant want you to
20 do is to consider the state standards, but it
21 also says not to use national standards. But
22 our school district and the state actually

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1 adopts some of the national standards.

2 A That's fine. They would be
3 considered your state standards.

4 Q Okay.

5 A And identify them as such. Don't
6 call them the national standards. Call them
7 Alaska state standards. If anyone is on a
8 call from Ohio, I know you all are in the
9 same position. You've just adopted state
10 standards. Those are officially Ohio
11 standards that Ohio or Alaska's, for example,
12 standards.

13 Q Okay, thank you.

14 A Thank you.

15 OPERATOR: Our next call comes
16 from Mr. --

17 Q Hello ladies, I appreciate you
18 taking my call today.

19 A Thank you.

20 Q I have several questions. I think
21 I know the answer to the first question. But
22 we are a Novice CBO and if we work with the

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1 local LEA with letters of support and all
2 that does not affect our novice status, is
3 that correct?

4 A Yes, novice status depends on
5 whether or not your organization has had a
6 grant --

7 Q Correct.

8 A -- previously. Not whether
9 another organization that supports your
10 project has had one.

11 Q Right. Okay, that's what I
12 wanted. I just want to make sure of that.
13 We have a building that we would be using as
14 matching funds. And am I allowed to use ten
15 percent of that building in the first year,
16 and 25 percent of its matched value the next
17 year, and then the next year?

18 A Well. Are you using ten percent
19 of the building and 20 -- I mean --

20 Q Well, we'll be using 100 percent
21 of the building for this project.

22 A Pardon me?

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1 Q 100 percent of the building will
2 be used for this project.

3 A But also, this is probably a
4 conversation that we need to have offline.
5 It's incredibly, I mean, that's a depreciated
6 -- that's a depreciable asset. And just
7 because you're using it in the conduct of
8 this program, I mean, you can't take the
9 whole value of the building, or even ten
10 percent of the value of the building, because
11 you're going to be left with the asset at the
12 end of the project. So that's a really
13 pretty extensive and complicated
14 conversation. And because we're kind of
15 limited for time.

16 Q Okay.

17 A And I'm not sure how generally
18 applicable it is.

19 Q Right.

20 A But yes, I mean, you definitely --
21 your matching funds should reflect how you're
22 going to employ the resources that you're

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1 proposing as matching in the project. And
2 but again, there is some issues. I mean, you
3 can't just sort of say, "Okay, we're going to
4 save the building, we're going to charge ten
5 percent of it," because you're not actually
6 using that up in the --

7 Q Right. I mean, obviously, you
8 know if our building is worth \$300 or
9 \$400,000, we've obviously got the matching
10 funds for the entire project, and kind of
11 spread that over the years. If you want me
12 to call back on the regular number, we can do
13 that.

14 A Yes, that would be great. That
15 would be great. Thanks.

16 A2 Yes, that would be good.

17 A But you also brought up a good
18 question about the use of facilities. And
19 what we would say is that if the facilities
20 could be, for example, rented out at a
21 certain rate, if they were typically rented
22 out at a rate, that's something you could use

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1 for your matching funds, we get this question
2 a lot.

3 So if a space is typically rented
4 out, but they're going to let you use it for
5 your program at no cost, that would be
6 considered an appropriate match. What we
7 would ask you to do is completely justify
8 that in your budget narrative, as well as
9 provide us with a cost per square foot.

10 Q Correct, correct. But we own our
11 building and that would be the difference in
12 that. We would not be doing (inaudible).

13 A We can talk about this more
14 offline.

15 Q Part of the question, a little bit
16 -- well, I'll ask that question offline.
17 Administrative costs, we were looking at
18 hiring an outside group to help write our
19 grant. Is that permissible in this, or can
20 we write that as a separate line item?

21 A You can. You can include it, and
22 if your grant -- if you are given the grant,

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1 you can recover preaward costs up to 90 days
2 prior to the grant awards.

3 Q So you're calling that an indirect
4 cost?

5 A No, that's a direct cost.

6 Q Okay.

7 A You can definitely put that in
8 your budget. It's at your risk assuming that
9 they would still want to collect their fee
10 after for writing the grant, whether or not
11 you receive it or not. Of course it's in
12 their best interest.

