

Carol M. White Physical Education Program
CFDA #84.215F

Information and Application Procedures for Fiscal Year 2011
OMB No. 1894-0006 Expiration Date: 09/30/2011

Application Deadline: May 13, 2011



U.S. Department of Education
Office of Safe and Drug-Free Schools



UNITED STATES DEPARTMENT OF EDUCATION

Office of Safe and Drug-Free Schools

Dear Colleague:

Thank you for your interest in applying for a grant under the Carol M. White Physical Education Program (PEP). This program is authorized by the Elementary and Secondary Education Act (ESEA), as amended, and is intended to assist local educational agencies (LEAs) and community-based organizations (CBOs) initiate, expand, or enhance their physical education and nutrition education programs. These programs should be designed to help students meet their state standards for physical education as well as promote and encourage lifelong and healthy eating habits.

This year's FY 2011 PEP program seeks to align the program with current knowledge, research, and best practices in the field of physical education and nutrition. Likewise, applicants are required to design projects that address their specific needs and align with existing related initiatives in the field. Additionally, we are encouraging applicants to develop strong partnerships with applicable agencies in order to strengthen their programs and provide the most effective services to their participants. Professional development and training for staff, incorporating evidence-based physical education and nutrition education curricula, and providing cognitive, social, cooperative skill-building activities are also areas in which applicants may use grant funds.

The U.S. Department of Education recognizes the vital role a healthy lifestyle plays in the lives of our nation's students. As a result, we are pleased to present this opportunity for applicants to strengthen and enhance programs that support a broader, strategic vision for encouraging healthy physical education and nutrition habits.

We look forward to receiving your application for support under the Carol M. White Physical Education Program.

Sincerely,

/s/

Kevin Jennings
Assistant Deputy Secretary

TABLE OF CONTENTS

I. PEP GRANT FAST FACTS.....	4
II. APPLICATION SUBMISSION PROCEDURES.....	6
III. PROGRAM INFORMATION.....	10
Introduction	
General Information	
The Government Performance and Results Act (GPRA)	
Priorities and Application Requirements	
Resources	
Selection Criteria	
Frequently Asked Questions	
IV. LEGAL AND REGULATORY DOCUMENTS.....	56
Notice Inviting Applications (NIA)	
Authorizing Legislation	
V. GENERAL APPLICATION INSTRUCTIONS AND INFORMATION.....	101
Preparing the Application	
Organizing the Application	
Intergovernmental Review of Federal Programs (Executive Order 12372)	
General Education Provisions Act (GEPA) Section 427	
VI. APPLICATION CHECKLIST AND TIPS FOR APPLICANTS.....	109
VII. APPENDECIES AND FORMS.....	113
Screening Form	
Program Specific Assurances	
Program Specific Assurances for Competitive Preference #1 –Collection of Body Mass Index (BMI) Measurement	
Sample LEA Partnership Agreement Form	
Sample CBO Partnership Agreement Form	
Instructions for completing SF 424	
Instructions for completing ED Form 524	
Instructions for completing SF-LLL, Disclosure of Lobbying Activities	

I. PEP GRANT FAST FACTS:

Purpose: The purpose of the Carol M. White Physical Education Program (PEP) grant is to assist LEAs and CBOs to initiate, expand, or enhance physical education programs that help students in kindergarten through 12th grade meet their state standards for physical education.

Eligible Applicants: Local educational agencies (LEAs) and Community Based Organizations (CBOs) that do not have an active grant under this program (CFDA 84.215F).

Absolute Priority: The absolute priority for this program requires that an applicant propose a program that will address its State's physical education standards and develop, expand, or improve its physical education program for students kindergarten through grade 12 by undertaking instruction in healthy eating habits and good nutrition and at least one of the authorized physical fitness activities.

Competitive Preference Priority #1: We will give competitive preference priority to applicants that agree to implement aggregate BMI data collection, and use it as part of a comprehensive assessment of health and fitness for the purposes of monitoring the weight status of their student population across time.

Competitive Preference Priority #2: We will give competitive preference priority to an applicant that includes in its application an agreement that details the participation of required partners.

Application Deadline Date: May 13, 2011

Application Submission: Applications must be submitted electronically via Grants.gov.

Project Period: Up to 36 months

Estimated Available Funds: The Administration's budget request for FY 2011 does not include funds for this program. However, we are inviting applications for the Physical Education Program to allow enough time to complete the grant process before the end of the current fiscal year, if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2011 and in subsequent years from the list of unfunded applicants from this competition.

Average Award Range: \$100,000 - \$750,000 per year

Estimated Average Size of Awards: \$479,000

Estimated Number of Awards: 77

Competition Manager: Carlette Huntley
Email address: Carlette.Huntley@ed.gov
Telephone: (202) 245-7871

NOTE: PLEASE READ THIS INFORMATION AND PROCEDURES DOCUMENT IN ITS ENTIRETY BEFORE COMPLETING YOUR APPLICATION.

II. APPLICATION SUBMISSION PROCEDURES:

Applications must be submitted electronically using Grants.gov. **The competition deadline for the Carol M. White Physical Education Program is May 13, 2011. If you want to apply for a grant and be considered for funding, you must meet the deadline requirements.**

Applications for grants under this grant competition must be submitted electronically using Grants.gov. You **may not** submit your application by e-mail or facsimile.

For more information on using Grants.gov, please refer to the Notice Inviting Applications for this competition published in the Federal Register or the Grants.gov Submission Procedures and Tips document found in this application package.

Grants.gov Submission Procedures and Tips for Applicants

IMPORTANT – PLEASE READ THESE PROCEDURES AND TIPS IN ITS ENTIRETY BEFORE ATTEMPTING TO SUBMIT YOUR APPLICATION

U.S. Department of Education
Grants.gov Submission Procedures and Tips for Applicants

To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

ATTENTION – Adobe Forms and PDF Files Required

Applications submitted to Grants.gov for the Department of Education will be posted using Adobe forms. Therefore, applicants will need to download the latest version of Adobe reader (at least Adobe Reader 8.1.2). Information on computer and operating system compatibility with Adobe and links to download the latest version is available on Grants.gov. We strongly recommend that you review these details on www.Grants.gov before completing and submitting your application. In addition, applicants should submit their application a day or two in advance of the closing date as detailed below. Also, applicants are required to upload their attachments in .pdf format only. (See details below under –Attaching Files – Additional Tips.”) If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

Also, applicants should be aware that on October 11, 2010, Grants.gov implemented a new security build which requires each organization’s e-Biz POC (Point of Contact) update their Grants.gov registration. To complete this step, the e-Biz POC must have their DUNS number and CCR MPIN. We recommend this step be completed several days before application submission unless the e-Biz POC has already responded to this requirement. For more information on this topic, please visit this Grants.gov information link: <http://www.grants.gov/securitycommebiz/>.

- 1) **REGISTER EARLY** – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. For detailed information on the Registration Steps, please go to: http://www.grants.gov/applicants/get_registered.jsp. [Note: Your organization will need to update its Central Contractor Registry (CCR) registration annually.]
- 2) **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30:00 p.m. Washington, DC time on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov. This DUNS number is typically the same number used when your organization registered with the CCR (Central Contractor Registry). If you do not enter the same DUNS number on your application as the DUNS you registered with, Grants.gov will reject your application.

- 3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov and the Department of Education receive your Grants.gov submission timely and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30:00 p.m. Washington, DC time, on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date/time received is later than 4:30:00 p.m. Washington, D.C. time, on the deadline date, your application is late. If your application has a status of “Received” it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to “Validated” or “Rejected with Errors.” If the status is “Rejected with Errors,” your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site:

http://www.grants.gov/applicants/applicant_fags.jsp#54. For more detailed information on troubleshooting Adobe errors, you can review the Adobe Reader Error Messages document at <http://www.grants.gov/assets/AdobeReaderErrorMessages.pdf>. If you discover your application is late or has been rejected, please see the instructions below.

Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or

<http://www.grants.gov/contactus/contactus.jsp>, or use the customer support available on the Web site: http://www.grants.gov/applicants/applicant_help.jsp.

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30:00 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide the DUNS number on your application that was used when you registered as an Authorized Organization Representative (AOR) on Grants.gov.**

Please go to http://www.grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov http://www.grants.gov/help/submit_application_faqs.jsp.

Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

MAC Users

For MAC compatibility information, review the Operating System Platform Compatibility Table at the following Grants.gov link: http://www.grants.gov/help/download_software.jsp. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks**

before the application deadline date. (See the Federal Register notice for detailed instructions.)

Attaching Files – Additional Tips

Please note the following tips related to attaching files to your application, especially the requirement that applicants **only include .pdf files** in their application:

1. Ensure that you attach **.PDF files only** for any attachments to your application. PDF files are the only Education approved file type accepted as detailed in the Federal Register application notice. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files. Any attachments uploaded that are not .PDF files or are password protected files will not be read. If you need assistance converting your files to a .pdf format, please refer to this Grants.gov webpage with links to conversion programs:
http://www.grants.gov/help/download_software.jsp#pdf_conversion_programs.
2. Grants.gov cannot process an application that includes two or more files that have the same name within a grant submission. Therefore, each file uploaded to your application package should have a unique file name.
3. When attaching files, applicants should follow the guidelines established by Grants.gov on the size and content of file names. Uploaded files must be less than 50 characters, contain no spaces, no special characters (example: -, &, *, %, /, #, \) including periods (.), blank spaces and accent marks. Applications submitted that do not comply with the Grants.gov guidelines will be rejected at Grants.gov and not forwarded to the Department.
4. Applicants should limit the size of their file attachments. Documents submitted that contain graphics and/or scanned material often greatly increase the size of the file attachments and can result in difficulties opening the files. For reference, the average discretionary grant application package totals 1 to 2 MB. Therefore, you may want to check the total size of your package before submission.

2/2011

III. PROGRAM INFORMATION:

Introduction

Over the last decade, health and education professionals, as well as States and communities, have been increasingly concerned about changing health and behavior patterns related to physical activity, nutrition, and weight status. While a healthy lifestyle can help prevent a host of serious health outcomes, including heart disease and diabetes, data show that a large percentage of youth are sedentary and neither active enough nor have a healthy diet. Only about 17 percent of high school students meet the current recommendations for physical activity.¹ In a recent study, about one-quarter of high school students reported that they used a computer or played computer or video games more than three hours a day and about 33 percent of high school students reported watching television three or more hours per day on an average school day. Only 77 percent of high school students did not eat five or more fruits or vegetables each day in the previous week.² These behaviors have contributed to a rise in overweight and obese youth, with recent studies indicating that 17 percent of 6-11 year-olds and 17.6 percent of 12-19 year-olds are considered obese. Furthermore, 33 percent of 6-11 year olds and 34 percent of 12-19 year olds are overweight;³ these rates have roughly doubled since 1980.⁴

First Lady Michelle Obama has challenged the nation to solve the challenge of childhood obesity within a generation. Mrs. Obama's *Let's Move!* Initiative has sought to combine public and private efforts to address this considerable challenge. The Department of Education is proud to be a part of this initiative and has worked closely with our partners from across the Federal government and those in the field to develop a national strategy based on the best available science aimed at solving the childhood obesity crisis. As part of this initiative, a Federal Childhood Obesity Task Force was charged with creating an action plan for all sectors of society, aligned with the four pillars of *Let's Move!*: empowering parents, improving access to healthy foods, improving foods in schools, and increasing physical activity. The report details a coordinated strategy, identifies key benchmarks, and outlines an action plan to end the problem of childhood obesity within a generation.

In this report, schools are identified as a key setting for influencing youth through educational programs, as well as complementary policies and practices. The report recommends that schools provide a comprehensive physical activity program for students. Physical education is widely considered to be the cornerstone of a comprehensive school-based physical activity program. Physical education should:

- meet the needs of all students;

1 Department of Health and Human Services. Office of Disease Prevention and Health Promotion. 2008 Physical Activity Guidelines for Americans. Washington, DC, 2008. The 2008 Physical Activity Guidelines for Americans recommends 60 minutes of physical activity per day for children and adolescents, which should include moderate to vigorous aerobic activity, as well as age-appropriate muscle and bone strengthening activities.

2 Centers for Disease Control and Prevention. Youth Risk Behavior Survey, 2009. Accessed online at www.cdc.gov/healthyyouth. The question on physical activity asks about doing any kind of physical activity that increased their heart rate and made them breathe hard some of the time for a total of at least 60 minutes per day on five or more of the seven days before the survey. The question on nutritional intake asks students to report if the student ate fruits and vegetables (100 percent fruit juices, fruit, green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables) five or more times per day during the seven days before the survey.

3 "Overweight" is defined as at or above the 85th percentile and "obese" is defined as at or above the 95th percentile on BMI-for-age growth charts.

4 Ogden C, Carroll M, Flegal K. High body mass index for age among US children and adolescents, 2003-2006. *JAMA*. 2008;299(20): 2410-2405.

- be an enjoyable experience for all students;
- keep students active for most of PE class time;
- teach self-management as well as movement skills; and
- emphasize knowledge and skills for a lifetime of physical activity.⁵

Classes should be taught by highly-qualified teachers and students should be active for at least 50% of class time. In addition, a comprehensive school-based physical activity program should include opportunities for students to be active throughout the day, including before, during, and after school.

A comprehensive physical activity program should be complemented by nutrition instruction and a healthy nutrition environment, as well as multiple opportunities and settings that promote and practice physical activity and healthy eating.⁶ Although the primary focus of PEP remains on developing high-quality physical education programs and an environment supportive of physical activity, a PEP project that incorporates both high-quality physical education and nutrition instruction strategies offers the best opportunity for students to acquire the information and skills necessary to help them understand the complementary relationship between physical education and nutrition, and understand the role that physical activity and nutrition can play in improving and maintaining their health.

Community settings also play a critical role in teaching students about physical activity, fitness, and healthy choices, and providing opportunities to practice making healthy choices throughout the school day. Students spend a significant portion of time outside of school, and a consistent community approach that reinforces and supports lessons and messages that are taught and learned in schools is critically important. For example, Community Based Organizations (CBO), particularly those CBOs that provide before-or after-school or summer programs, can play an important role in supplementing the skills and concepts that students learn in school. We have found that CBOs that have received PEP grants function optimally when they work collaboratively with one or more schools in the area served by the project. The more broadly a community adopts approaches that promote wellness, the more those social norms are conducive to healthy choices and behaviors.

In FY 2010, ED enacted new priorities, requirements, and definitions to update the program to forge a new direction to strengthen and enhance PEP and to support a broader, strategic vision for encouraging the development of lifelong healthy habits, and improving nutrition and physical education programming and policies in schools and communities to prevent and decrease childhood obesity. PEP's new direction applies lessons learned and best practices based on research and program evaluation that were not available during PEP's earlier years. With this new direction, we seek to provide funding to districts and community-based organizations in communities that plan to implement comprehensive, integrated physical activity and nutrition programs and policies that are reinforced in and by the community. By promoting sequential, research-based physical education and instruction in healthy eating and implementing policies to encourage physical activity and healthy eating and help students meet their state standards, we expect PEP projects to result in students developing important skills, knowledge, and behaviors that will help students develop healthy habits that will carry into adulthood.

⁵ National Association for Sport and Physical Education. (2004). *Moving into the future: national standards for physical education* (2 ed). Reston, V.A.: National Association for Sport and Physical Education; Kahn, E.B., Ramsey, L.T., Brownson, R.C., et al. (2002). The effectiveness of interventions to increase physical activity: a systematic review. *American Journal of Preventative Medicine*, 22(Supplement 4), 73-107.

⁶ Institute of Medicine. *Preventing Childhood Obesity: Health in the Balance*. Washington, DC: The National Academies Press, 2005.

General Information

Overview --The Carol M. White Physical Education Program (PEP) provides grants to local educational agencies and community-based organizations to initiate, expand, or enhance physical education programs for students in kindergarten through 12th grade to help students meet their state standards for physical education.

Eligibility -- Eligible applicants are local educational agencies (LEAs), including charter schools that are considered LEAs under state law, and community-based organizations (CBOs), including faith-based organizations. Current, active grantees are not eligible to apply.

Authority-- The authority for this program is found in 20 U.S.C. 7261.

Applicable Regulations-- (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99; the regulations in 34 CFR part 299. (b) The notice of final eligibility requirements for the Office of Safe and Drug-Free Schools discretionary grant programs published in the Federal Register on December 4, 2006 (71 FR 70369). (c) The notice of final priorities, requirements, and definitions published in the Federal Register on June 18, 2010 (75 FR 34892).

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

Official Documents Notice -- The official documents governing this competition are the Notice Inviting Applications published in the Federal Register on March 29, 2011 and the Notice for Final Priorities published in the Federal Register on June 18, 2010. These notices are also available electronically at: www.ed.gov/legislation/FedRegister and www.gpoaccess.gov/nara/index.html.

Project Period-- Projects may be funded for up to 36 months (three budget periods of 12 months each). Continuation awards are contingent upon the annual demonstration of substantial progress toward meeting project goals and objectives, and the availability of future funds. Applicants should include a separate budget for each year of requested funds.

Estimated Range of Awards-- Under this grant competition, approximately 77 awards will be made, ranging from \$100,000-\$750,000 per project year.