13 Q Right. They're working on a
14 production base only. If they write for us,
15 and they don't get it, they didn't get paid.

16 A So yes, that's the risk that they
17 take.

18 Q Right. But I can write that in as
19 a cost in the budget?

20 A Yes.

21 Q Is that a --

22 A The other thing that we would look

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1 at, too, is just because it's in there, we
2 don't necessarily give it to you
3 automatically.

4 Q Correct.

5 A We make sure that the cost is
6 reasonable.

7 Q Right. Do you have a percentage
8 that you consider reasonable for that?

9 A It's really dependent on the size
10 and scope of your grant proposal, and the
11 complexity, and the amount, frankly, that
12 they're asking for --

13 Q Okay.

14 A -- in relation to that.

15 Q Would that affect whether or not
16 we get awarded it, or we might still get
17 awarded it, and then they say, "We're going
18 to award your grant, but we're not going to
19 pay that particular cost in your budget
20 narrative?"

21 A Exactly. Your grant proposal, for
22 all of you, the grant proposals are rated on

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1 the basis of your responsiveness to the
2 selection criteria that are listed in the
3 application package. The budgets are not
4 rated as part of the selection criteria.
5 Where they may come into play is to help
6 people understand exactly how you're
7 structuring a program.

8 So if they wondered to themselves
9 now how on earth are they going to do this,
10 they may look in your budget and say, "Oh,
11 they're going to do it by providing six
12 professional development trainings, and
13 they're going to encourage teachers to come
14 by paying an honorarium." Something like
15 that. It just helps kind of fill in
16 sometimes. But peer reviewers can look at
17 the budget. They don't even have to look at
18 the budget, and sometimes they don't.

19 So that would really have --
20 you're not being rated on whether or not you
21 have a grant writer or not.

22 Q Okay. So our score comes strictly

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1 out of the narrative.

2 A Yes. And can I -- I just want to
3 make a sort of tangential, somewhat
4 tangential but important comment on grant
5 writers, this is important for everyone. And
6 in fact, I was doing a presentation yesterday
7 I made. On a different grant I made the same
8 point that we would just offer you a word --
9 or issue you a word of caution. Just sort of
10 please be careful when you choose your grant
11 writers. We have had experience where people
12 contract with the grant writer, and the grant
13 writer is actually working for ten other
14 districts, and they are submitting the same
15 exact application. So be careful and know
16 what you're getting, and don't -- try not to
17 cede control to somebody else.

18 This is your grant application.
19 Your executive director, superintendent, or
20 whomever is held to whatever is in that
21 application.

22 Q Right.

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1 A And in some cases if you submit
2 things that are just patently false, there is
3 some really serious civil penalties.

4 A2 Yes, I mean, just remember that
5 the authorized representative of your
6 organization signs a statement saying that
7 what's in the grant application is true and
8 correct to the best of their knowledge. And
9 in order to make that certification, they
10 need to know what's in the application and be
11 comfortable with it, and know that it
12 reflects what your district wants to do in
13 terms of programming, know that any data
14 provided is the data that is accurate and
15 reflects your school district, or your target
16 population.

17 So yes, just make sure that you
18 like what's in the application before you
19 send it in, because we're not going to let
20 you change it after the fact.

21 A Yes, and I back that and say make
22 sure you know what's in your grant

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1 application.

2 Q Right, right.

3 A We've talked to plenty of people
4 (inaudible) and say, well, "We didn't write
5 this. The grant writer put that in there,
6 and that doesn't even work for our district."

7 Q Absolutely, absolutely.

8 A That was not -- sorry again, that
9 was tangential. You said the word grant
10 writer and so it's kind of -- we just to had
11 to throw in our two cents.

12 Q And I agree with you, and I
13 appreciate that word. One last question, do
14 we have to be K through 12. We've got --
15 we're working with one local educational
16 group that started as a private -- what is a
17 private school. They are moving up, grand
18 fathering grades in. They are now at K
19 through 10. And so does it matter if they
20 are just K through 10 and not K through 12?

21 A No. That's totally fine. K
22 through 12 is the total possible population

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1 and age group you could work with.

2 Q Right.

3 A Some folks only work with their
4 elementary schools, only work with their
5 middle schools, or only work with their high
6 schools. They only work with children with
7 special needs in the 5th grade, or you know,
8 whatever the target population is that
9 they've identified. So you definitely don't
10 need to work to address K-12. Your
11 population has to fall within K-12.

12 Q Okay. And a private school is
13 considered an LEA?

14 A Not always. No, not ever. I'm
15 sorry. No, not ever. I'm sorry, I was
16 thinking eligible. I was thinking more
17 broadly. I heard your question differently.
18 No, they're not considered an LEA, but they
19 can participate in the activities in this
20 grant.

21 A2 Anybody else would be --

22 Q Let me ask. Does participate mean

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1 they could apply?

2 A No.

3 Q Or does participate mean that They
4 could just come up under somebody else?

5 A Right. They can -- that does not
6 mean they can apply. If they qualify as a
7 community-based organization they can apply
8 by themselves.

9 Q Right.

10 A But what participate means is that
11 if you've got an after school program, you
12 welcome the private school kids into your
13 after school program.

14 Q Right, as a CBO?

15 A No, no. If you apply as the LEA,
16 you've got a private school in your
17 community, you are -- we would encourage
18 happily --

19 Q I got you.

20 A -- to open your doors and invite
21 those kids to play with your kids.

22 Q Right. I understand what you're

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1 saying. I appreciate your time today. Thank
2 you.

3 A Thank you.

4 OPERATOR: And our next call comes
5 from Mr. --

6 Q Yes, we were just a little
7 confused about being able to apply. We
8 receive competitive grants from the federal
9 government. Does that exclude us from
10 applying for our PEP grant?

11 A No, it just would exclude you from
12 being eligible for the novice points if you
13 received a federal discretionary grant in the
14 last five years. If you have a current
15 active PEP grant, you are not eligible to
16 apply.

17 But if any other grant, you can
18 absolutely apply, it's just a question of
19 whether or not you would receive the novice
20 points.

21 Q Thank you very much.

22 A That was a good one. Good, quick,

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1 easy, yes.

2 OPERATOR: And our next question
3 comes from Mr. --

4 Q Yes, I have a couple of questions.
5 We're non-profit and we want to work with a
6 school district. Who has to be the fiscal
7 aide?

8 A It depends. You're both eligible
9 to apply.

10 A2 You said that you were non-profit.
11 Are you a community-based organization?

12 Q Yes.

13 A Right. It would depend on, sort
14 of, what you are. I mean, either one of you,
15 if you're a community-based organization,
16 they're an LEA. You're both eligible to
17 apply. It's just who wants to be the fiscal
18 and administrative agent. Who wants to be
19 responsible for doing the draw downs, and
20 putting the reports in. It sort of doesn't
21 matter to us. It really just is what works
22 for you.

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1 Q Oh, okay. And from reading the
2 grant I know we couldn't do team sports. But
3 can you use the grant to teach fundamentals
4 of certain sports?

5 A Sure.

6 Q Like golf, swimming, tennis,
7 softball?

8 A Yes, absolutely.

9 Q Okay. One last question. Does
10 the program have to be run during school, or
11 can they be run after school?

12 A After school is perfectly fine, if
13 that's applicable to your population, and
14 your project's goals and objectives. Summer
15 programs are also on the table. Again, if
16 that's applicable or appropriate for your
17 population and your program design.

18 Q Okay, and I had walked away from
19 the phone when I heard about the fitness
20 standards. Now, Georgia doesn't have a
21 "fitness standard."

22 A Do they have physical education

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1 state standards?

2 Q No.

3 A Okay, I would recommend checking
4 with your state department of ed., to make
5 sure that's true. And then if they do not,
6 for example, I know Minnesota does not. If
7 anyone is on the phone for Minnesota, you can
8 choose a different state standard to use for
9 your application.