Application Due Date-- Applications must be submitted electronically through the Grants.gov portal and must be submitted before 4:30:00 p.m., Washington, DC time, on the deadline date for applications.

Applications may not be emailed or faxed.

Note: Under very extraordinary circumstances, the Department may change the closing date for a competition. When this occurs, we announce such a change in a notice published in the Federal Register. Waivers for individual applications failing to meet the deadline will not be

granted, except in the circumstances described in the section under electronic submission of applications.

Unique Applications -- Information submitted in response to the scoring criteria should be specific to the applicant's district or community and should not be identical or substantially similar to other applications. Identical or substantially similar applications are not responsive to the scoring criteria.

Grantee Meetings-- All applicants must budget for attendance at the following meetings during the project period for:

- One person at a new grantee meeting, lasting two days (1st year only).
- Two people at the annual OSDFS National Conference, lasting three days.

These meetings will usually be held in Washington, DC. Grant funds may be used to pay for all costs associated with attendance at these meetings including transportation, hotel, and per diem.

National Evaluation-- Recipients of the FY 2011 PEP grant will be required to participate in a national evaluation study, per the regulations in section 75.591 of the Education Department General Administrative Regulations (EDGAR). Participation in the evaluation includes collecting baseline data of GPRA performance measures during the Fall of 2011 at the start of the PEP program.

The applicant must provide documentation of its commitment to participate in the U.S. Department of Education's evaluation. An LEA applicant must include a letter from the research office or research board approving its participation in the evaluation (if approval is needed), and both types of eligible applicants (LEAs and CBOs) must include a letter from the Authorized Representative agreeing to participate in the evaluation.

Full details of the scope and framework of the national evaluation are emerging, and we will share these details with grant programs that are required or requested to participate in this national evaluation after awards are made.

To help facilitate this evaluation effort, applicants are requested to provide baseline data for the required performance measures under the Government Performance and Results Act (GPRA) in their application, to the extent practicable.

Reports-- Each grantee is required to submit an annual and/or final report to demonstrate progress toward GPRA measures and project objectives. For multiple-year projects, these reports are also evaluated to determine whether substantial progress has been made to justify a continuation award.

Both an annual report(s) and final report are required for multi-year funded projects. For projects funded for one year, only a final report is required.

Contracting for Goods and Services-- Generally, all procurement transactions by grantees made with Carol M. White Physical Education Program (PEP) grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 (for SEAs and LEAs) and Sections 74.40-74.48 (for CBOs and IHEs) of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees

use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, generally applicants should not include information in their grant applications about specific contractors that will be used to provide services or goods for the proposed project if a grant is awarded. These requirements are not applicable in the event that the goods or services being procured are available only from a single source.

If a vendor assists an applicant in preparing an application for a grant, and subsequently is interested in providing contract services if the applicant receives a grant award, a close examination of all activities is warranted to ensure that the vendor did not act as an agent of the grantee, that the vendor does not have an organizational conflict of interest in the procurement, and that the requirements for full and open competition have not been violated.

The requirements regarding full and open competition could be violated even if a vendor's participation in the application process was limited. For example, a vendor that provides specifications that are then included in a grant application could have a competitive advantage over other vendors. Applicants for funding should carefully consider the requirements concerning competition contained in EDGAR as they interact with vendors during the application process, and if they are awarded a grant under the program. EDGAR is available online at: www.ed.gov/policy/fund/reg/edgarReg/edgar.html

Technical Assistance-- The Office of Safe and Drug-Free Schools will conduct technical assistance conference calls designed to assist applicants who might have questions related to the application process and procedure for this grant program. Applicants should reference our website at: www.ed.gov/programs/whitephised/applicant.html. for specific information related to conference calls.

Budget -- Applicants requesting funds must submit a [single] ED Standard Form 524 and a detailed budget for each of the three, 12-month budget periods to be eligible for funding each year. The ED Standard Form 524 should represent the total funds needed to support the proposed project for each of the 12-month budget periods.

E-mail Addresses --As part of our review of your application, we may need to contact you with questions for clarification. Please be sure your application contains valid e-mail addresses for the Project Director and Authorized Representative.

Project Director Time Commitment -- Applicants are requested to provide the percent of the Project Director's time that will be dedicated to the grant project if funded. For example, if the Project Director works 40 hours per week and spends 20 hours per working on grant activities, then the time commitment for the Project Director would be 50%. We suggest that applicants include this information in the budget narrative or that they add this information to the Project Director line on the Department of Education Supplement to the SF 424.

Review of Applications and Notification of Awards -- The review of applications and notification of award for this grant competition requires approximately six to eight weeks. We expect to notify the successful applicant by September 30, 2011. Unsuccessful applicants will be notified within 60 days of the award start date.

Definitions--For the purposes of this competition, the following definitions apply:

(A) The term **local educational agency** (LEA) is defined as:

- 1) A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary school.
- 2) The term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.
- 3) The term includes an elementary or secondary school funded by the Bureau of Indian Affairs but only to the extent that such inclusion makes such school eligible for programs for which specific eligibility is not provided to such school in another provision of law and such school does not have a student population that is smaller than the student population of the local educational agency receiving assistance under this chapter with the smallest student population, except that such school shall not be subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs.
- 4) The term includes educational service agencies and consortia of those agencies.
- 5) The term includes the State educational agency in a State in which the State is the sole educational agency for all public schools.

(B) The term **community-based organization** (CBO) is defined as a private or public nonprofit organization of demonstrated effectiveness that:

- 1) is representative of a community or significant segments of a community; and
- 2) provides educational or related services to individuals in the community.

(C) The term **nonprofit** is applied to an agency, organization, or institution means that it is owned and operated by one or more corporations or associations, whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

(D) The term **local public health entity** is defined as an administrative or service unit of local or State government concerned with health and carrying some responsibility for the health of a jurisdiction smaller than the State (except for Rhode Island and Hawaii, because these States' health departments operate on behalf of local public health and have no sub-State unit). The definition applies to the State health department or the State public health entity in the event that the local public health entity does not govern health and nutrition issues for the local area.

(E) The term **local government** is defined as a county, municipality, city, town, township, local public authority (including any public and Indian housing agency under the United States Housing Act of 1937) school district, special district, intrastate district, council of governments (whether or not incorporated as a nonprofit corporation under state law), any other regional or interstate government entity, or any agency or instrumentality of a local government.

(F) The term **head of local government** is defined means the party responsible for the civic functioning of the county, city, town, or municipality or an appropriate designee. This includes, but is not limited to, the mayor, city manager, or county executive.

(G) The term **organization supporting nutrition or healthy eating** is defined as a local public or private non-profit school, local public health entity, health-related professional organization, or local business that has demonstrated interest and efforts in promoting student health or nutrition. This term would include, but not be limited to LEAs (particularly an LEA's school food or child nutrition director), grocery stores, supermarkets, restaurants, corner stores, farmers' markets, farms, other private businesses, hospitals, institutions of higher education, Cooperative Extension Service and 4H Clubs, and community gardening organizations, when such entities have demonstrated a clear intent to promote student health and nutrition or have made tangible efforts to do so. This definition would not include representatives from trade associations or representatives from any organization representing any producers or marketers of food or beverage product(s).

Other Terms

(H) The term **physical activity** is defined as any bodily movement produced by the contraction of skeletal muscle that increases energy expenditure above a basal level. For more information about the guidelines, please visit the Department of Health and Human Services' Physical Activity Guidelines for Americans, which can be accessed at: <http://www.health.gov/paguidelines/default.aspx>.

(I) The term **physical education** is defined as the curricular offered in K-12 schools that provides students with instruction on physical activity, health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. For information about the differences between physical activity and physical education, please see <http://aahperd.org/naspe/publications/teachingTools/PAvsPE.cfm>.

(J) The term **physical fitness** is defined as the ability to carry our tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies. Physical fitness includes a number of components consisting of cardio-respiratory endurance (aerobic power), skeletal muscle endurance, skeletal muscle strength, skeletal muscle power, flexibility, balance, speed of movement, reaction time, and body composition. For more information about the guidelines, please visit the Department of Health and Human Services' Physical Activity Guidelines for Americans, which can be accessed at: <http://www.health.gov/paguidelines/default.aspx>.

Program Contact

Carlette Huntley, Office of Safe and Drug-Free Schools; (phone) 202-245-7871, (email) Carlette.Huntley@ed.gov, U.S. Department of Education, 550 12th Street, SW., Potomac Center Plaza, Room 10071, Washington, DC 20202.

Paperwork Burden Statement

According to the paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the information collection is OMB No. 1894-0006. The time required to complete the information collection is estimate to average 25 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 550 12th Street, SW, Potomac Plaza Center, Room 10071, Washington, DC 20202-6450.

The Government Performance and Results Act (GPRA)

The Government Performance and Results Act of 1993 (GPRA) is a statute that requires all Federal agencies to manage their activities with attention to outcomes. Each agency must clearly state what it intends to accomplish, identify the resources required, and periodically report its progress to Congress. In so doing, it is expected that GPRA will contribute to improvements in accountability for the expenditures of public funds, improve Congressional decision-making through more objective information on the effectiveness of Federal programs, and promote a government focus on results, service delivery, and customer satisfaction.

The Secretary has established the following performance and efficiency measures for collecting data to use in assessing the effectiveness of PEP:

Performance:

Measure One: The percentage of students who engage in 60 minutes of daily physical activity. Grantees must use pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.

Measure Two: The percentage of students who achieve age-appropriate cardiovascular fitness levels. Grantees are required to use the 20-meter shuttle run to assess cardiovascular fitness in middle and high school students.

Measure Three: The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day. Programs serving high school students are required to use the nutrition-related questions from the Youth Risk Behavior Survey to determine the number of students who meet these goals.

Efficiency:

The cost (based on the amount of the grant award) per student who achieves the level of physical activity required to meet the physical activity measures above (number of students who engage in 60 minutes of daily physical activity).

Note: Grantees will not be required to provide data for this measure. Instead, we will use data provided for the physical activity measure above, as well as the grant expenditure amounts (for both grant funds and matching funds), to calculate this measure.

These measures constitute the Department's indicators of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these measures in formulating the approach and design of their proposed project. Grantees are required to collect and report data on the performance measure identified above to the Department. The Secretary may also publish data collected from grantees' performance reports to illustrate progress toward program objectives.

Grantees will also be required to participate in any national evaluation of PEP that the Secretary may require. To facilitate this effort, all applicants are asked to provide baseline data of these GPRA performance measures in their application to the extent practicable.

Priorities and Application Requirements

Absolute Priority: Under an absolute priority, we consider only applications that meet the priority (34 CFR 75.105(c)(3)). The absolute priorities for this program require that an applicant propose a program that will address its State's physical education standards and develop, expand, or improve its physical education program for students kindergarten through grade 12 by undertaking the following activities:

- (1) instruction in healthy eating habits and good nutrition and
- (2) physical fitness activities that must include at least one of the following:
 - (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being;
 - (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student;
 - (c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle;
 - (d) opportunities to develop positive social and cooperative skills through physical activity participation; or
 - (e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Note: Applicants that fail to meet this priority will be considered ineligible and not considered for funding.

Competitive Priority: Under a competitive preference priority, we give competitive preference to an application by (1) awarding additional points, (34 CFR 75.105(c)(2)(i)) to an application that meets one or both of the priorities. There are two competitive priorities for this program. They are as follows:

Competitive Preference Priority #1 -- Collection of Body Mass Index Measurement. (2 additional points)

We will give competitive preference priority to applicants that agree to implement aggregate BMI data collection, and use it as part of a comprehensive assessment of health and fitness for the purposes of monitoring the weight status of their student population across time. Applicants electing to address this priority are required to include a signed a Program-Specific Assurance committing them to:

- (1) Use the CDC's BMI-for-age growth charts to interpret BMI results (www.cdc.gov/growthcharts);
- (2) Create a plan to develop and implement a protocol to include parents in the development of their BMI assessment and data collection policies, including a mechanism to allow parents to provide feedback on the policy. Applicants should detail the proposed method for measuring BMI; who would perform the BMI assessment (i.e., staff members trained to obtain accurate and reliable height and weight measurements); the frequency of reporting; the planned equipment to be used; methods for calculating the planned sampling frame (if the applicant would use sampling); the policies used to ensure student privacy during measurement; how the data would be secured to protect student confidentiality; who would have access to the data; how long the data will be kept; and what will happen to the data after that time. Applicants that intend to inform parents of their student's weight status must include plans for notifying parents of that

status, and must include their plan for ensuring that resources are available for safe and effective follow-up with trained medical care providers;

(3) Create a plan to notify parents of the BMI assessment and to allow parents to opt out of the BMI assessment and reasonable notification of their choice to opt out. Unless the BMI assessment is permitted or required by State law, LEA applicants would be required to detail their policies for providing reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in the LEA's schools served by the agency. At a minimum, the LEA would have to provide such notice at least annually, at the beginning of the school year and within a reasonable period of time after any substantive change in such policies, pursuant to the Protection of Pupil Rights Amendment, 20 U.S.C. Section 1232h(c)(2)(A); and

(4) De-identify the student information (such as by removing the student's name and any identifying information from the record and assigning a record code), aggregate the BMI data to the school or district level, and make the aggregate data publicly available and easily accessible to the public annually. Applicants need to describe their plan for the level of reporting they plan to use, depending on the size of the population, such as at the district level or the school level. Applicants should also be required to detail in their application their plan for how these data will be used in coordination with other required data for the program, such as fitness, physical activity, and nutritional intake measures, and how the combination of these measures will be used to improve physical education programming and policy.

Note: On June 18, 1991, 17 Federal Departments and Agencies, including the Department of Education, adopted a common set of regulations known as the Federal Policy for the Protection of Human Subjects or "Common Rule." See 34 CFR Part 97. Applicants that engage in BMI data collection may be subject to the U.S. Department of Education's Protection of Human Subjects regulations if the data are used in research funded by the Federal government or for any future research conducted by an institution that has adopted the Federal policy for all research of that institution. The regulations define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities." 34 CFR 97.102(d). Information on Human Subjects requirements is found at: <http://www.ed.gov/about/offices/list/ocfo/humansub.html>.

Note: Applications that do not provide a Program-Specific Assurance signed by an Authorized Representative committing the applicant to completing all four of the tasks above during their project period will not be eligible for competitive preference points.

Competitive Preference Priority #2-- Partnerships Between Applicants and Supporting Community Entities (3 additional points)

We will give competitive preference priority to an applicant that includes in its application an agreement that details the participation of required partners. For an LEA applicant, required partners include:

- (A) the LEA;
- (B) at least one CBO;
- (C) a local public health entity, as defined in this notice;

- (D) the LEA's food service or child nutrition director; and
- (E) the head of the local government, as defined in this notice.

For a CBO applicant, the required partners include:

- (A) the CBO;
- (B) a local public health entity, as defined in this notice;
- (C) a local organization supporting nutrition or healthy eating, as defined in this notice;
- (D) the head of the local government, as defined in this notice; and
- (E) the LEA from which the largest number of students expected to participate in the CBO's project attend.

If the CBO applicant is a school, such as a parochial or other private school, the applicant needs to describe its school as part of the partnership agreement but is not required to provide an additional signature from a different LEA or school. A CBO applicant that is a school and serves its own population of students is required also to include another community CBO as part of its partnership and include the head of that CBO as a signatory on the partnership agreement. Applicants electing to address this priority are required to include a description of:

- (1) each partner's roles and responsibilities in the project;
- (2) if and how each partner will contribute to the project, including any contribution to the local match;
- (3) an assurance that the application was developed after timely and meaningful consultation between the required parties, as defined in this notice; and
- (4) a commitment to work together to reach the desired goals and outcomes of the project. The partner agreement would be required to be signed by the Authorized Representative of each of the required partners and by other partners as available and appropriate.

Please note that although partnerships with other parties are required to meet this priority, the eligible applicant will retain the administrative and fiscal control of the project.

Note: Applications that do not provide a clear description partnership that addresses all four of the elements above will not be eligible for competitive preference points.

Application Requirements:

Matching Requirement

Federal grant funds may be used to pay for no more than 90 percent of total cost of the project in the first year and no more than 75 percent of the total cost of the project in each subsequent year. Therefore, applicants should determine the total cost of the program prior to requesting federal funds. For example, if the total cost of your program in year one is \$100,000; you may request grant funds in the amount of \$90,000 (90% of total cost). You would then be required to supply the additional \$10,000 as a match. If the total cost of your program in each subsequent year is \$100,000; you may request grant funds in the amount of \$75,000 (75% of the total cost) and would be then be required to supply the additional \$25,000 as a match.

In an effort to assist you in calculating your required matching cost, we have provided the following formulas:

■ Year One Formula:

$$\frac{\text{Requested Grant Amount} \times .10 \text{ (matching \%)}}{.90 \text{ (Federal share \%)}} = \text{Your Required Match}$$

■ Subsequent Years Formula:

$$\frac{\text{Requested Grant Amount} \times .25 \text{ (matching \%)}}{.75 \text{ (Federal share \%)}} = \text{Your Required Match}$$

For additional information on the matching requirement, please see the “Frequently Asked Questions” section.