10 Q So you can't use the national
11 standard. You have to use another state.

12 A Yes, you need to choose another
13 state standard.

14 Q Okay.

15 A And that's only if you do not have
16 your own. You can't just say I don't really
17 like mine.

18 Q Right.

19 A You want to use somebody's else's.

20 Q Right. Okay, okay. Thank you.

21 A Thank you.

22 OPERATOR: The next question comes

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1 from --

2 Q Yes, hello?

3 A Hi.

4 Q Hi, how are you?

5 A Good thanks. How are you?

6 Q Good, real good. We have a couple
7 of questions for you. One of the questions,
8 the first thing, and we kind of received an
9 email from you, but we wanted to clarify in
10 the grant it talks about permanent structures
11 not being built. However, walking trails,
12 how does that work for walking trails?

13 A (Inaudible) your email. If the
14 walking trail is not a permanent structure,
15 in other words, basically, you're not paving
16 it. But we have definitely paid for things
17 like wood chips, or markers for a trail, or
18 something that, you know, like planks of wood
19 to put on a side of the trail to mark it,
20 delineate it as the trail. We've paid for
21 stuff like that in the past.

22 We've paid for fitness stations

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1 along the trail, signage. What we wouldn't
2 pay for, I can tell you from having
3 (inaudible) different budgets, we probably
4 would not pay huge fees for like landscape
5 designers, grading of your lawn, lighting,
6 anything that sort of it seems outside the
7 scope of what you're trying to do to meet
8 your goals and objectives.

9 Q Right. In other words, you
10 probably won't pay for what would seem to be
11 beautification?

12 A Yes, you got it.

13 Q Okay, okay. We have two other
14 questions for you. Okay, we are looking at
15 using a lot of our elementary programs, doing
16 it through after school programs that we
17 already have established. These programs
18 were once funded through 21st Century, now
19 we've sustained through a fee based program.

20 If we have a fee based program and
21 we are wanting to add more physical
22 activities into that program through this

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1 grant, is that allowable because the parents
2 are paying for that program?

3 A No, you cannot collect any student
4 fees for activities funded under this
5 program.

6 Q Okay. If the school has a fee
7 based program operating, and we decide to
8 serve a different population of students that
9 are not paying for the program, is that
10 allowable on the exact same campus?

11 A Sure.

12 Q Okay. And the last question we
13 have for you has to do with the forms. We
14 would prefer to submit our application, you
15 know, I guess through the old traditional way
16 instead of grants.gov, and when doing that --
17 first of all, that is allowable, correct?

18 A Absolutely.

19 Q Okay, yes. But when doing that, I
20 just want to make sure that I'm not missing
21 anything that maybe I've looked over on
22 grants.gov. I would submit a narrative, the

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1 SF424, the CBO survey, the GEPA 427, ED.
2 Abstract forms, and then the non-construction
3 programs form. Am I missing something?

4 A There is a lobbying form in there,
5 too, somewhere. But the full list of the
6 forms, and this is good for everyone to hear,
7 the full list of all the forms is on that
8 website, the one I gave before,
9 ed.gov/programs/whitephsyed/applicant.html.

10 Q Okay.

11 A All the forms are listed on there.

12 Q And it has to be post marked, not
13 to you on that March 24?

14 A You got it. That's a great point.
15 Thanks for bringing it up. It has to be
16 postmarked the 24th if you're mailing it in,
17 or you have to have some receipt that says
18 you mailed it on the 24th if you're sending
19 it, for example, through FED-EX or DHL, or
20 whatever.

21 If you are submitting
22 electronically, it has to be submitted by

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1 4:30:00 seconds on March 24. There is no
2 flexibility on that. And it has to be --

3 Q If it's online?

4 A If it's on grants.gov, that's
5 right. And we would recommend that you
6 submit as early as you possibly can to ensure
7 that your submission is actually what we
8 would have called verified, oh validated.
9 I'm sorry. I knew I was going to say that
10 wrong. I knew I was going to pick the wrong
11 of the two -- validated.

12 It can take up to two days for
13 your application to be validated. So you
14 could be in a situation where you received an
15 email that says, "Thanks for submitting your
16 application." And then two days later, it
17 says, "You are not validated," and therefore
18 you're considered ineligible, and there is
19 absolutely nothing we can do about that.

20 Some reasons why that may happen
21 would be because you submitted it in the
22 wrong format, or you didn't follow the

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1 instructions that are listed in the
2 application package. That's why I said at
3 the very beginning of this phone call, follow
4 the instructions as carefully as you can. If
5 you have any questions, grants.gov is
6 available to you, the (inaudible) there can
7 help you.

8 We can't help you with, sort of,
9 those kinds of questions because we don't
10 actually have the same interface that you do
11 as an applicant. So we would just send you
12 right to grants.gov. So it's best to get
13 started as early as you possibly can.

14 And if you have any questions, a
15 few questions, anything about your ability to
16 do this electronically, it's probably best to
17 just do it by paper.

18 Q Amen.

19 A If you are down to the wire, and
20 we said this on another call, too, but if you
21 are down to the wire, and it's 4:14, and
22 you're trying to cram and get it in there,

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1 and you think you made it but you're not
2 entirely sure, and the system is not being
3 responsive, and it keeps crashing, print it
4 out and get to the post office. Don't count
5 on the fact that you might get it in at 4:30.

6 If you don't get to the post
7 office and mail it to us, and you don't get
8 it in by electronic format, you're just out
9 of luck and there isn't a thing we can do for
10 you.

11 Q Okay.

12 A And it makes --

13 Q Can I ask you one last question.
14 Cost per outcome measure, it says efficiency.
15 This is under the GPRA statement on page 16
16 of the RFA. How do we include that in our
17 outcome measures?

18 A You don't.

19 A2 You don't.

20 A That's for us.

21 Q Okay, but that's just general
22 information for us. We don't need to show

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1 you how we're going to do that?

2 A No, ma'am.

3 Q Okay, perfect. Thank you guys so
4 much. Thank you, thank you.

5 A2 I want to take a second to amplify
6 what was said about electronic submission.
7 If you find yourself at 3:30 or 4:00, or any
8 time toward the end of the 24th, and you have,
9 and you're submitting electronically, and you
10 do not have two email messages back, one
11 saying that you've submitted, and one saying
12 that your application is validated,
13 certainly, you want to take the time and send
14 us a hard copy of that.

15 That's something that you can
16 control, and if there was a problem of that
17 format, you know, your application uploaded
18 one second late, you just want to control --
19 it's too much work. You've invested too
20 much. It means too much to your community.
21 So please, you know, if you are thinking
22 about electronic, which is -- I mean, it

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1 works swimmingly. It can go great. But if
2 you hit a bump in the road, please don't let
3 your hard work go down the drain unless you
4 know that you have a validated application.

5 Get yourself to somebody who can
6 post mark it, and get it to us, and be sure
7 that you're in.

8 A Yes, don't make us have to tell
9 you that you can't compete because it just
10 makes us so sad to do that. And again, like
11 I said earlier, there is just not a thing we
12 can do for you.

13 Now, I will also say in a
14 competition this big, if you do submit it in
15 two formats, if you could just let us know on
16 an email so that we don't throw both of them
17 on two panels. That would be hugely helpful
18 because we do know there are districts that
19 are submitting, could potentially submit two
20 different applications. So we want to make
21 sure the correct things are actually read
22 without adding any extra work for our peer

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1 reviewers.

2 OPERATOR: The next question comes
3 from -- you have the floor.

4 Q Thank you so much. I am a grant
5 coordinator for the city of Noblesville,
6 Indiana. And our parks department is
7 interested in working with our schools in
8 doing an expansion of their physical
9 education program next summer. So 2009.

10 First of all, are we eligible, and
11 second of all, I'm new to PEP, and I want to
12 make certain that you will still have the
13 program in 2009.

14 A Well, we'll take your questions
15 one at a time. The first one, it seems to me
16 that if you're not implementing anything
17 until 2009, then it's not appropriate to
18 submit an application this year. Because the
19 start date for this program will be July
20 2008.

21 Per your second question, it's a
22 good one, and one we really just frankly

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1 don't have an answer for, it depends on a
2 couple of different factors. This program is
3 Congressionally funded, as I'm sure you all
4 know. So if we don't receive appropriation
5 from Congress for this program, then we
6 wouldn't have any competition. Typically,
7 just so you know, this is a program that has
8 been zeroed out by this administration for
9 several years going now. And Congress has
10 been restoring it every year.