Administrative Cost Limitation

Administrative costs charged to the grant may not exceed five percent of the grant award in any fiscal year.

Aligning Project Goals with Identified Needs Using the School Health Index

Applicants are required to complete the physical activity and nutrition questions in Modules 1-4 of the CDC’s School Health Index(SHI)self-assessment tool or *use an alternative needs assessment tool to develop project goals and plans that* address the identified needs. For more information on the CDC’s SHI please refer to page 20 of this application. If a CBO applicant (unless the CBO is a school) is in a partner agreement with an LEA or school, the CBO is required to collaborate with its partner or partners to complete modules 1-4 of the SHI. Alternatively, if the CBO has not identified a school or LEA partner, the CBO is required to use an alternative needs assessment tool to assess the nutrition and physical activity environment in the community for children. Grantees will be required to complete the same needs assessment at the end of their project and submit their findings in their final reports to demonstrate the completion of the assessment and program involvement as a result of PEP funding.

Nutrition- and Physical Activity-Related Policies

Grantees are required to develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students’ everyday lives, as part of their PEP projects. Applicants are required to sign a Program-Specific Assurance that commits them to developing, updating, or enhancing these policies during the project period. Applicants that do not submit such a Program-Specific Assurance signed by the applicant’s Authorized Representative will be ineligible for this competition. Applicants should describe in their application their current policy framework, areas of focus, and the planned process for policy development, implementation, review, and monitoring. Grantees will be required to detail at the end of their project period in their final reports the physical activity and nutrition policies selected and how the policies improved through the course of the project.

Linkage with Local Wellness Policies

Applicants participating in a program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 must describe in their applications their school district's established local wellness policy and how the proposed PEP project will align with and support, complement, and enhance the implementation of the applicant's local wellness policy. An LEA's local wellness policy should address all requirements in the Child Nutrition Act of 2004. A CBO applicant must describe in their applications how their proposed projects will enhance or support the intent of the local wellness policies of their LEA partner(s), if they are working in a partnership.

Applicants are required to sign a Program-Specific Assurance that commits them to align their PEP project with the district's Local Wellness Policy, if applicable. **Applicants that do not submit a Program Specific Assurance signed by the applicant's Authorized Representative will be ineligible for the competition.** If neither the applicant nor any member of its partnership participates in the school lunch program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, it would not necessarily have a local wellness policy and, thus, will not be required to meet this requirement or adopt a local wellness policy. However, we encourage such applicants to develop and adopt a local wellness policy, consistent with the provisions in the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 in conjunction with its PEP project.

Linkages with Federal, State, and Local Initiatives

If an applicant is implementing the CDC's Coordinated School Health program, it is required to coordinate project activities with that initiative and describe in its application how the proposed PEP project will be coordinated and integrated with the program. If an applicant receives funding under the USDA's Team Nutrition initiative (Team Nutrition Training Grants), the applicant must describe in its application how the proposed PEP project supports the efforts of this initiative.

A PEP project in a community that receives a grant under the Recovery Act Communities Putting Prevention to Work—Community Initiative must agree to coordinate its PEP project efforts with those under the Recovery Act Communities Putting Prevention to Work-Community Initiative.

Applicants and PEP-funded projects must complement, rather than duplicate, existing, ongoing or new efforts whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education.

Applicants are required to sign a Program-Specific Assurance that commits them to align their PEP project with the Coordinated School Health program, Team Nutrition Training Grant, Recovery Act Communities Putting Prevention to Work- Community Initiative, or any other similar Federal, State, or local initiatives. **Applicants that do not submit a Program Specific Assurance signed by the applicant's Authorized Representative will be ineligible for the competition.**

Updates to Physical Education and Nutrition Instruction Curricula

Applicants that plan to use grant-related funds, including Federal and non-Federal matching funds, to create, update, or enhance their physical education or nutrition education curricula are required to use the Physical Education Curriculum Analysis Tool (PECAT) and submit their overall PECAT scorecard, and the curriculum improvement plan from PECAT. Applicants that plan to use grant-related funds, including Federal and non-Federal matching funds to create, update, or enhance their nutrition instruction in health education are required to complete the

healthy eating module of the Health Education Curriculum Analysis Tool (HECAT). Applicants must use the curriculum improvement plan from the PECAT to identify curricular changes to be addressed during the funding period. Applicants must also describe how the HECAT assessment would be used to guide nutrition instruction curricular changes. If an applicant is not proposing to use grant-related funds for physical education or nutrition instruction curricula, it will not need to use these tools. For more information on HECAT and PECAT, please see page 24 of the application.

Equipment Purchases

Purchases of equipment with PEP funds or related to grant activities (including equipment purchased with funds offered to meet the program's matching requirement) must be aligned with the curricular components of the applicant's physical education and nutrition program. Applicants must commit to aligning the students' use of the equipment with PEP elements applicable to their projects, identified in priority 1, and any applicable curricula by signing a Program Specific Assurance. ***Applicants that do not submit a Program Specific Assurance signed by the applicant's Authorized Representative will be ineligible for the competition.***

Increasing Transparency and Accountability

Grantees must create or use existing reporting mechanisms to provide information on students' progress, in the aggregate, on the key program indicators, as described in this notice and required under the Government Performance and Results Act, as well as on any unique project-level measures proposed in the application. Grantees that are educational agencies or institutions are subject to applicable Federal, State, and local privacy provisions, including the Family Educational Rights and Privacy Act -- a law that generally prohibits the non-consensual disclosure of personally identifiable information in a student's education record. All grantees must comply with applicable Federal, State, and local privacy provisions. The aggregate-level information should be easily accessible by the public, such as posted on the grantee's or a partner's Web site. Applicants are required to describe in their application the planned method for reporting. Applicants must commit to reporting information to the public, including parents of students under 18 years old, by signing a Program Specific Assurance. ***Applicants that do not submit a Program Specific Assurance signed by the applicant's Authorized Representative will be ineligible for the competition.***

Participation in a National Evaluation

The applicant must provide documentation of its commitment to participate in the U.S. Department of Education's evaluation. An LEA applicant must include a letter from the research office or research board approving its participation in the evaluation (if approval is needed), and a letter from the Authorized Representative agreeing to participate in the evaluation.

Required Performance Measures and Data Collection Methodology

Grantees are required to collect and report data on three GPRA measures using uniform data collection methods. For each measure, grantees would be required to collect and aggregate data from four discrete data collection periods throughout each year. If baseline data for these measures are not included in the application, grantees would have an additional data collection period in their first year of operation prior to program implementation to collect baseline data. For more information on GPRA for this program refer to page 17-18 of this application.

Supplement, Not Supplant

Grant funds awarded must be used to supplement and not supplant other Federal, State, and local funds available for physical education activities.

Restricted Indirect Cost Rate

Under the supplement, not supplant provision, in accordance with section 75.563 of EDGAR, applicants are also required to use a restricted indirect cost rate, as computed under sections 75.563 - 75.569. If you claim indirect costs, please provide documentation of your negotiated restricted indirect cost rate.

Special Rule

Grant funds may not be used to support extracurricular activities, such as team sports and the Reserve Officers' Training Corps (ROTC) program activities.

Private School and Home-Schooled Students

Home-schooled students, their parents, and teachers, or students enrolled in private nonprofit elementary or secondary schools, their parents and teachers, may participate in activities funded through the PEP grant. Applicants are not required to propose services for these groups.

Some Helpful Resources

The resources below are intended to assist applicants in meeting the priorities and requirements of the PEP program. These resources are not meant to be exhaustive but are intended to provide guidance to applicants. If you have additional questions, please refer first to the Frequently Asked Questions section of this application package; most questions are addressed there. If you are unable to find your question or your question is not sufficiently addressed, please contact Carlette Huntley, whose contact information can be found on page 16.

(Absolute Priority)

State Standards for Physical Education

To be considered for a PEP grant under this competition, **your proposal must describe a plan to help students meet state standards for physical education.** You should clearly identify the specific standard(s) to which you are aligning your program. You must use your own state's standards. (For example: *We will be addressing state standard 1 for elementary school students: Movement, which states that students will be able to...*)

If your state does not have physical education standards, you may select another state's standards with which to align your program and, accordingly, identify which standards your project will address. (For example: *Our state, ABC, does not have state PE standards. Because our population is similar to that of our neighboring state, XYZ, we have chosen to use their state PE standards. Specifically, our project will focus on state standard 1, Movement, which states that students will...*)

You may not substitute national standards.

Most states and territories have established minimum physical education requirements. In recent years, several states have begun to reevaluate their standards to ensure that they are designed to address major components of a high quality physical education program. In developing their own standards, states have looked to national and other existing state standards for guidance. Below is a link to a website that may provide your State's standards. Please note, this is not a U.S. Department of Education website and we cannot ensure its accuracy. Also, all states may not be represented on this website. Please contact your State Educational Agency if you have additional questions about your PE state standards or would like to affirm their accuracy.

Standards for most states are available at www.pelinks4u.org/links/statestandards.htm.

(Invitational Priority)

Healthier US Challenge, USDA

The Healthier US School Challenge (HUSSC) was established to recognize schools that are creating healthier school environments through their promotion of good nutrition and physical activity. Four levels of superior performance are awarded: Bronze, Silver, Gold, and Gold of Distinction (<http://www.fns.usda.gov/tn/HealthierUS/index.html>).

(Competitive Preference 1)

Body Mass Index (BMI) Data Collection

Information regarding BMI for schools may be attained online via the CDC website. This website offers general information regarding BMI as it relates to children and teens (http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/about_childrens_bmi.html) as well as tools to use for younger children (http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/tool_for_schools.html).

(Requirement 1-- School and Community Needs Assessments)

School Health Index (SHI)

The SHI is a self-assessment tool developed by the Centers for Disease Control and Prevention (CDC) to help schools identify gaps in policies and programs designed to enhance and promote student health. Based on the CDC's eight-component Coordinated School Health Program Model, the SHI highlights the importance of involving all eight components, which can have a powerful impact on student health behaviors.

In FY 2011, PEP applicants are required to undertake Modules 1-4 of the SHI self-assessment tool as part of their applications and to develop project goals and plans that address the identified needs. Modules 1-4 are School Health and Safety Policies and Environment, Health Education, Physical Activity and Other Physical Activity Programs, and Nutrition Services. LEA applicants must use the SHI self-assessment to develop a School Health Improvement Plan focused on improving these issues, and design an initiative that addresses their identified gaps and weaknesses. Applicants must include their Overall Score Card for the questions answered in Modules 1-4 in their application, and correlate their School Health Improvement Plan to their project design. Grantees must also complete the same modules of the SHI at the end of the project period and submit the Overall Score Card from the second assessment in their final reports to demonstrate SHI completion and program improvement as a result of PEP funding.

If a CBO applicant (unless the CBO is a school) is in a partner agreement with an LEA or school, it must collaborate with its partner or partners to complete Modules 1-4 of the SHI.

The SHI is available for no cost and undertaking all eight modules of the assessment process can be completed in as little as six hours. The SHI is available online in an interactive and customizable format as well as a paper format. More information on the SHI can be found at www.cdc.gov/healthyyouth .

If the CBO has not identified a school or LEA partner, the CBO is not required to do Modules 1-4 of the SHI but must use an alternative needs assessment tool to assess the nutrition and physical activity environment in the community for children. CBO applicants are required to include their overall findings from the community needs assessment and correlate their findings with their project design. Grantees will be required to complete the same needs assessment at the end of their project and submit their findings in their final reports to demonstrate the completion of the assessment and program involvement as a result of PEP funding.

Other Community Needs Assessments

Several entities, including state and local health departments, offer community-level needs assessments that CBOs might consider to assess their community's gaps and weaknesses and to design a program accordingly. For example, the Centers for Disease Control and Prevention recently released the Community Health Assessment And Group Evaluation (CHANGE) tool. This tool and corresponding action plan can be used to:

- Gain a picture of the policy, systems, and environmental change strategies currently in place throughout the community;
- Develop a community action plan for improving policies, systems, and the environment to facilitate and support healthy lifestyles; and
- Assist with prioritizing community needs and allocating available resources.

Although the features above are specific to the CHANGE tool, its characteristics describe basic features that any community assessment should have in addition to:

- Assessing the community's legal and policy landscape;
- Considering the potential for enforcement and incentive mechanisms available to ensure that efforts will be adopted and sustained over time; and
- Is a validated instrument.

More information on the CHANGE tool can be found at <http://www.cdc.gov/healthycommunitiesprogram/tools/change.htm>. Two additional assessment tools that applicants may consider are:

- The YMCA's Community Healthy Living Index, which also has improvement planning tools (<http://www.ymca.net/communityhealthylivingindex/>); and
- The Alliance for a Healthier Generations Healthy Schools Inventory, which assesses school environments across eight content areas and includes prioritization and action planning tools (www.healthiergeneration.org/schools). Applicants would also need to consider how this tool is associated with community efforts.

(Requirement 2 -- Nutrition-and Physical Activity-Related Policies)

This requirement only requires that grantees address policies relevant to their settings and needs. Applicants must describe their current policy framework and the process they plan to use to review, develop, implement, and monitor policies. The purpose of this requirement is to ensure that PEP grantees carefully consider the role of policy development and implementation in creating comprehensive PEP projects, and that they commit to making policy changes that support improvements in the areas of physical activity and nutrition during the project period of the PEP grant. Policy changes are also likely key to institutionalizing and sustaining progress made during a PEP project.

We believe that examining the policy framework in which projects are implemented will help grantees identify needed changes that can remove impediments to, or provide incentives for, enhanced physical education or improved nutrition outcomes. We do not expect grantees to address policies that are outside their authorized mission or scope. Also, we do not specify which particular policies that must be developed, reviewed, and potentially revised, but rather applicants should identify the nutrition- and physical activity-related policies to be developed, updated, or enhanced by grantees during the PEP grant.

More information on a range of school- and community-level policy interventions is widely available. These policies have been correlated with the adoption of comprehensive programs. Examples of policies that might enhance the applicant's program include, but are not limited to:

- Staffing policies that enable a physical educator to coordinate, plan, and direct the comprehensive program related to all physical activity efforts in the school, including those related to policy;

- Integrating physical activity in to the classroom to foster learning and increase children's physical activity;
- Removing barriers to enable children to walk or bike to school or in the community;
- Encouraging time for recess;
- Developing and implementing joint-use agreements for use of facilities or equipment between schools and communities or community groups;
- Providing supervision of play areas during out of school time for the target audience;
- Altering bus schedules to facilitate after-school program participation;
- Establishing time requirements for PE;
- Requiring certification and professional development for PE teachers;
- Setting class size limits; and
- Reviewing the use of waivers that allow student to opt out of PE class.

Policies that might encourage students to eat more healthy foods in and out of school might include, but are not limited to:

- Limiting the type of "competitive foods" sold at school (foods or beverages sold at school separately from school meal programs);
- Food placement and pricing in cafeterias;
- Vending machines and food sold as fundraisers;
- Developing partnerships with farms or farmers' markets;
- Adopting the recent Institute of Medicine recommendations for school meals that include fruits, vegetables, whole grains, and low-fat dairy products; and
- Creating school or community gardens.

For more information on policy interventions, including ideas on how to develop, enhance, build support for, and implement policies, please see:

- The Centers for Disease Control and Prevention's Division of School Health: www.cdc.gov/healthyyouth
- The Robert Wood Johnson Foundation's Childhood Obesity Program: <http://www.rwjf.org/childhoodobesity/index.jsp>
- The Alliance for a Healthier Generation: <http://www.healthiergeneration.org/>
- The National Policy and Legal Analysis Network to Prevent Childhood Obesity: <http://www.nplanonline.org/>
- Action for Healthy Kids: www.actionforhealthykids.org
- National Center for Safe Routes to Schools: <http://www.saferoutesinfo.org/>
- National Association of State Boards of Education's School Obesity Policy Report: <http://www.nasbe.org/index.php/pub-archive/nasbe-pr/983-nasbe-releases-school-obesity-policy-report>.

This list is not exhaustive and does not represent all possible policies or available resources!

(Requirement 3--Local Wellness Policies)

Public Law 108-265 determined that each local educational agency participating in a program authorized by the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq) or the Child Nutrition Act of 1966 (42 U.S.C. 1771 et seq) shall establish a local school wellness policy by School Year 2006.

For more information regarding local wellness policies, you may visit:
<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>.

Action for Healthy Kids' Wellness Policy Tool may also be useful:
<http://www.actionforhealthykids.org/school-programs/our-programs/wellness-policy-tool/>.

(Requirement 4 --Related Federal, State, and Local Initiatives)

Team Nutrition

Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. For more information, please see: <http://teamnnutrition.usda.gov/>.

Coordinated School Health Program

The CDC's Coordinated School Health Program is a framework that integrates the basic, minimum components necessary for promoting the health and safety of students in schools. There are eight components of the Coordinated School Health Program: (1) Health Education; (2) Physical Education; (3) Health Services; (4) Nutrition Services; (5) Counseling and Physiological Services; (6) Healthy School Environments; (7) Health Promotion for Staff; and (8) Family and Community Involvement.