11 While we don't think that it is
12 likely to happen, it may. It always may.
13 And you know, these days the budget cards are
14 kind of -- everything, everything is on the
15 table for slashing these days. So just for
16 you to understand the process. So that's one
17 thing. We may also choose to fund down the
18 slate, what we call it. So we may look at
19 the group of highly qualified applicants who
20 score highly, and just fund the next group
21 down until we run out of money, and not hold
22 a new competition next year.

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1 That's what happened. We had a
2 competition in 2006, and we used that same
3 group of applicants and funded the next group
4 of highly qualified applicants in 2007,
5 because we get so many grants -- applications
6 for this competition, sometimes that's what
7 we choose to do.

8 We may have a new competition next
9 year because we made decide if we want to.
10 We may decide we want to change the program.

11 And so we may have a new competition next
12 year that works different than this one. So
13 that's not really a good answer. We don't
14 know.

15 Stay tuned. Please check back
16 with us, you know, starting in about October.

17 We don't actually have a budget in October
18 since we haven't had one in about ten years,
19 at the start of the fiscal year. But
20 starting around then we'll probably have a
21 better idea of what our budget may look like.

22 Q Okay. So we, as a local

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1 government, would be eligible to apply?

2 A No, the local educational agency,
3 if your school district wants to apply, you
4 can apply in collaboration with your parks
5 and recs. That's a great model.

6 A2 Or if you think your parks and
7 recs department meets the definition of
8 community based organization. I mean, we're
9 going to send you -- we've sent you back a
10 whole bunch of times to list the definitions.

11 A Right. Typically, I think
12 municipal government structures probably may
13 not.

14 Q Good, good.

15 A Okay.

16 Q Okay.

17 A All right. Thank you. Sorry,
18 we're having a little debate about parks and
19 recs.

20 A2 What's the (inaudible) based on
21 answers for other programs that have been
22 emerging. But yes, definitely take a look at

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1 the definition of community based
2 organizations. The thing we were debating is
3 whether or not public status qualifies as
4 non-profit status for this. But definitely,
5 your LEA's are -- your LEA is clearly an
6 eligible applicant, and that partnership
7 sounds like a good one.

8 OPERATOR: Our next call comes
9 from --

10 Q Hi, can you hear me. I'm so happy
11 I made it for the call. A couple of
12 questions I have. I've been trying to get my
13 hands on an application for the grant, and I
14 haven't been able to get one. I've been put
15 on -- I guess they've been put on backorder.

16 A No. You can go to the website
17 that I referenced earlier,
18 www.ed.gov/programs/whitephysed/applicant.htm
19 l and you can download it there in either
20 Word or PDF.

21 Q Okay, great. I have a couple of
22 other questions. I think all my other

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1 questions were answered, actually. I was
2 just really trying to find a copy of the
3 application and now I will be able to find
4 it. So thank you very much.

5 A All right. I have time for just a
6 couple of more questions, one or two.

7 OPERATOR: Our next question comes
8 from --

9 Q Hi, my name is -- I work for a
10 small school district in Virginia. And we
11 have in place intervention and prevention
12 programs addressing childhood obesity here at
13 our elementary school, where I teach. And
14 the problem we're running into is playground
15 equipment for the children to, you know,
16 perform their physical activity. And I
17 wanted to know if the purchase of playground
18 equipment would be considered acceptable if
19 the cost for the construction of that
20 equipment, you know, placing it permanently
21 in the ground is funded separately?

22 A Well, probably as long as it helps

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1 kids meet their state standards, and helps
2 you meet your goals and objectives for your
3 program. We certainly -- we've certainly
4 funded outdoor -- we call it outdoor
5 education equipment. We've certainly funded
6 that in the past. Again, you have to have a
7 clear linkage for it, and we're probably not
8 going to fund swings. But we would probably
9 fund equipment that gets kids moving and
10 active. And there is lots of stuff out
11 there.