In FY 2011, PEP grantees are required to align their projects with their Coordinated School Health Program, if this is being implemented in their school or district. For more information on Coordinated School Health, please see: <http://www.cdc.gov/healthyouth>.

Communities Putting Prevention to Work—Communities Initiative

The U.S. Department of Health and Human Services has provided funds to local public health department to create community-level interventions to address obesity trends in both children and adults. This initiative funded under the American Recovery and reinvestment Act focused on developing and promoting partnerships, programmatic support, community mentoring, and evaluation to achieve the following prevention outcomes: (1) Increased levels of physical activity; (2) improved nutrition; (3) decreased overweight/obesity prevalence; (4) decreased smoking prevalence and decreasing teen smoking initiation; and (5) decreased exposure to second-hand smoke.

Because of the complementary nature of the goals of PEP and the Communities Putting Prevention to Work (CPPW) grants, communities that receive both grants must coordinate both efforts to avoid duplication and redundancy and to ensure that efforts are complimentary.

More information on CPPW, including a list of communities that have received a CPPW grant award, can be found at: www.cdc.gov/chronicdisease/recovery/community.htm.

Other Initiatives

Grantees are also required to coordinate with other complementary initiatives, including but not limited to the following:

- Alliance for a Healthier Generation: <http://www.healthiergeneration.org>;
- Farm-to-School: <http://www.farmentoschool.org>;

- YMCA's Pioneering Healthier Communities: <http://www.ymca.net/activateamerica/>; and
- Action for Healthy Kids State or local teams: <http://www.actionforhealthykids.org>.

(Requirement 5 --Physical Education and Nutrition Instruction Curricula)

Physical Education Curriculum Analysis Tool (PECAT)

The PECAT assists school districts conduct clear and comprehensive analyses of written physical education curricula. While it is based on national Standard, it may be customized to include local standards. For more information related to the PECAT, applicants should visit: <http://www.cdc.gov/healthyouth/pecat/>.

Health Education Curriculum Analysis Tool (HECAT)

The HECAT is a tool designed to assist agencies conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of Effective Health Education Curricula. The HECAT can be customized to meet local community needs and conform to the curriculum requirements of the state or school district. Additional information on the HECAT may be found at: <http://www.cdc.gov/healthyouth/HECAT/index.htm>.

Applicants must use the PECAT and HECAT if they are proposing to change, enhance, or update curriculum for PE or nutrition instruction. Applicants can undertake the HECAT and PECAT as part of the application process to determine their best course of action. Alternatively, applicants may describe how and when they plan to undertake the PECAT and HECAT as a part of their project.

(Requirement 9 --Performance Measures and Data Collection Methodology)

Pedometers

Although grantees are required to use pedometers to assess the percentage of students who are active for 60 minutes every day, grantees may select the specific pedometer to best meet the needs of their target population. In considering which pedometers to purchase, grantees should consider pedometers that:

- Provide a minimum of accumulated steps as the data output;
- Show step data that are either: a) aggregated since the last manual reset of the pedometer; or b) automatically aggregated daily by the pedometer;
- Have scientific research that indicates it is a reliable and valid measurement tool. Ideal measurement error is +/- 3% for steps taken;
- Have available straps that secure the pedometer to the waistband or belt loop; and
- Have can be easily sealed or closed with a plastic band that does not allow students to open it (if desired and applicable).

Nutrition Assessment for Elementary and Middle School Students

We are not requiring that grantees use specific measurement tools for elementary and middle school students to assess their nutritional intake. We opted to not require a specific tool because we are not aware of any available tools that are free and publicly accessible, would provide valid and reliable data for elementary and middle school students, and that are not associated with commercial products or curriculum, which the Department is prohibited from endorsing. Below are factors that applicants may consider when selecting appropriate data collection tool to assess on the percentage of elementary and middle school students who

consumed fruit two or more times per day and vegetables three or more times per day.

Assessment instruments should:

- Estimate usual intake' (some sort of food frequency questionnaire is better than a single 24 hour recall for this);
- Be a tool that students can fill out themselves in the classroom (i.e. not an instrument that requires trained interviewers like a 24 hr recall);
- Be fairly easy to score/code (not a diet record);
- Be most like a "food frequency" questionnaire, screening tool, or checklist;
- Be available in multiple languages especially English and Spanish;
- Be written using age-appropriate language;
- Include graphics to help describe foods;
- Have a reference period that is reasonable for children or adolescents to remember (either "what did you eat yesterday", or "what did you eat within the last week" for older children and adolescents); and
- Be considered a valid and reliable instrument for the population with same demographics as the study population.

Selection Criteria

(A) Need for Project. (10 Points)

In determining the need for the proposed project, we will consider the following factor:

(1) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 Points)

(Note: Under this criterion, you should discuss specific gaps and weaknesses of your current program in helping students meet the priority. You should clearly and specifically identify **one or more State standards** and describe how the proposed program will help students meet the identified standard(s).

Also, in this section, you should discuss the outcomes of the self-assessment and how the results will help you develop a program to improve gaps or weaknesses. You may choose to describe the target population to be served; but, responsiveness to this criterion will be assessed based on the discussion of programmatic gaps or weaknesses relative to specific state standards and identified programmatic needs. If you choose to discuss the target population, you should provide statistics that are relevant to the specific community rather than broad, national statistics, unless these data are being used for comparison purposes.)

(B) Quality of the Project Design. (40 Points)

In determining the quality of the design of the proposed project, we will consider the following factors:

(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (10 Points)

(Note: In response to this sub-criterion, you should articulate your program's goals, objectives, and outcomes and how they will be measured and assessed throughout the project. You should describe how the planned activities meet the goals and objectives of the program, as well as clearly correlate those goals and objectives to the needs identified through the self-assessment process.)

(2) The extent to which performance feedback and continuous improvement are integral to the design of the proposed project. (10 points)

(Note: In response to the sub-criterion, you should discuss your how your program's design will allow you to understand and react to potential areas of concern and improvement during the course of your program. You should describe your plan for implementation including plans for program services, professional development, updates to curriculum, evaluating all students served, and other features of the program that contribute to a coherent project design. You may also use this section to describe your plans for integrating the PEP Requirements, as detailed in our Notice Inviting Applications, into your design.)

(3) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (10 Points)

(Note: In response to this sub-criterion, you should clearly demonstrate a process or plan for enhancing sustainability beyond the Federally-funded grant period.)

(4) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (10 Points)

(Note: In response to this sub-criterion, you should describe how your proposed project is coordinated with similar efforts at the Federal, state, and local levels most applicable to the community. You should address the coordination between PEP and the specific programs delineated in Requirements 3 and 4 of this program, as well as plans to align with and support, complement, and enhance the implementation of other related programs. A PEP project should complement, rather than duplicate, existing, ongoing or new efforts whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education.)

(C) Quality of the Management Plan. (30 Points)

In determining the quality of the management plan for the proposed project, we will consider the following factor:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 Points)

(Note: In response to this sub-criterion, you should clearly detail the management plan, including who will manage and operate the various facets of the program. Although you should define the roles and responsibilities related to management and implementation teams, you may not necessarily have staff already in mind for those positions and should describe only the necessary competencies that those professional staff should possess to carry out those roles. You should begin your timeline for the project in October, 2011.)

(2) The extent to which the time commitments of the project director and principal investigator and other key personnel are appropriate and adequate to meet the objectives of the proposed project. (15 Points)

(Note: In response to this sub-criterion, you should clearly detail the time commitments of staff relevant to your proposed program and demonstrate how they will sufficiently meet their tasks, duties, assignments, and expectations of the grant give their proposed time commitments.

(D) Quality of the Project Evaluation. (20 Points)

In determining the quality of the evaluation, we will consider the following factors:

(1) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (10 Points)

(Note: In response to this sub-criterion, you should address the required GPRA measures, as well as any additional project-specific measures. You may describe the general framework for the evaluation and describe the evaluation methods in response to this sub-criterion. The evaluation framework should describe broad approaches to the evaluation, rather than a description of how individual students will be assessed during the program. Although individual student assessments may provide data points for program measures, these individual assessments alone do not constitute an evaluation plan.)

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (10 Points)

(Note: In response this sub-criterion, you may describe your plan for collecting and using data for process and ongoing quality improvement. This data plan would include, but is not limited to, the methods that project management would use to collect, analyze, and apply the data to the project implementation. Please note that although funds may be used to hire an external evaluator to assist with this process, an external evaluator is **not** required.)

FREQUENTLY ASKED QUESTIONS

General

- What is the deadline date for transmittal of applications under this grant competition?
- May I get an extension of the deadline date?
- When will grant awards be announced?
- Is this a multi-year grant program?
- How many new awards will be made?
- What steps can I take to maximize my chances of receiving a grant?
- This competition has a “supplement, not supplant” provision. What does this mean?
- What is an indirect cost rate?
- How do I obtain a negotiated, restricted indirect cost rate?
- Who in my organization may be able to provide information about our negotiated, restricted indirect cost rate?
- For my GEPA 427 statement, is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?
- What should I use as the project start date?
- Do I have to get bids for goods and services under this grant?
- What is the project and budget period for these grants?
- May I use another district’s application as a model for my submission?
- Who do I contact for more information about this grant competition?
- What steps should the applicant’s Authorized Representative take before signing a grant application?

Electronic Applications

- How do I submit my grant electronically?
- Do I have to submit my application electronically?
- How do I register to submit my grant electronically?
- How should I submit forms with signatures?
- Are there any compatibility restrictions?

Eligibility

- Who is eligible to apply?
- May I submit an application on behalf of my local school?
- My college or university would like to apply for this grant. Are we eligible?
- Are charter schools eligible for this program?
- Are Area Educational Districts or other similar entities eligible for this program?
- My organization currently has a PEP grant. Are we eligible to apply for another PEP grant under this competition?
- If we are on a no-cost extension for our current PEP grant, may we end early so that we can be eligible to apply this year?
- What are some of the circumstances that might cause a grant application to be deemed ineligible for review?

Program-Specific Content

- May I use *only* national data to support the need for a grant in my district?
- If *my* state does not have physical education standards, what should I do?
- Will this grant pay for hiring project staff?
- Are we required to hire an external evaluator?
- Should we include resumes for key staff?
- May staff or community members regularly use equipment purchased with grant funds?
- Will the PEP grant support implementation of a general health education curriculum?
- Are we required to provide baseline GPRA data?

Absolute Priority

- What program elements must we address?
- Must we measure Body Mass Index (BMI) as part of this project?
- We want to measure percentage of body fat *in addition to* BMI. Is that allowed?
- Where can we get more information about BMI measurement?
- Where can we find more information about how to measure students correctly for BMI?
- What must we do to receive the partnerships competitive preference?
- Which organizations must be included in an LEA's partnership agreement in order to receive the competitive preference?
- Which organizations must be included in a CBO's partnership agreement in order to receive the competitive preference?
- Are we required to complete the School Health Index (SHI) as part of our application?
- If we are a CBO, are we required to complete the School Health Index (SHI) as part of our application?
- After we've completed the School Health Index (SHI), what are the next steps?
- Will there be other School Health Index (SHI) requirements if we are selected as a PEP Grantee?
- Where can we get additional information about the School Health Index (SHI)?
- What is the PEP application requirement for nutrition and physical activity related policies?
- How can a PEP applicant identify nutrition and physical activity policy interventions?
- Will there be other nutrition and physical activity related policy requirements if we are selected as a PEP Grantee?
- What is a local wellness policy?
- What is the PEP grant requirement for linkages with local wellness policies?
- Where can we get information about CDC's Coordinated School Health Program?
- Where can we get information about USDA's Team Nutrition Initiative?
- Where can we get information about HHS' Communities Putting Prevention to Work Initiative?
- Are there other Federal, state, and local nutrition and physical activity initiatives with which an applicant should coordinate?
- What is the Physical Education Curriculum Analysis Tool (PECAT)?

- What is the PEP grant requirement for using the PECAT?
- What is the Health Education Curriculum Analysis Tool (HECAT)?
- What is the PEP grant requirement for using the HECAT?
- If we are proposing to create, update, or enhance my nutrition instruction with PEP grant funds, must we complete the entire HECAT?
- Will the PEP grant support implementation of a general health education curriculum?
- Is it required that PEP applicants use the PECAT/HECAT?
- Where can we get more information about the PECAT?
- Where can we get more information about the HECAT?
- What kinds of equipment may we propose to purchase with PEP grant funds?
- Are PEP applicants able to propose equipment purchases related to any of the six program elements identified in the absolute priority?
- What is the PEP grant requirement for increasing transparency and accountability?
- Would privacy provisions apply to the release of information described in this requirement?
- If we receive the grant, would I be required to participate in the national evaluation?
- What is required in the application to indicate participation in the national evaluation?
- How long will the national evaluation last?
- How many GPRA performance measures are required for this program?
- Are there specific data collection methodologies for the GPRA measures?
- Our program would like to use other measures *instead of* the three GPRA performance measures. Is that allowed?
- Our program would like to use other measures *in addition to* the three GPRA performance measures. Is that allowed?
- Are we required to provide baseline GPRA data?
- How often will grantees collect data on these measures?
- Am I required to include the use of pedometers in my application?
- Are pedometers the only measurement tool required to be used for this measure with older students?
- Where can I find additional information about the 3DPAR instrument?
- Our program would like to use heart rate monitors *instead of* pedometers. Is that allowed?
- Our program would like to use heart rate monitors *in addition to* pedometers. Is that allowed?
- Are pedometers able to accurately record children's physical activity?
- What is the 20-meter shuttle run?
- Our program would like to use heart rate monitors *instead of* the 20-meter shuttle run. Is that allowed?
- Our program would like to use heart rate monitors *in addition to* the 20-meter shuttle run. Is that allowed?
- Our program will serve high school students. What measurement tool should we use for the third GPRA measure that assesses fruit and vegetable consumption?
- Where can I find the fruit- and vegetable-related questions from CDC's YRBS?

- **How should I assess my elementary and middle school students?**

Program-Specific Budget

- **Is there a minimum or maximum amount that may be requested to support a project?**
 - **May grant funds be used to support professional development activities?**
 - **Do we need to submit a budget narrative for each year?**
 - **How much detail should be included in the budget narrative?**
 - **Where can we find guidance on developing a budget narrative?**
 - **Is there a match requirement for this program?**
 - **Are there certain items that cannot be purchased with grant or matching funds?**
 - **Does the in-kind match have to be in cash? What types of resources may be used as the required match?**
 - **Can the match include volunteered time or the value of existing equipment?**
 - **Can the match include the rental value of facilities?**
 - **Is there a cap on administrative costs?**
 - **May we use the funds for construction, such as building a gymnasium or other facility or to purchase land or building or another facility?**
 - **May we charge students activity fees?**
-
-

General

What is the deadline date for transmittal of applications under this grant competition?

May 13, 2011.

May I get an extension of the deadline date?

Waivers for individual applications failing to meet the deadline will not be granted, except in the circumstances described in the Federal Register notice. Under very extraordinary circumstances the Department may change the closing date for a grant competition. When this occurs, the Secretary announces such a change in a notice published in the Federal Register.

When will grant awards be announced?

Grants will be announced by September 30, 2011.

Is this a multi-year grant program?

Yes. Projects may be funded for up to 36 months (three budget periods of 12 months each), contingent upon the demonstration of substantial progress each year toward meeting project goals and objectives, and the availability of future funding.

How many new awards will be made?

We estimate that we will make about 77 new awards.

What steps can I take to maximize my chances of receiving a grant?

- Before preparing your application, read the application package carefully and completely.
- Follow all of the instructions exactly.
- If you're uncertain about any aspects of this application package, please first review the Frequently Asked Questions section. Most commonly asked questions are answered in this section. If your questions are not addressed, please contact the competition manager for clarification.
- Absolute priorities establish the parameters for applications under a grant competition. If your application does not meet the absolute priority or the additional requirements for this grant competition, it will not be considered for funding.
- A panel of three persons from the physical education, school health, student wellness, or child and adolescent development and other fields will review your application. Be sure to organize your application clearly, provide requested information in a comprehensive manner, and respond to each selection criterion thoroughly. Reviewers are not permitted to give you "the benefit of the doubt"; therefore, if information is not in your application, reviewers cannot award points for it.
- Be sure that your application includes a budget request (ED Form 524) and complete narrative justification.
- Transmit your application on or before the deadline date of May 13, 2011.

This competition has a "supplement, not supplant" provision. What does this mean?

This provision requires that applicants not use grant funding to pay for any services or functions that would be covered as an ordinary function or service. Based on Federal regulations, if a grantee decides to charge indirect costs to a program that has a statutory requirement prohibiting the use of Federal funds to supplant non-Federal funds, the grantee must use a

negotiated restricted indirect cost rate. Your organization must submit proof of a **negotiated restricted indirect cost rate** with the application if you are planning to claim indirect costs.

What is an indirect cost rate?

An indirect cost is an expense that you incur that is necessary to implementing the grant, but may be difficult to identify directly with your grant. For example, indirect costs may include money spent for heat, light, rent, telephone, security, accounting, and Internet use.

If your organization prefers to use all of its grant funds for direct project costs, you are not required to charge the grant for indirect costs. If you wish to recover indirect costs, however, *you must use a **negotiated restricted indirect cost rate for this competition.*** This rate permits grantees to distribute indirect costs across grants so that grantees are able to recover these costs for grant funds.

For more information, please see: www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html.

How do I obtain a negotiated, restricted indirect cost rate?

Your organization may already have a negotiated, restricted indirect cost rate with a Federal government agency. If your organization has not negotiated this rate in the past, please contact Katrina McDonald with the Department of Education's Indirect Cost Group at 202-377-3838 or Katrina.Mcdonald@ed.gov.

Who in my organization may be able to provide information about our negotiated, restricted indirect cost rate?

If you do not know your negotiated, restricted indirect cost rate, please contact your business office. Please note, you will need to submit proof of this cost rate, such as a signed letter or a page from a state web site.

In most cases, state educational agencies calculate and assign indirect cost rates to their local educational agencies.

For my GEPA 427 statement, is it adequate to state that our organization does not discriminate on the basis of race, religion, sex, etc.?

No. An organization's non-discrimination statement is not sufficient to meet the GEPA requirements. A GEPA statement should outline an entity's potential barriers and solutions to equal access, specific to the proposed project.

What should I use as the project start date?

We expect to make awards around September 30, 2011. So you may use October 1, 2011 as your project start date for the purposes of the application. Should you receive an award and this date is different, you will be asked to adjust your timeline according to the actual start date.

Do I have to get bids for goods and services under this grant?

Yes. Generally, all procurement transactions by grantees made with Carol M. White Physical Education Program (PEP) grant funds must be conducted in a manner providing full and open competition, consistent with the standards in Section 80.36 (SEAs and LEAs) and Sections 74.40-74.48 (CBOs and IHEs) of the Education Department General Administrative Regulations (EDGAR). This section requires that grantees use their own procurement procedures (which reflect State and local laws and regulations) to select contractors, provided that those procedures meet certain standards described in EDGAR.

Because grantees must use appropriate procurement procedures to select contractors, generally applicants should not include information in their grant applications about specific contractors that will be used to provide services or goods for the proposed project if a grant is awarded. These requirements are not applicable in the event that the goods or services being procured are available only from a single source.

If a vendor assists an applicant in preparing an application for a grant, and subsequently is interested in providing contract services if the applicant receives a grant award, a close examination of all activities is warranted to ensure that the vendor did not act as an agent of the grantee, that the vendor does not have an organizational conflict of interest in the procurement, and that the requirements for full and open competition have not been violated.

The requirements regarding full and open competition could be violated even if a vendor's participation in the application process was limited. For example, a vendor that provides specifications that are then included in a grant application could have a competitive advantage over other vendors. Applicants for funding should carefully consider the requirements concerning competition contained in EDGAR as they interact with vendors during the application process, and if they are awarded a grant under the program.

EDGAR is available online at: www.ed.gov/policy/fund/req/edgarReg/edgar.html

What is the project and budget period for these grants?

The project period for this grant is up to three years. Each grant year is considered its own budget period. The application should include a description of the proposed activities for all three years, as well as a budget narrative that includes information about federal **and** non-federal funds for each budget year. Continuation awards are made based on an applicant's ability to demonstrate substantial progress in their required annual performance reports.

May I use another district's application as a model for my submission?

Information submitted in response to the scoring criteria must be specific to your district or organization; therefore, we strongly discourage using form or model applications. Identical or substantially similar applications are not responsive to the scoring criteria and may not be rated highly enough to receive funding. In addition, selection criteria, priorities, and other information have likely changed since the other entity's application was submitted and could result in your application scoring poorly or being ruled ineligible.

Who do I contact for more information about this grant competition?

Carlette Huntley, Office of Safe and Drug-Free Schools; (phone) 202-245-7871, (email) carlette.huntley@ed.gov, 550 12 Street., SW, Potomac Center Plaza, Room 10071, Washington, DC 20202.

What steps should the applicant's Authorized Representative take before signing a grant application?

The standard form that serves as a cover sheet for grant applications includes a certification statement that accompanies the authorized representative's signature. That certification indicates that the authorized representative's signature means that the information provided in the grant application is true and complete, to the best of the authorized representative's knowledge, and that any false, fictitious, or fraudulent statements or claims may subject the authorized representative to administrative, civil, or criminal penalties.

As a result, an authorized representative should carefully review a grant application before signing in order to ensure that all of the information contained in the application package is

correct. Additionally, an authorized representative should be sure that the application describes a project that has the organization's support and reflects an approach that the organization is committed to implementing if the project were to receive funding.

Electronic Applications

How do I submit my grant electronically?

For more information on using Grants.gov, please refer to the Notice Inviting Applications for this competition published in the Federal Register; the Grants.gov Submission Procedures and Tips document found in this application package; and/or visit www.grants.gov.

Do I have to submit my application electronically?

Yes. Unless you qualify for an exception in accordance with the instructions found in the Notice Inviting Applications, you must submit your application electronically.

How do I register to submit my grant electronically?

If you are a new user, you will need to register to use Grants.gov. For detailed information on the Registration Steps see the Grants.gov Submission Tips and Procedures for Applicants on pages 6-9 of this document or please go to: http://www.grants.gov/applicants/get_registered.jsp.

How should I submit forms with signatures?

We *strongly encourage* you to scan and upload signed versions of the forms, in a .PDF format, to the **Other Attachments Form** section of the application package on Grants.gov or you may fax the signed forms to the Department of Education.

These documents may be faxed to the attention of Carlette Huntley at 202-245-7166 and must be received within three days of your application submission.

Are there any compatibility restrictions?

You must submit your application in a .PDF (Portable Document) format in order for your application to submit successfully to the Department. If you submit your application in any other format, we will not be able to access your document. Applicants must submit individual .PDF files only when attaching files to their application. Specifically, the Department will not accept any attachments that contain files within a file, such as PDF Portfolio files. Any attachments uploaded that are not .PDF files or are password protected files will not be read. If you need assistance converting your files to a .pdf format, please refer to this Grants.gov webpage with links to conversion programs:

http://www.grants.gov/help/download_software.jsp#pdf_conversion_programs

Eligibility

Who is eligible to apply?

Eligible applicants for this program are local educational agencies (LEAs), including charter schools that are defined as LEAs in state law, and community-based organizations (CBOs).

May I submit an application on behalf of my local school?

The only eligible recipients are LEAs and CBOs. One of these entities must be the applicant for funding. An application submitted by an individual school will not be considered unless it meets the definition of a local educational agency or community-based organization.

My college or university would like to apply for this grant. Are we eligible?

Colleges and universities should carefully review the definition for the terms “LEA” and “CBO” to determine if they meet either of these definitions. Only entities that meet the definition of one of these terms may receive funding under this program.

Are charter schools eligible for this program?

Yes, charter schools that are considered LEAs under state law or that meet the definition of the term “CBO” are eligible to apply for funding under this program.

Are Area Educational Districts or other similar entities eligible for this program?

Yes, if these entities are considered LEAs under your State’s governance structure, they are eligible to apply for funding under this program. Alternatively, if these entities are considered CBOs according to the definition, they may be eligible to apply.

My organization currently has a PEP grant. Are we eligible to apply for another PEP grant under this competition?

No.

If we are on a no-cost extension for our current PEP grant, may we end early so that we can be eligible to apply this year?

If your PEP grant is scheduled to end after the application deadline date you are not eligible to apply this year for a grant. Your no-cost extension was granted to allow you to finish your program activities, and you continue with the schedule to successfully complete your grant activities

What are some of the circumstances that might cause a grant application to be deemed ineligible for review?

Some of the reasons an application submitted for funding under this competition will be deemed ineligible include:

- the application it does not meet the absolute priority;
- the applicant does not include assurances;
- the applicant does not address required elements;
- the applicant does not specifically address their state standards for PE;
- the applicant does not include adequate or allowable matching funds;
- the applicant is not an eligible agency or entity;
- the application does not include a narrative;
- the application is submitted after the deadline date.

Program-Specific Content

May I use *only* national data to support the need for a grant in my district?

No. Needs assessments must be based on identified needs of the specific target population to be served by the grant and must link to gaps and weaknesses in meeting your State’s standards. However, you may compare local data to national or state data.

If my state does not have physical education standards, what should I do?

If your state does not have physical education standards, you may pick another state's standards to use. You are not permitted to use the National Standards for PE.

Will this grant pay for hiring project staff?

Grant funds can be used to hire a project coordinator or physical education instructors, provided that their functions are above and beyond their normal job functions. Grant funds may also be used to hire supplemental project staff, including community coordinators, evaluators, or other professionals whose functions support the implementation of the project. However, please note this grant has a –supplement and not supplant” provision.

Are we required to hire an external evaluator?

No. You are not required to hire an external evaluator, though this is an allowable expense for this program. Many grantees find this expertise useful. Please note, costs for the external evaluator should be reasonable and commensurate with the scope of the proposed evaluation.

Should we include resumes for key staff?

Yes, if key staff for the project have been identified. Please note, generally, external contractors should not be identified at the time of application, as districts are required to follow their district's policies on bids for goods and services, provided they meet the minimum requirements of those of the US Department of Education.

May staff or community members regularly use equipment purchased with grant funds?

No. The identified target population for this grant is K-12.

Will the PEP grant support implementation of a general health education curriculum?

No. The PEP grant will not support activities that fall outside the scope of the absolute priority. For example, the PEP grant will not support activities related to tobacco use prevention.

Are we required to provide baseline GPRA data?

To the extent practicable, applicants are asked to provide baseline GPRA data to assist with data collection for the national evaluation. If baseline data is not available to be included in the application, grantees will need to collect baseline information before beginning program implementation.

Absolute Priority

What program elements must we address?

Applicants must address: 1) Instruction in healthy eating habits and good nutrition **and** 2) at least one of the following:

- 1) Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
- 2) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
- 3) Development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle.
- 4) Opportunities to develop positive social and cooperative skills through physical activity participation.
- 5) Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Must we measure Body Mass Index (BMI) as part of this project?

No. Applicants are not required to measure Body Mass Index (BMI) as part of this project. However, applicants that agree to implement aggregate BMI data collection, and use it as part of a comprehensive assessment of health and fitness, will receive competitive preference priority. If BMI measurement is undertaken, you should carefully consider the intended use of the data, confidentiality and reporting procedures, and other aspects of data collection as necessary. Please see pages 26-27 of this application package for more information about what is required in order to receive this competitive preference.

We want to measure percentage of body fat *in addition to* BMI. Is that allowed?

BMI measurement is a competitive preference priority for the Carol M. White Physical Education Program. Therefore, applicants can choose whether or not they want to use BMI as part of a comprehensive assessment of health and fitness for their student populations. Applicants can also choose whether they want to use other tools as alternates to – or in addition to – BMI. However, only applicants that agree to implement aggregate BMI data collection would receive the competitive preference.

Where can we get more information about BMI measurement?

For more information about BMI measurement in schools, please see:
www.cdc.gov/healthyyouth/overweight/BMI/index.htm.

Where can we find more information about how to measure students correctly for BMI?

For more information about how to take BMI measurements, go to:
[http://www.cdc.gov/healthyweight/assessing/bmi/childrens BMI/tool for schools.html](http://www.cdc.gov/healthyweight/assessing/bmi/childrens%20BMI/tool%20for%20schools.html).

What must we do to receive the partnerships competitive preference?

In order to receive this competitive preference, the applicant must include an agreement that details the participation of required partners, including:

- (1) each partner's roles and responsibilities in the project;
- (2) if and how each partner will contribute to the project, including any contribution to the local match;
- (3) an assurance that the application was developed after timely and meaningful consultation between the required parties, as defined in this notice; and
- (4) a commitment to work together to reach the desired goals and outcomes of the project.

The partner agreement would be required to be signed by the Authorized Representative of the required partners and by other partners as available and appropriate.

Which organizations must be included in an LEA's partnership agreement in order to receive the competitive preference?

For an LEA applicant, this partnership agreement must include: (1) the LEA; (2) at least one CBO; (3) a local public health entity; (4) the LEA's food service or child nutrition director; and (5) the head of the local government. For more information about the definitions of these partners, please see pages 14-15 of the application package.

Which organizations must be included in a CBO's partnership agreement in order to receive the competitive preference?

For a CBO applicant, the partnership agreement must include: (1) the CBO; (2) a local public health entity, as defined in this notice; (3) a local organization supporting nutrition or healthy eating, as defined in this notice; (4) the head of the local government, as defined in this notice; and (5) the LEA from which the largest number of students expected to participate in the CBO's

project attend. If the CBO applicant is a school, such as a parochial or other private school, the applicant would need to describe its school as part of the partnership agreement but would not be required to provide an additional signature from a different LEA or school. A CBO applicant that is a school and serves its own population of students would be required also to include another community CBO as part of its partnership and include the head of that CBO as a signatory on the partnership agreement.

For more information about the definitions of these partners, please see pages 14-15 of the application package.

Are we required to complete the School Health Index (SHI) as part of our application?

Yes, you are required to complete a portion of the School Health Index (SHI) as part of your application. Applicants must complete Modules 1-4 of the SHI self-assessment tool. The applicant would use the results of the SHI to develop a School Health Improvement Plan focused on improving needs identified by the SHI, and design an initiative that addresses their identified gaps and weaknesses. Applicants are required to include their SHI Modules 1-4 Overall Score Cards in their applications, and correlate their School Health Improvement Plans to their project designs.

If we are a CBO, are we required to complete the School Health Index (SHI) as part of our application?

Because the School Health Index (SHI) must be done at the school-building level, CBOs cannot undertake the SHI without the support and participation of a school or LEA. Therefore, we suggest that CBO applicants collaborate with an identified school or LEA partner to complete Modules 1-4 of the SHI. To meet this requirement, CBO applicants that do not collaborate with an LEA or school may propose and use a local needs assessment tool that analyzes the physical activity and nutrition environments at the community level and, ideally, at the CBO site itself. The CBO applicant would need to specify the local needs assessment tool used and the results of the assessment.

After we've completed the School Health Index (SHI), what are the next steps?

After completing Modules 1-4 of the School Health Index, the applicant will use the SHI self-assessment to develop a School Health Improvement Plan focused on improving these issues, and design an initiative that addresses their identified gaps and weaknesses. Applicants would be required to include their Overall Score Card for the questions answered in modules 1-4 in their applications, and correlate their School Health Improvement Plans to their project designs.

Will there be other School Health Index (SHI) requirements if we are selected as a PEP Grantee?

Grantees will be required to complete the same SHI Modules at the end of the project period and submit the Overall Score Cards from the second assessments in their final reports. This information will demonstrate SHI completion and program improvement as a result of PEP funding.

Where can we get additional information about the School Health Index (SHI)?

You can get more information about the SHI at: <https://apps.nccd.cdc.gov/shi/default.aspx>.

What is the PEP application requirement for nutrition and physical activity related policies?

PEP grantees are required to develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout

students' everyday lives, as part of their PEP projects. Applicants must describe their current policy framework, areas of focus, and the planned process for policy development, implementation, review, and monitoring.

Applicants are required to sign a Program- Specific Assurance that commits them to developing, updating, or enhancing these policies during the project period. Applicants that do not submit such a Program-Specific Assurance signed by the applicant's Authorized Representative would be ineligible for the competition, which can be found on page 141.

How can a PEP applicant identify nutrition and physical activity policy interventions?

Applicants can identify physical activity and nutrition policies to address using their State's standards for physical education and the results from their SHI assessments.

Will there be other nutrition and physical activity related policy requirements if we are selected as a PEP Grantee?

Grantees would be required to detail at the end of their project period in their final reports the physical activity and nutrition policies selected and how the policies improved through the course of the project.

What is a local wellness policy?

Under these provisions, a local wellness policy, at a minimum, includes goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available on each school campus; guidelines for reimbursable school meals that are no less restrictive than the U.S. Department of Agriculture (USDA) regulations and guidelines; and a plan for measuring implementation, including designation of one or more persons at the LEA or school level charged with operational responsibility for ensuring that the school meets the local wellness policies. In addition, parents, students, and various other "stakeholders" must be involved in the development of the local wellness policy. For more information about local wellness policies, please see <http://teamnutrition.usda.gov/healthy/wellnesspolicy.html>.

What is the PEP grant requirement for linkages with local wellness policies?

We propose that applicants that are participating in a program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 must describe in their applications their school district's established local wellness policy and how the proposed PEP project will align with and support, complement, and enhance the implementation of the applicant's local wellness policy. The LEA's local wellness policy should address all requirements in the Child Nutrition Act of 2004. CBO applicants describe in their applications how their proposed projects will enhance or support the intent of the local wellness policies of their LEA partner(s).

If an applicant or a member of its partnership group does not participate in the school lunch program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, it would not necessarily have a local wellness policy and, thus, would not be required to meet this requirement or adopt a local wellness policy. However, we would encourage such applicants to develop and adopt a local wellness policy, consistent with the provisions in the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 in conjunction with its PEP project.

Where can we get information about CDC's Coordinated School Health Program?

The Centers for Disease Control and Prevention (CDC) provides funding for state and territorial education agencies and tribal governments to help school districts and schools implement a Coordinated School Health Program (CSHP), and, through this approach, increase effectiveness of policies, programs, and practices to promote physical activity, nutrition, and tobacco-use prevention among students. For more information about which states receive coordinated school health funding (including program contacts), please see <http://www.cdc.gov/healthyouth/partners/funded/cshp.htm>.