12 Q We've talked with a couple of
13 playground equipment suppliers already, and I
14 know there is a wide variety of -- there are
15 a wide variety of possibilities.

16 A Yes.

17 Q So thank you very much. And it is
18 important for us to make sure that we fund
19 the construction piece of it separately, or
20 no?

21 A No, it kind of depends. I mean,
22 something like playground equipment, in

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1 theory, can be picked up and moved.

2 Q Oh, okay.

3 A2 That isn't really construction.

4 A Yes, and it's not --

5 A2 I mean, in the sense that we're
6 thinking about. I mean, if you're going to
7 cement it down, you could un-cement it and
8 relocate it.

9 Q Right.

10 A But we're thinking more like
11 building a gym, or renovating a gym, or
12 keeping a whatever. Yes, that should be
13 fine.

14 Q Okay, that's exciting new for us.
15 That was my only question. Thank you ladies,
16 so much.

17 A You're welcome.

18 A2 Thank you.

19 OPERATOR: Our next question comes
20 from Mr. --

21 Q Yes, I've got two questions
22 related to eligibility, and they may be a

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1 little bit convoluted. But the first one is
2 the charter school that wants to submit this
3 is now part of a local independent school
4 district. Starting, I believe, September 1,
5 they become under the auspices of the
6 university. So they'll be their own school
7 district, so to speak.

8 Can they use the data that they
9 would be collecting this year, and apply it
10 to the new setting next year. I guess would
11 be the first question?

12 A Sure.

13 A2 You've got het same students,
14 right or is it?

15 Q It's a lottery system. So I don't
16 know for sure. I don't know the answer to
17 that. I'm just trying to advise the school
18 district a little bit.

19 A Yes, I think we're sort of sitting
20 there nodding. We think that sounds
21 appropriate.

22 Q Okay. Great. And the other one I

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1 think I know the answer to it. I just want
2 to be sure. In Texas, a fitness grant is by
3 law what is supposed to be used now to
4 evaluate what the state standards are being
5 met in some regards. If the school district
6 is used prior to the fitness grant coming in
7 some ACSM protocol, for example, would that
8 be an okay thing?

9 A What do you mean? So are you
10 saying would it be appropriate to use?

11 Q Would it be okay to rely on the
12 ACSM generated data, as opposed to the
13 fitness grant generated data?

14 A Sure. I mean, if that's what you
15 have. That's fine.

16 Q Okay.

17 A Yes.

18 Q That's it. They were less
19 convoluted than I thought.

20 A Oh, good.

21 Q Thank you.

22 A Thank you. Okay, we probably have

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1 time for just one more question.

2 OPERATOR: All right, our next
3 question comes from Ms. --

4 Q Yes, good afternoon. I'm new to
5 this PEP program. Does a YMCA qualify? Are
6 they eligible for this grant?

7 A Typically, yes. But we would
8 refer you again back to the definition of
9 community based organizations.

10 Q Which I would find on this
11 website?

12 A Yes, in the application.

13 Q Okay. And is there a phone number
14 if I get desperate?

15 A 202-708-5939.

16 Q Okay. Thank you very much.

17 A Yes. Those were easy. We can
18 have one more. We will take one more
19 question.

20 OPERATOR: And our next question
21 comes from --

22 Q Can you get me this by Wednesday

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1 afternoon, this is it, right?

2 A Hello?

3 A2 Hello?

4 OPERATOR: Ms. -- you have the
5 floor.

6 Q Oh, okay. Hi, thank you. We have
7 a question on curriculum design. Can we use
8 the money for curriculum design?

9 A Sure. As long as it supports your
10 goals and objectives, and it's responsive to
11 the absolute priority.

12 Q Right. And then we wanted to know
13 about extended activities. We know we can
14 use the before and after school, but we were
15 thinking about using it during school time,
16 during lunch periods, during free periods for
17 the teachers.

18 A Doing what?

19 Q Activities.

20 A Like curriculum development, or --

21 Q Both curriculum development, and
22 staff development. And also some meditation

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1 activities for the students.