Where can we get information about USDA's Team Nutrition Initiative?

Team Nutrition is an initiative of the USDA Food and Nutrition Service to support the Child Nutrition Programs through training and technical assistance for foodservice, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. For more information about Team Nutrition, please see <http://www.teamnutrition.usda.gov/>. To find out if which schools are enrolled in Team Nutrition, go to: <http://teamnutrition.usda.gov/database.html>.

Where can we get information about HHS' Communities Putting Prevention to Work Initiative?

In March 2011, HHS awarded 44 communities with Communities Putting Prevention to Work funding. These awards will support evidence-based community approaches to chronic disease prevention and control in selected urban, rural, and tribal communities to achieve increased levels of physical activity; improved nutrition; decreased overweight/obesity prevalence; decreased smoking prevalence and decreased teen smoking initiation; and decreased exposure to secondhand smoke. For more information about Communities Putting Prevention to Work, including a list of grant recipients, please see <http://www.cdc.gov/chronicdisease/recovery/community.htm>.

Are there other Federal, state, and local nutrition and physical activity initiatives with which an applicant should coordinate?

Many other Federal, state, and local initiatives also work to promote healthy nutrition and physical activity. These other initiatives include, but are not limited to:

- (1) Alliance for a Healthier Generation (www.healthiergeneration.org);
- (2) Farm-to-School initiatives (www.farmtoschool.org);
- (3) The YMCA's Pioneering Healthier Communities (www.ymca.net/activateamerica/);
- (4) Action for Health Kids state or local teams (www.actionforhealthykids.org); and
- (5) USDA's HealthierUS School Challenge (www.fns.usda.gov/tn/healthierus/index.html).

What is the Physical Education Curriculum Analysis Tool (PECAT)?

The PECAT is a tool for analyzing written physical education curricula to determine how closely they align with national standards for high-quality physical education. The purpose of the PECAT is to help school districts conduct a clear, complete, and consistent analysis of physical education curricula. PECAT results can help users enhance, develop, or select appropriate and effective physical education curricula for the delivery of quality physical education, which will improve the ability of schools to positively influence motor skills and physical activity behaviors among school-age youth.

What is the PEP grant requirement for using the PECAT?

Applicants that plan to use PEP grant-related funds, including Federal and non-Federal matching funds, to create, update, or enhance their physical education curricula are required to complete the PECAT and submit their overall PECAT scorecard, and the curriculum improvement plan from PECAT.

What is the Health Education Curriculum Analysis Tool (HECAT)?

The Health Education Curriculum Analysis Tool (HECAT) is an assessment tool for examining school health education curricula. The HECAT can help school districts conduct a clear, complete, and consistent analysis of health education curricula based on the National Health Education Standards and CDC's Characteristics of Effective Health Education Curricula. The HECAT results can help schools select or develop appropriate and effective health education curricula and improve the delivery of health education. HECAT modules address the following topic areas: Alcohol and Other Drugs; Healthy Eating; Mental and Emotional Health; Personal Health and Wellness; Physical Activity; Safety; Sexual Health; Tobacco; Violence Prevention; and Comprehensive Health Education.

What is the PEP grant requirement for using the HECAT?

Applicants that plan to use PEP grant-related funds, including Federal and non-Federal matching funds, to create, update, or enhance their nutrition instruction in health education are required to complete the healthy eating module of the HECAT. Applicants must describe how the HECAT assessment would be used to guide nutrition instruction curricular changes.

If we are proposing to create, update, or enhance my nutrition instruction with PEP grant funds, must we complete the entire HECAT?

No. Only the healthy eating module of the HECAT is required for grantees proposing to create, update, or enhance their nutrition instruction with PEP grant funds.

Will the PEP grant support implementation of a general health education curriculum?

No. The PEP grant will not support activities that fall outside the scope of the absolute priority. For example, the PEP grant will not support activities related to tobacco use prevention.

Is it required that PEP applicants use the PECAT/HECAT?

If an applicant is proposing to use grant-related funds for physical education and/or nutrition instruction curricula, the PECAT and/or HECAT are required. If the applicant is not proposing to use grant-related funds for these purposes, it would not need to use the PECAT and/or HECAT.

Where can we get more information about the PECAT?

For more information about the PECAT, including frequently asked questions, please see <http://www.cdc.gov/healthyyouth/PECAT/index.htm>.

Where can we get more information about the HECAT?

For more information about the HECAT, including frequently asked questions, please see <http://www.cdc.gov/healthyyouth/hecat/index.htm>. The healthy eating module can be found at http://www.cdc.gov/healthyyouth/hecat/pdf/HECAT_Module_HE.pdf.

What kinds of equipment may we propose to purchase with PEP grant funds?

Under this program, you may purchase durable goods designed for use for programs or staff training or other purposes. However, these equipment purchases must be aligned with the curricular components of your physical education and nutrition program. Applicants must commit to aligning the students' use of the equipment with PEP elements applicable to their projects, and any applicable curricula by signing a Program Specific Assurance. Applicants that do not submit such a Program Specific Assurance would be ineligible for the competition.

Are PEP applicants able to propose equipment purchases related to any of the six program elements identified in the absolute priority?

Applicants can only include equipment purchases related to the program elements applicable to their projects. Applicants that propose to address all six program elements would be able to include equipment related to all six elements in their applications. However, an application cannot include equipment purchases related to a program element that will not be addressed in the project. For instance, an applicant cannot include professional development equipment purchases if PE teacher professional development (element #6) is not included in the scope of the project.

What is the PEP grant requirement for increasing transparency and accountability?

Grantees are required to create or use existing reporting mechanisms to provide information on students' progress, in the aggregate, on key program indicators required by this grant, as well as on any unique project-level measures proposed in the application. The aggregate-level information should be easily accessible to the public, such as posted on the grantee's or a partner's Web site.

Would privacy provisions apply to the release of information described in this requirement?

Grantees that are educational agencies or institutions would be subject to applicable Federal, state, and local privacy provisions, including the Family Educational Rights and Privacy (FERPA) Act – a law that generally prohibits the non-consensual disclosure of personally identifiable information in a student's education record. For more information about FERPA, please see <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

If we receive the grant, would I be required to participate in the national evaluation?

Yes, if you receive an award under this program, you will be required to participate in the national evaluation.

What is required in the application to indicate participation in the national evaluation?

All applicants must provide documentation of their commitment to participate in the evaluation. An LEA applicant must include a letter from the research office or research board approving its participation in the evaluation if approval is needed, and a letter from the Authorized Representative agreeing to participate in the evaluation.

How long will the national evaluation last?

The evaluation will use the grantees funded in fiscal year 2011 for a national evaluation, and will follow this cohort through at least two years of implementation.

How many GPRA performance measures are required for this program?

There are three GPRA performance measures required for this program:

- 1) The percentage of students served by the grant program who are physically active for at least 60 minutes per day.
- 2) The percentage of students served by the grant who achieve age-appropriate cardiovascular fitness levels.
- 3) The percentage of students served by the grant who consumed fruit two or more times per day and vegetables three or more times per day.

Are there specific data collection methodologies for the GPRA measures?

Yes. Grantees are required to collect and report data on all three GPRA measures using uniform data collection methods. Please consult page 17 of the application for more information about both the measures and the required data collection methodologies.

Our program would like to use other measures *instead of* the three GPRA performance measures. Is that allowed?

No. Grantees are required to collect and report data on all three GPRA measures.

Our program would like to use other measures *in addition to* the three GPRA performance measures. Is that allowed?

Yes. Grantees are required to collect and report data on all three GPRA measures using uniform data collection methods. However, applicants can choose whether they want to use other measures in addition to the three required ones.

Are we required to provide baseline GPRA data?

To the extent practicable, applicants are asked to provide baseline GPRA data to assist with data collection for the national evaluation.

How often will grantees collect data on these measures?

Grantees will be required to collect and aggregate data four times annually. In addition, during the first year, grantees will have an additional data collection period prior to program implementation.

Am I required to include the use of pedometers in my application?

Yes. Pedometry is required in order to assess the PEP program's GPRA Measure 1: the extent to which grantees increase the number of students who are physically active for at least 60 minutes per day. Pedometers are to be used with all students in grades K-12.

Are pedometers the only measurement tool required to be used for this measure with older students?

No. In addition to the pedometers, grantees are required to use an additional three-day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12. The 3DPAR is a self-report instrument based on the Previous Day Physical Activity Recall and is designed to capture habitual physical activity of adolescents. 3DPAR uses a time-based recall approach over a three-day period. Physical activity is then determined using the metabolic equivalent (MET) levels. The instrument can be completed during a single 30 minute session, making it ideal for school-based data collection.

Where can I find additional information about the 3DPAR instrument?

For more information about the 3DPAR instrument, please see http://www.sph.sc.edu/USC_CPARG/tool_detail.asp?id=3.

Our program would like to use heart rate monitors *instead of* pedometers. Is that allowed?

No. Pedometry is required in order to assess the PEP program's GPRA Measure 1: the extent to which grantees increase the number of students who are physically active for at least 60 minutes per day.

Our program would like to use heart rate monitors *in addition to* pedometers. Is that allowed?

Pedometry is required in order to assess the PEP program's GPRA Measure 1: the extent to which grantees increase the number of students who are physically active for at least 60 minutes per day. However, applicants can choose whether they want to use other measurement tools, such as heart rate monitors, in addition to pedometers.

Are pedometers able to accurately record children’s physical activity?

A substantial amount of recent research has found pedometers to be valid and reliable measures of children's and adolescents’ physical activity. As a result of these studies, pedometers are widely accepted as a cost-effective, accurate measure of physical activity for children. Pedometers can be used for all ages, from kindergarten through grade 12. Data collection with pedometers is relatively simple, straight forward, and noninvasive. Training individuals to collect data with pedometers will not take more than 1-2 hours at the most.

What is the 20-meter shuttle run?

The 20-meter shuttle run is a test that has been widely used in schools across the U.S. as part of physical education classes. The shuttle run provides a measure of students’ cardio-respiratory fitness, due to its predictive validity and correlation with maximal oxygen uptake, which indicates one’s cardiovascular or aerobic capacity. The test measures aerobic capacity by having the student run back and forth over 20-meters at increasing rates of speed over specific periods of time.

Our program would like to use heart rate monitors *instead of* the 20-meter shuttle run. Is that allowed?

No. The 20-meter shuttle run is required in order to assess the PEP program’s GPRA Measure 2: the number of students who achieve age-appropriate cardiovascular fitness levels.

Our program would like to use heart rate monitors *in addition to* the 20-meter shuttle run. Is that allowed?

The 20-meter shuttle run is required in order to assess the PEP program’s GPRA Measure 2: the number of students who achieve age-appropriate cardiovascular fitness levels. However, applicants can choose whether they want to use other measurement tools, such as heart rate monitors, in addition to the 20-meter shuttle run.

Our program will serve high school students. What measurement tool should we use for the third GPRA measure that assesses fruit and vegetable consumption?

Programs serving high school students would be required to use the nutrition-related questions from CDC’s Youth Risk Behavior Survey (YRBS) to determine the number of students who meet these goals.

Where can I find the fruit- and vegetable-related questions from CDC’s YRBS?

The YRBS survey can be found at http://www.cdc.gov/healthyyouth/yrbs/questionnaire_rationale.htm. The questions related to fruit and vegetable consumption are questions 72-75 on the high school survey.

How should I assess my elementary and middle school students?

Applicants can choose an appropriate tool for their younger students. On pages 24, we offer guidance about factors to consider in selecting an appropriate assessment tool.

Program-Specific Budget

Is there a minimum or maximum amount that may be requested to support a project?

No. Although the application package includes an estimated range of awards, an applicant should request the amount needed to support the goals, objectives and scope of the proposed project, including a detailed justification for that amount.

May grant funds be used to support professional development activities?

Yes, as long as the activities directly support the purposes of the grant.

Do we need to submit a budget narrative for each year?

Yes, for both Federal and non-Federal funds. For a **sample** PEP budget narrative, please see www.ed.gov/programs/whitephysed/applicant.html.

How much detail should be included in the budget narrative?

Please include a per unit cost breakdown for all costs listed and describe in the narrative how each cost links to the goals and objectives of the program. Please be sure to provide sufficient detail for each item in the budget to clearly justify costs. When in doubt, please provide more information about each budget item than you may think necessary.

Where can we find guidance on developing a budget narrative?

For additional guidance on preparing a budget narrative, please see www.ed.gov/admins/grants/apply/techassist/resource_pg8.html.

Is there a match requirement for this program?

Yes. Please see pages 28-29 for more information about this requirement.

Are there certain items that cannot be purchased with grant or matching funds?

Yes, generally. Grant funds cannot be used to purchase food, incentives, prizes, or other items identified by the Office of Management and Budget's (OMB) Cost Principles as unallowable.

For more information about OMB's Cost Principles, please see:

www.whitehouse.gov/OMB/circulars/a087/a087-all.html for LEAs and

www.whitehouse.gov/OMB/circulars/a122/a122.html for CBOs.

Does the in-kind match have to be in cash? What types of resources may be used as the required match?

No. The matching requirement may be met by using other non-Federal resources such as donated staff time or salary for the Project Director to perform administrative oversight of this project. Another example of an acceptable match is the cost of substitutes while teachers are being trained. Note that the salaries of current physical education teachers may not be used to satisfy the matching requirement. In addition, discounts on equipment purchases may not be used to satisfy the matching requirement.

Can the match include volunteered time or the value of existing equipment?

Yes. If you want to count the value of donated time towards your match, you must include letters of commitment with your application.

The value of existing equipment can only be counted towards part of the match if, and only if, the equipment will be used as part of the proposed project's implementation. If you want to include the market value of existing equipment towards your match, you must include in your application documentation as to how the market value was determined. Also, please note, when determining the value of the equipment to count towards the match, you cannot claim the full value of the equipment in one year, unless the full value of the equipment will be depleted in that year and the equipment will be rendered useless at the end of that year. You will need to determine the reasonable lifespan of the equipment in determining the value and only use the value of one year of that equipment's lifespan as part of the match. Also note, equipment depreciates over time and this rate of depreciation must also be taken into account when determining the value of the equipment.

For example, if you would like to use a recently-purchased treadmill, you would consider the current market value (which would take depreciation into account), and amortize the existing value over the expected remaining lifespan of the treadmill. Specifically, if the treadmill is two years old, its current market value is \$5,000, and your project proposes to significantly increase the number of students that use the treadmill, you might expect that the treadmill has five remaining years of life left. You might also reasonably assume a 10% annual depreciation of the treadmill, given the usual wear and tear. In year one of the project, you could reasonably count \$1,000 of the treadmill's value towards the match requirement. In year two, you could reasonably count \$900 of the treadmill's value towards the match requirement, which also accounts for a 10% depreciation of the total value of the treadmill. In year three, you could reasonably count \$810 towards your match, which again accounts for 10% depreciation. These totals reflect the amount that you would be reasonably "consumed" in the project's three years, again, assuming that the treadmill had a remaining five-year lifespan.

Can the match include the rental value of facilities?

Yes. You may include the cost to rent a facility towards your match if such facility will be used to conduct your program activities, and if you provide evidence that the facility is customarily rented at the cost claimed. Rental fees may not be claimed on classrooms, gymnasiums, pools, or other facilities that are not normally rented.

Is there a cap on administrative costs?

Yes. Not more than five percent of the grant funds made available to an LEA or CBO may be used for administrative costs.

May we use the funds for construction, such as building a gymnasium or other facility or to purchase land or building or another facility?

No. Facilities construction (such as tennis courts, volleyball courts, basketball courts, swimming pools, gymnasiums, and other permanent structures) is not an allowable expense.

May we charge students activity fees?

No. Students may not be charged to participate in activities that are being paid for with grant funds.

IV. LEGAL AND REGULATORY DOCUMENTS:

NOTICE INVITING APPLICATIONS (NIA)

4000-01-U

DEPARTMENT OF EDUCATION

Applications for New Awards; Carol M. White Physical Education Program

AGENCY: Office of Safe and Drug-Free Schools, Department of Education.

ACTION: Notice.

Overview Information:

Carol M. White Physical Education Program

Notice inviting applications for new awards for fiscal year (FY) 2011.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.215F.

Dates:

Applications Available: March 29, 2011.

Deadline for Transmittal of Applications: May 13, 2011

Deadline for Intergovernmental Review: July 12, 2011

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The Carol M. White Physical Education Program (PEP) provides grants to local educational agencies (LEAs) and community-based organizations (CBOs) to initiate,

expand, and improve physical education for students in grades K-12. Grant recipients must implement programs that help students make progress toward meeting State standards.

Priorities: This competition has four priorities - one absolute priority, two competitive preference priorities, and one invitational priority. The absolute priority and the two competitive preference priorities are from the notice of final priorities, requirements, and definitions published in the Federal Register on June 18, 2010 (75 FR 34892).

Absolute Priority:

For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3), we consider only applications that meet this priority.

The priority is:

Under this priority, an applicant is required to develop, expand, or improve its physical education program and address its State's physical education standards by undertaking the following activities: (1) instruction in healthy eating habits and good nutrition and (2) physical fitness activities that must include at least one of the following: (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being; (b) instruction in a variety of motor skills and physical activities designed to enhance the physical,

mental, and social or emotional development of every student;
(c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle; (d) opportunities to develop positive social and cooperative skills through physical activity participation; or (e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

Competitive Preference Priorities: There are two competitive preference priorities for this competition. For FY 2011 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we will award up to an additional 5 points to an application that meets these priorities.

Competitive Preference Priority 1 -- Collection of Body Mass Index (BMI) Measurement.

Under 34 CFR 75.105(c)(2)(i), we will award an additional 2 points to an application that meets this priority.

This priority is:

We will give a competitive preference priority to applicants that agree to implement aggregate BMI data collection, and use it as part of a comprehensive assessment of health and fitness for the purposes of monitoring the weight status of their

student population across time. Applicants are required to sign a Program-Specific Assurance that will commit them to:

(a) Use the Centers for Disease Control and Prevention's (CDC) BMI-for-age growth charts to interpret BMI results (www.cdc.gov/growthcharts);

(b) Create a plan to develop and implement a protocol that will include parents in the development of the applicant's BMI assessment and data collection policies, including a mechanism to allow parents to provide feedback on the policy. Applicants are required to detail the following required components in their aggregate BMI data collection protocol: the proposed method for measuring BMI, who will perform the BMI assessment (i.e., staff members trained to obtain accurate and reliable height and weight measurements), the frequency of reporting, the planned equipment to be used, methods for calculating the planned sampling frame (if the applicant would use sampling), the policies used to ensure student privacy during measurement, how the data will be secured to protect student confidentiality, who will have access to the data, how long the data will be kept, and what will happen to the data after that time. Applicants that intend to inform parents of their student's weight status must include plans for notifying parents of that status, and must include their plan for ensuring that resources

are available for safe and effective follow-up with trained medical care providers;

(c) Create a plan to notify parents of the BMI assessment and to allow parents to opt out of the BMI assessment and reasonable notification of their choice to opt out. Unless the BMI assessment is permitted or required by State law, LEA applicants are required to detail their policies for providing reasonable notice of the adoption or continued use of such policies directly to the parents of the students enrolled in the LEA's schools served by the agency. At a minimum, the LEA must provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies, pursuant to the Protection of Pupil Rights Amendment, 20 U.S.C. 1232h(c)(2)(A); and

(d) De-identify the student information (such as by removing the student's name and any identifying information from the record and assigning a record code), aggregate the BMI data at the school or district level, and make the aggregate data publicly available and easily accessible to the public annually. Applicants must describe their plan for the level of reporting they plan to use, depending on the size of the population, such as at the district level or the school level. Applicants must also detail in their application their plan for how these data will be used in coordination with other required data for the

program, such as fitness, physical activity, and nutritional intake measures, and how the combination of these measures will be used to improve physical education programming and policy.

On June 18, 1991, 17 Federal departments and agencies, including the Department of Education, adopted a common set of regulations known as the Federal Policy for the Protection of Human Subjects or "Common Rule." See 34 CFR part 97.

Applicants that engage in BMI data collection may be subject to the Department's Protection of Human Subjects regulations if the data are used in research funded by the Federal Government or for any future research conducted by an institution that has adopted the Federal policy for all research of that institution. The regulations define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities that meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities." 34 CFR 97.102(d). Information on Human Subjects requirements is found at:

www.ed.gov/about/offices/list/ocfo/humansub.html.

Applications that do not provide a Program-Specific Assurance signed by an Authorized Representative committing the

applicant to completing previously listed tasks (a) through (d) during their project period are not eligible for additional points under competitive preference priority 1.

In implementing this priority, we encourage applicants to consult with their partners to determine if and how any of the partners could contribute to the data collection, reporting, or potential referral processes.

Competitive Preference Priority 2-- Partnerships Between Applicants and Supporting Community Entities.

Under 34 CFR 75.105(c) (2) (i), we will award an additional 3 points to an application that meets this priority.

This priority is:

We will give a competitive preference priority to an applicant that includes in its application an agreement that details the participation of required partners, as defined in this notice. The agreement must include a description of: (1) each partner's roles and responsibilities in the project; (2) how each partner will contribute to the project, including any contribution to the local match; (3) an assurance that the application was developed after timely and meaningful consultation between the required parties, as defined in this notice; and (4) a commitment to work together to reach the desired goals and outcomes of the project. The partner

agreement must be signed by the Authorized Representative of each of the required partners and by other partners as appropriate.

For an LEA applicant, this partnership agreement must include: (1) the LEA; (2) at least one CBO; (3) a local public health entity, as defined in this notice; (4) the LEA's food service or child nutrition director; and (5) the head of the local government, as defined in this notice.

For a CBO applicant, the partnership agreement must include: (1) the CBO; (2) a local public health entity, as defined in this notice; (3) a local organization supporting nutrition or healthy eating, as defined in this notice; (4) the head of the local government, as defined in this notice; and (5) the LEA from which the largest number of students expected to participate in the CBO's project attend. If the CBO applicant is a school, such as a parochial or other private school, the applicant must describe its school as part of the partnership agreement but is not required to provide an additional signature from an LEA or another school. A CBO applicant that is a school and serves its own population of students is required to include another CBO as part of its partnership and include the head of that CBO as a signatory on the partnership agreement.

Although partnerships with other parties are required for this priority, the eligible applicant must retain the administrative and fiscal control of the project.

Invitational Priority: Under 34 CFR 75.105(c)(1) we do not give an application that meets this invitational priority a competitive or absolute preference over other applications.

This priority is:

Projects that propose to align their programs with the goals and principles of the U.S. Department of Agriculture's (USDA) HealthierUS School Challenge (HUSSC) initiative.

Background. The USDA's HUSSC initiative was established in 2004 to recognize schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity. Schools can apply for recognition at four levels of performance: Bronze, Silver, Gold, and Gold of Distinction. To qualify for an award, a school must submit a formal application to the USDA's Food and Nutrition Service and demonstrate it meets basic criteria set forth by USDA. These criteria reflect the recommendations of the 2005 Dietary Guidelines for Americans and the Institute of Medicine's published recommendations for foods that should be served in schools, outside of the organized school lunch meals. HealthierUS schools must also have a local school wellness policy as mandated by Congress. We believe that

the HUSSC initiative complements the priorities and requirements in this notice, as well as helps schools meet the goals established by First Lady Michelle Obama's "Let's Move!" initiative focused on improving school food. Additional information about the HUSSC initiative is available at the USDA's Web site at: www.fns.usda.gov/tn/healthierus/index.html.

REQUIREMENTS:

The following requirements, which are from the notice of final priorities, requirements, and definitions published in the Federal Register on June 18, 2010 (75 FR 34892), apply to this competition:

Requirement 1--Align Project Goals with Identified Needs Using the School Health Index (SHI).

Applicants must complete the physical activity and nutrition questions in Modules 1-4 of the CDC's SHI self-assessment tool and develop project goals and plans that address the identified needs. Modules 1-4 are School Health and Safety Policies and Environment, Health Education, Physical Activity and Other Physical Activity Programs, and Nutrition Services. LEA applicants must use the SHI self-assessment to develop a School Health Improvement Plan focused on improving these issues, and design an initiative that addresses their identified gaps and weaknesses. Applicants must include their Overall Score Card for the questions answered in Modules 1-4 in their

application, and correlate their School Health Improvement Plan to their project design. Grantees must also complete the same modules of the SHI at the end of the project period and submit the Overall Score Card from the second assessment in their final reports to demonstrate SHI completion and program improvement as a result of PEP funding.

If a CBO applicant (unless the CBO is a school) is in a partner agreement with an LEA or school, it must collaborate with its partner or partners to complete Modules 1-4 of the SHI.

Alternatively, if the CBO has not identified a school or LEA partner, the CBO is not required to do Modules 1-4 of the SHI but must use an alternative needs assessment tool to assess the nutrition and physical activity environment in the community for children. CBO applicants are required to include their overall findings from the community needs assessment and correlate their findings with their project design. Grantees will be required to complete the same needs assessment at the end of their project and submit their findings in their final reports to demonstrate the completion of the assessment and program involvement as a result of PEP funding.

Requirement 2--Nutrition- and Physical Activity-Related Policies.

Grantees must develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote

healthy eating and physical activity throughout students' everyday lives, as part of their PEP projects. Applicants must describe in their application their current policy framework, areas of focus, and the planned process for policy development, implementation, review, and monitoring. Grantees will be required to detail at the end of their project period in their final reports the physical activity and nutrition policies selected and how the policies improved through the course of the project.

Applicants must sign a Program-Specific Assurance that commits them to developing, updating, or enhancing these policies during the project period. Applicants that do not submit such a Program-Specific Assurance signed by the applicant's Authorized Representative are ineligible for the competition.

Requirement 3--Linkage with Local Wellness Policies.

Applicants that are participating in a program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966⁷ must describe in their applications their school district's established local wellness policy and how the

⁷ The requirement to have a local school wellness policy, previously set out in section 204 of the Child Nutrition and WIC Reauthorization Act of 2004, was repealed and replaced by section 9A of the Richard B. Russell National School Lunch Act, 42 U.S.C. 1758b, as added by section 204(a) of Public Law 111-296, the Healthy, Hunger-Free Kids Act of 2010, enacted on December 13, 2010.

proposed PEP project will align with, support, complement, and enhance the implementation of the applicant's local wellness policy. The LEA's local wellness policy should address all requirements in the Child Nutrition Act of 1966. CBO applicants must describe in their applications how their proposed projects would enhance or support the intent of the local wellness policies of their LEA partner(s), if they are working in a partnership group.

If an applicant or a member of its partnership group does not participate in a program authorized by the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, it will not necessarily have a local wellness policy and, thus, is not required to meet this requirement or adopt a local wellness policy. However, we encourage those applicants to develop and adopt a local wellness policy, consistent with the provisions in the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966 in conjunction with its PEP project.

Applicants must sign a Program-Specific Assurance that commits them to align their PEP project with the district's Local Wellness Policy, if applicable. Applicants to whom this requirement applies that do not submit a Program-Specific Assurance signed by the applicant's Authorized Representative are ineligible for the competition.

Requirement 4--Linkages with Federal, State, and Local Initiatives.

If an applicant is implementing the CDC's Coordinated School Health program, it must coordinate project activities with that initiative and describe in its application how the proposed PEP project would be coordinated and integrated with the program.

If an applicant receives funding under the USDA's Team Nutrition initiative (Team Nutrition Training Grants), the applicant must describe in its application how the proposed PEP project supports the efforts of this initiative.

An applicant for a PEP project in a community that receives a grant under the Recovery Act Communities Putting Prevention to Work--Community Initiative must agree to coordinate its PEP project efforts with those under the Recovery Act Communities Putting Prevention to Work-Community Initiative.

Applicants and PEP-funded projects must complement, rather than duplicate, existing, ongoing, or new efforts whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education.

Applicants must sign a Program-Specific Assurance that commits them to align their PEP project with the Coordinated School Health program, Team Nutrition Training Grant, Recovery

Act Communities Putting Prevention to Work--Community Initiative, or any other similar Federal, State, or local initiatives. Applicants that do not submit a Program-Specific Assurance signed by the applicant's Authorized Representative are ineligible for the competition.

Requirement 5--Updates to Physical Education and Nutrition Instruction Curricula.

Applicants that plan to use grant-related funds, including Federal and non-Federal matching funds, to create, update, or enhance their physical education or nutrition education curricula are required to use the Physical Education Curriculum Analysis Tool (PECAT) and submit their overall PECAT scorecard, and the curriculum improvement plan from PECAT. Also, those applicants that plan to use grant-related funds, including Federal and non-Federal matching funds to create, update, or enhance their nutrition instruction in health education must complete the healthy eating module of the Health Education Curriculum Analysis Tool (HECAT). Applicants must use the curriculum improvement plan from the HECAT to identify curricular changes to be addressed during the funding period. Applicants must also describe how the HECAT assessment would be used to guide nutrition instruction curricular changes. If an applicant is not proposing to use grant-related funds for

physical education or nutrition instruction curricula, it would not need to use these tools.

Requirement 6--Equipment Purchases.

Purchases of equipment with PEP funds or with funds used to meet the program's matching requirement must be aligned with the curricular components of the proposed physical education and nutrition program. Applicants must commit to aligning the students' use of the equipment with PEP elements applicable to their projects, identified in the absolute priority in this notice, and any applicable curricula by signing a Program-Specific Assurance. Applicants that do not submit a Program-Specific Assurance signed by the applicant's Authorized Representative are ineligible for the competition.

Requirement 7--Increasing Transparency and Accountability.

Grantees must create or use existing reporting mechanisms to provide information on students' progress, in the aggregate, on the key program indicators, as described in this notice and required under the Government Performance and Results Act, as well as on any unique project-level measures proposed in the application. Grantees that are educational agencies or institutions are subject to applicable Federal, State, and local privacy provisions, including the Family Educational Rights and Privacy Act-- a law that generally prohibits the non-consensual disclosure of personally identifiable information in a student's

education record. All grantees must comply with applicable Federal, State, and local privacy provisions. The aggregate-level information should be easily accessible by the public, such as posted on the grantee's or a partner's Web site. Applicants must describe in their application the planned method for reporting.

Applicants must commit to reporting information to the public by signing a Program-Specific Assurance. Applicants that do not submit a Program-Specific Assurance signed by the applicant's Authorized Representative are ineligible for the competition.

Requirement 8--Participation in a National Evaluation.

Applicants must provide documentation of their commitment to participate in the Department's national evaluation. An LEA applicant must include a letter from the research office or research board approving its participation in the evaluation (if approval is needed), and a letter from the Authorized Representative agreeing to participate in the evaluation.

Requirement 9--Required Performance Measures and Data Collection Methodology.

Grantees must collect and report data on three GPRA measures using uniform data collection methods. Measure one assesses student physical activity levels: The percentage of students served by the grant who engage in 60 minutes of daily

physical activity. Grantees are required to use pedometers for students in grades K-12 and an additional 3-Day Physical Activity Recall (3DPAR) instrument to collect data on students in grades 5-12.

Measure two focuses on student health-related fitness levels: The percentage of students served by the grant who achieve age-appropriate cardiovascular fitness levels. Grantees are required to use the 20-meter shuttle run, a criterion-referenced health-related fitness testing protocol, to assess cardiovascular fitness in middle and high school students.

Measure three focuses on student nutrition: The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day. Programs serving high school students are required to use the nutrition-related questions from the Youth Risk Behavior Survey to determine the number of students who meet these goals. Programs serving elementary and middle school students are not required to use a specific measurement tool, and may select an appropriate assessment tool for their population.

For each measure, grantees are required to collect and aggregate data from four discrete data collection periods throughout each year. During the first year, grantees have an additional data collection period prior to program implementation to collect baseline data.

DEFINITIONS:

The following definitions, which are from the notice of final priorities, requirements, and definitions published in the Federal Register on June 18, 2010 (75 FR 34892), apply to this competition:

Head of local government means the head of, or an appropriate designee of, the party responsible for the civic functioning of the county, city, town, or municipality would be considered the head of local government. This includes, but is not limited to, the mayor, city manager, or county executive.

Local public health entity means an administrative or service unit of local or State government concerned with health and carrying some responsibility for the health of a jurisdiction smaller than the State (except for Rhode Island and Hawaii, because these States' health departments operate on behalf of local public health and have no sub-State unit). The definition applies to the State health department or the State public health entity in the event that the local public health entity does not govern health and nutrition issues for the local area.

Organization supporting nutrition or healthy eating means a local public or private non-profit school, health-related professional organization, local public health entity, or local business that has demonstrated interest and efforts in promoting

student health or nutrition. This term includes, but is not limited to LEAs (particularly an LEA's school food or child nutrition director), grocery stores, supermarkets, restaurants, corner stores, farmers' markets, farms, other private businesses, hospitals, institutions of higher education, Cooperative Extension Service and 4H Clubs, and community gardening organizations, when such entities have demonstrated a clear intent to promote student health and nutrition or have made tangible efforts to do so. This definition does not include representatives from trade associations or representatives from any organization representing any producers or marketers of food or beverage product(s).

Program Authority: 20 U.S.C. 7261-7261f.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99 and also with the regulations in 34 CFR part 299. (b) The notice of final eligibility requirements for the Office of Safe and Drug-Free Schools discretionary grant programs published in the Federal Register on December 4, 2006 (71 FR 70369). (c) The notice of final priorities, requirements, and definitions published in the Federal Register on June 18, 2010 (75 FR 34892).

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration's budget request for FY 2011 does not include funds for this program. In place of this and several other, sometimes narrowly targeted, programs that address students' safety, health, and drug-prevention, the Administration has proposed to create, through the reauthorization of the Elementary and Secondary Education Act of 1965, a broader Successful, Safe, and Healthy Students program that would increase the capacity of States, districts, and their partners to provide the resources and supports for safe, healthy, and successful students. However, we are inviting applications for the Physical Education program to allow enough time to complete the grant process before the end of the current fiscal year, if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards later in FY 2011 and in subsequent years from the list of unfunded applicants from this competition.