2 A Certainly you can use off periods
3 to do some professional development, or
4 curriculum development, that's fine. In
5 terms of meditation, if it helps kids meet
6 their state standards for physical education,
7 I guess we would have to consider it. It's
8 hard for us to kind of think that's --

9 Q Oh, I just threw that out. Yoga,
10 whatever. Tai chi, whatever.

11 A And we've funded yoga. And we've
12 funded -- I mean, I said this, too, on a
13 different call. I mean, we've funded,
14 almost, you name it, we've funded it. As
15 long as it gets kids moving, and active. And
16 stretching, and using muscles, and breathing
17 fast, and moderate to vigorous physical
18 activities. Sure, yoga, dancing, pilates,
19 Dance Dance Revolution, within reason.

20 Q That poses another question. In
21 terms of dancing, we wanted to do ballroom
22 dancing, and some of the teachers need some

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1 additional training, and that's acceptable,
2 right?

3 A Absolutely, and again, as long as
4 it helps kids meet their state standards for
5 physical education.

6 A2 And also within some constraints.
7 I mean, generally what we will not support is
8 the obtaining a master's degree.

9 Q No, no, no, no. We're not
10 thinking about that. No, just training.

11 A2 A whole professional
12 certification. You know, an extensive
13 professional certification. Where the
14 benefit what a crew primarily -- to the
15 trainee as opposed to the project.

16 Q No, that's now what we're thinking
17 about.

18 A That would stand true for everyone
19 on the call. That would stand true,
20 certainly, for any kind of professional
21 development you want to do with your
22 teachers. If you want them to be teaching

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1 yoga or pilates, and they've never done that
2 before, it's certainly a great idea to be
3 training in-house, and getting people, your
4 own staff to be experts on these skills so
5 that there is some level of sustainability
6 built into your program, because you have in-
7 house expertise.

8 One thing we will say is that
9 training is really, really important. And we
10 know from past grantees that a lot of the
11 success of programs really does hinge on the
12 professional development, and it really
13 cannot be undervalued. You know, it's not
14 enough to just buy a whole bunch of stuff and
15 put it in a room. People have to know how to
16 use it. People have to feel comfortable with
17 the technology, for example. They have to
18 feel comfortable doing ballroom dancing.
19 They don't want to feel like complete dorks
20 in front of a bunch of 10th graders, because
21 there is nothing worse than that. ;

22 So you know, again, professional

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1 development just cannot be --

2 Q Well, we were looking at the
3 trainer-trainer model.

4 A That's perfectly appropriate.

5 Q Okay. Can you speak a little bit
6 about the school health index?

7 A What would you like to know?

8 Q It hasn't been used in this
9 district at all.

10 A Okay. Basically, it's a self-
11 assessment tool that is done at the school
12 building level to help identify sort of where
13 the school is in terms of --

14 Q You told us that before but is it
15 okay if we start using it then? We'll just
16 use it to identify our needs at the
17 beginning? Hello?

18 A We're just trying to figure out
19 what you're asking here. Of course you can
20 use it. I mean, we would welcome you using
21 it. That's why we put it in as an
22 invitational priority. We would love to see

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1 you, sort of, be thoughtful about what
2 exactly your needs are, where your weaknesses
3 are in terms of best practices in the field,
4 and recommendations, and then build your
5 program design to help you meet some of those
6 gaps and weaknesses.

7 Q Okay.

8 A But certainly, if you want to
9 build it in as part of your project after
10 receiving the grant too, that's perfectly
11 fine.

12 Q Okay, that will work.

13 A Okay, great.

14 Q Thank you so much.

15 A Thank you. And I think that's all
16 the time we have for today. Again, if you
17 have additional questions, you can feel free
18 to email me at Dana, dana.carr@ed.gov, at
19 ed.gov. Again, please be gentle with me, and
20 please be patient. I'll get back to you just
21 as soon as I can. And we really appreciate
22 your hard work on this program. We hope that

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1 this has been a helpful hour and a half.
2 We've enjoyed speaking with you, and we look
3 forward to seeing your applications in just a
4 few short weeks.

5 Thanks, have a great day. Thanks
6 Rachel.

7 OPERATOR: Thank you. This
8 concludes today's conference.

9 MS. CARR: Bye. (Wherefore, off
10 the record.)

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