Estimated Range of Awards: \$100,000-\$750,000.

Estimated Average Size of Awards: \$479,000.

Estimated Number of Awards: 77.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. Eligible Applicants: (a) LEAs, including charter schools that are considered LEAs under State law, and CBOs, including faith-based organizations provided that they meet the applicable statutory and regulatory requirements.

(b) The Secretary limits eligibility under this discretionary grant competition to LEAs or CBOs that do not currently have an active grant under the PEP program. For the purpose of this eligibility requirement, a grant is considered active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

2. (a) Cost Sharing or Matching: In accordance with section 5506 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Federal share of the project costs may not exceed (i) 90 percent of the total cost of a program for the first year for which the program receives assistance; and (ii) 75 percent of such cost for the second and each subsequent year.

(b) Supplement-Not-Supplant: This competition involves supplement-not-supplant funding requirements. Funds made

available under this program must be used to supplement, and not supplant, any other Federal, State, or local funds available for physical education activities in accordance with section 5507 of the ESEA.

3. Other: An application for funds under this program may provide for the participation, in the activities funded, of (a) students enrolled in private nonprofit elementary schools or secondary schools, and their parents and teachers; or (b) home-schooled students, and their parents and teachers.

IV. Application and Submission Information

1. Address to Request Application Package:

Carlette Huntley, U.S. Department of Education, 400 Maryland Avenue, SW, Room 10071 PCP, Washington, DC 20202. Telephone: (202) 245-7871. You can also obtain an application package via the Internet. To obtain a copy via internet, use the following address: www.ed.gov/programs/whitephysed/applicant.html.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the program contact person listed under Accessible Format in section VIII of this notice.

2. Content and Form of Application Submission:

Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: The application narrative (Part III of the application is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit the application narrative [Part III] to no more than 25 pages, using the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.
- Use a font that is either 12 point or larger or no smaller than 10 pitch (characters per inch).
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or

the one-page abstract, the resumes, the bibliography, or the letters of support. However, the page limit does apply to all of the application narrative section [Part III].

Our reviewers will not read any pages of your application that exceed the page limit.

3. Submission Dates and Times:

Applications Available: March 29, 2011.

Deadline for Transmittal of Applications: May 13, 2011.

Applications for grants under this program, the Carol M. White Physical Education Program, must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV. 7. Other Submission Requirements of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the

individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: July 12, 2011.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. Funding Restrictions: Funds may not be used for construction activities or for extracurricular activities, such as team sports and Reserve Officers' Training Corps program activities (See section 5503(c) of the ESEA).

In accordance with section 5505(b) of the ESEA, not more than five percent of grant funds provided under this program to an LEA or CBO for any fiscal year may be used for administrative expenses.

We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this notice. Information about prohibited activities and use of funds also is included in the application package for this competition.

6. Data Universal Numbering System Number, Taxpayer Identification Number, and Central Contractor Registry: To do business with the Department of Education, you must--

a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);

b. Register both your DUNS number and TIN with the Central Contractor Registry (CCR), the Government's primary registrant database;

c. Provide your DUNS number and TIN on your application; and

d. Maintain an active CCR registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.

You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one business day.

If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration. If you need a new TIN, please allow 2-5 weeks for your TIN to become active.

The CCR registration process may take five or more business days to complete. If you are currently registered with the CCR, you may not need to make any changes. However, please make certain that the TIN associated with your DUNS number is correct. Also note that you will need to update your CCR registration on an

annual basis. This may take three or more business days to complete.

In addition, if you are submitting your application via Grants.gov, you must (1) be designated by your organization as an Authorized Organization Representative (AOR); and (2) register yourself with Grants.gov as an AOR. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see www.grants.gov/section910/Grants.govRegistrationBrochure.pdf).

7. Other Submission Requirements:

Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the Carol M. White Physical Education Program, CFDA number 84.215F, must be submitted electronically using the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission

requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the Carol M. White Physical Education Program at www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (i.e., search for 84.215, not 84.215F).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received--that is, date and time stamped by the Grants.gov system--after 4:30:00 p.m., Washington, DC time, on the application deadline date. We

do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov under News and Events on the Department's G5 system home page at www.G5.gov.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: the Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- You must attach any narrative sections of your application as files in a .PDF (Portable Document) format only. If you upload a file type other than a .PDF or submit a password-protected file, we will not review that material.

- Your electronic application must comply with any page-limit requirements described in this notice.

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System:

If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under For Further Information Contact in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will

contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system;

and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevents you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Carlette Huntley, U.S. Department of Education, 400 Maryland Avenue, SW., room 10071, Potomac Center Plaza (PCP), Washington, DC 20202-6450. FAX: (202)245-7166.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.215F)
LBJ Basement Level 1
400 Maryland Avenue, SW.
Washington, DC 20202-4260

You must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand,

on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.215F)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from 34 CFR 75.210 and are listed in the application package.

2. Review and Selection Process: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d) (3), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In addition, in making a competitive grant award, the Secretary also requires various assurances including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department of Education (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

An additional factor we consider in selecting an application for an award is equitable distribution of awards among LEAs and CBOs serving urban and rural areas. (See 20 U.S.C. 7261e(b).)

3. Special Conditions: Under 34 CFR 74.14 and 80.12, the Secretary may impose special conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 34 CFR parts 74 or

80, as applicable; has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 should you receive funding under the competition. This does not apply if you have an exception under 2 CFR 170.110(b).

(b) There are reporting requirements under this program, including under section 5505(a) of the ESEA and 34 CFR 75.118 and 75.720. In accordance with section 5505(a) of the ESEA, grantees under this program are required to submit an annual report that--

(1) Describes the activities conducted during the preceding year; and

(2) Demonstrates that progress has been made toward meeting State standards for physical education.

If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c).

This annual report must also address progress toward meeting the performance and efficiency measures established by the Secretary for this program and described in the next section of this notice.

At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. The Secretary may also require more frequent performance reports under 34 CFR 75.720. For specific

requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html.

4. Performance Measures: The Secretary has established the following key performance measures for collecting data to use in assessing the effectiveness of PEP.

(a) The percentage of students served by the grant who engage in 60 minutes of daily physical activity.

(b) The percentage of students served by the grant who achieve age-appropriate cardiovascular fitness levels.

(c) The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day.

(d) The cost (based on the amount of the grant award) per student who achieves the level of physical activity required to meet the physical activity measures above (percentage of students who engage in 60 minutes of daily physical activity).

These measures constitute the Department's measures of success for this program. Consequently, applicants for a grant under this program are advised to give careful consideration to these measures in conceptualizing the approach and evaluation of their proposed project. If funded, applicants will be asked to collect and report data in their performance and final reports about progress toward these measures. For specific requirements

on grantee reporting, please go to
www.ed.gov/fund/grant/apply/appforms/appforms.html.

5. Continuation Awards: In making a continuation award, the Secretary may consider, under 34 CFR 75.253, the extent to which a grantee has made "substantial progress toward meeting the objectives in its approved application." This consideration includes the review of a grantee's progress in meeting the targets and projected outcomes in its approved application, and whether the grantee has expended funds in a manner that is consistent with its approved application and budget. In making a continuation grant, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4, 104.5, 106.4, 108.8, and 110.23).

VII. Agency Contact

For Further Information Contact: Carlette Huntley, U.S. Department of Education, 550 12th Street, SW., room 10071, PCP, Washington, DC 20202-6450. Telephone: 202-245-7871 or by e-mail: Carlette.Huntley@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under For Further Information Contact in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site:

www.ed.gov/news/fedregister. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

www.gpoaccess.gov/nara/index.html.

Dated: March 25, 2011

Kevin B. Jennings,
Assistant Deputy Secretary for
Safe and Drug-Free Schools.

AUTHORIZING LEGISLATION

Section 5501, Part D, Subpart 10

Title V, ESEA

Subpart 10- Physical Education

SEC. 5501. SHORT TITLE.

This subpart may be cited as the 'Carol M. White Physical Education Program'.

SEC. 5502. PURPOSE.

The purpose of this subpart is to award grants and contracts to initiate, expand, and improve physical education programs for all kindergarten through 12th-grade students.

SEC. 5503. PROGRAM AUTHORIZED.

(a) **AUTHORIZATION-** The Secretary is authorized to award grants to local educational agencies and community-based organizations (such as Boys and Girls Clubs, Boy Scouts and Girl Scouts, and the Young Men's Christian Organization (YMCA) and Young Women's Christian Organization (YWCA)) to pay the Federal share of the costs of initiating, expanding, and improving physical education programs (including after-school programs) for kindergarten through 12th-grade students by —

- (1) providing equipment and support to enable students to participate actively in physical education activities; and
- (2) providing funds for staff and teacher training and education.

(b) **PROGRAM ELEMENTS-** A physical education program funded under this subpart may provide for one or more of the following:

- (1) Fitness education and assessment to help students understand, improve, or maintain their physical well-being.
- (2) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student.
- (3) Development of, and instruction in, cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle.
- (4) Opportunities to develop positive social and cooperative skills through physical activity participation.
- (5) Instruction in healthy eating habits and good nutrition.
- (6) Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

(c) **SPECIAL RULE-** For the purpose of this subpart, extracurricular activities, such as team sports and Reserve Officers' Training Corps (ROTC) program activities, shall not be considered as part of the curriculum of a physical education program assisted under this subpart.

SEC. 5504. APPLICATIONS.

(a) **SUBMISSION-** Each local educational agency or community-based organization desiring a grant or contract under this subpart shall submit to the Secretary an application that contains a

plan to initiate, expand, or improve physical education programs in order to make progress toward meeting State standards for physical education.

- (b) PRIVATE SCHOOL AND HOME-SCHOOLED STUDENTS- An application for funds under this subpart may provide for the participation, in the activities funded under this subpart, of —
- (1) students enrolled in private nonprofit elementary schools or secondary schools, and their parents and teachers; or
 - (2) home-schooled students, and their parents and teachers.

SEC. 5505. REQUIREMENTS.

- (a) ANNUAL REPORT TO THE SECRETARY- In order to continue receiving funding after the first year of a multiyear grant or contract under this subpart, the administrator of the grant or contract for the local educational agency or community-based organization shall submit to the Secretary an annual report that —
- (1) describes the activities conducted during the preceding year; and
 - (2) demonstrates that progress has been made toward meeting State standards for physical education.

- (b) ADMINISTRATIVE EXPENSES- Not more than 5 percent of the grant funds made available to a local educational agency or community-based organization under this subpart for any fiscal year may be used for administrative expenses.

SEC. 5506. ADMINISTRATIVE PROVISIONS.

- (a) FEDERAL SHARE- The Federal share under this subpart may not exceed —
- (1) 90 percent of the total cost of a program for the first year for which the program receives assistance under this subpart; and
 - (2) 75 percent of such cost for the second and each subsequent such year.
- (b) PROPORTIONALITY- To the extent practicable, the Secretary shall ensure that grants awarded under this subpart shall be equitably distributed among local educational agencies and community-based organizations serving urban and rural areas.
- (c) REPORT TO CONGRESS- Not later than June 1, 2003, the Secretary shall submit a report to Congress that —
- (1) describes the programs assisted under this subpart;
 - (2) documents the success of such programs in improving physical fitness; and
 - (3) makes such recommendations as the Secretary determines appropriate for the continuation and improvement of the programs assisted under this subpart.
- (d) AVAILABILITY OF FUNDS- Amounts made available to the Secretary to carry out this subpart shall remain available until expended.

SEC. 5507. SUPPLEMENT, NOT SUPPLANT.

Funds made available under this subpart shall be used to supplement, and not supplant, any other Federal, State, or local funds available for physical education activities.

Program Regulations

The following Education Department General Administrative Regulations (EDGAR) apply to the competition described in this application package:

- 34 CFR Part 74 (Administration of grants and agreements with Institutions of Higher Education, Hospitals, and other Non-Profit Organizations)
- 34 CFR Part 75 (Direct Grant Programs)
- 34 CFR Part 77 (Definitions that Apply to Department regulations)
- 34 CFR Part 79 (Intergovernmental Review of Department of Education Programs and activities)
- 34 CFR Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments)
- 34 CFR Part 81 (General Education Provisions Act—Enforcement)
- 34 CFR Part 82 (New Restrictions on Lobbying)
- 34 CFR Part 84 (Government-wide Requirements for Drug-Free Workplace Financial Assistance)
- 34 CFR Part 85 (Government wide Debarment and Suspension (Nonprocurement))
- 34 CFR Part 86 (Drug and Alcohol Abuse Prevention)
- 34 CFR Part 97 (Protection of Human Subjects)
- 34 CFR Part 98 (Student Rights in Research, Experimental Programs, and Testing)
- 34 CFR Part 99 (Family Educational Rights and Privacy)

Also: the following regulation applies:

- 34 CFR Part 299 (General Provisions)

The notice of final eligibility requirement for the Office of Safe and Drug-Free Schools discretionary grant programs published in the Federal Register on December 4, 2006 (71 FR 70369).

The notice of final priorities, requirements, and definitions published in the Federal Register on June 18, 2010 (75 FR 34892).

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

V. GENERAL APPLICATION INSTRUCTIONS AND INFORMATION:

Preparing the Application

A completed application for assistance under this competition consists of two parts: a detailed narrative description of the proposed project and budget, and all forms and assurances that must be submitted in order to receive a grant. An application under this program should address the specific needs of the applicant and propose activities specifically designed to meet those needs. We strongly discourage applicants from using “form” applications or proposals that address general rather than specific local needs. Identical or substantially similar applications are not responsive to the scoring criteria.

A panel of non-federal readers with experience in physical education, nutrition, health education, program evaluation, child or adolescent development, or community linkages will review each eligible application submitted by the deadline. The panel will award points ranging from 0 to 100 to each application depending on how well the selection criteria are addressed. Be sure you provide a comprehensive response to each factor under each selection criterion. Applications that fail to do so will be read, but our experience suggests they may not score well enough to be funded.

All applicants should adhere to the following formatting guidelines:

- Use 1-inch margins. If you submit your application in paper format by mail or hand delivery, your application must be printed on 8 1/2” x 11” paper.
- Use consistent font no smaller than 11-point type throughout your document (you may use smaller text in charts or tables, as long as the text is legible). You may use boldface type, underlining, and italics; however, do not use colored text.
- For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included, does not count against any page limitation.
- Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract and ending with the Appendices. **Note: Do not paginate any of the forms.**
- Your narrative should be no longer than 25 typed double-spaced pages, printed only on one side.

If you apply via Grants.gov, you will use the following Grants.gov narrative forms:

- ED Abstract Form
- Project Narrative Attachment Form
- Other Attachments Form
- Budget Narrative Attachment Form

The **ED Abstract Form** is where you will attach your program abstract.

The **Project Narrative Attachment Form** is where you will attach the narrative sections addressing the selection criteria that will be used to evaluate applications submitted for this grant competition.

The **Other Attachments Form** is where you will attach proposal appendices, such as curriculum vitae of key personnel, letters of commitment, and samples of evaluation instruments. All signed partner agreements and assurance forms may also be included in this

section, as well. The Grants.gov system will allow applicants to attach as many as 10 separate appendices in this section. If you have more than 10 appendices in the application, we suggest combining several of them as one appendix and then uploading them in the **Other Attachments Form** section.

The **Budget Narrative Attachment Form** is where you will attach a detailed line item budget and any supplemental budget information.

All applicants (Grants.gov and paper format) should adhere to the following formatting guidelines:

- ❑ Use 1-inch margins. If you submit your application in paper format by mail or hand delivery, your application must be printed on 8 ½" by 11" paper.
- ❑ Use consistent font no smaller than 11-point type throughout your document (you may use smaller text in charts or tables, as long as the text is legible). You may use boldface type, underlining, and italics; however, do not use colored text.
- ❑ For the project narrative, your application should consist of the number and text of each selection criterion followed by the narrative. The text of the selection criterion, if included does not count against any page limitation.
- ❑ Place a page number at the bottom right of each page beginning with 1, and number your pages consecutively throughout your document, beginning with the Abstract and ending with the Appendices. **Note:** Do not paginate any of the forms.

If you submit your proposal via Grants.gov, you will use your own word-processing software to complete the application for this grant competition.

D-U-N-S Number Instructions

All applicants must obtain and use a D-U-N-S number, and all applicants applying through Grants.gov must register with Grants.gov. The D-U-N-S Number used on the application must be the same number that the applicant's organization used to register with Grants.gov. If the numbers are not the same, Grants.gov will reject the application.

The D-U-N-S Number is a unique nine-digit number that does not convey any information about the recipient. A built-in check digit helps to ensure the accuracy of the D-U-N-S Number. The ninth digit of each number is the check digit, which is mathematically related to the other digits. It lets computer systems determine if a D-U-N-S Number has been entered correctly.

You can obtain a D-U-N-S Number at no charge by calling 800/333-0505 or by completing the D-U-N-S Number Request Form, available online at www.dnb.com/US/duns_update/index.html. Dun & Bradstreet, a global information provider, has assigned D-U-N-S Numbers to more than 43 million companies worldwide. Customer service is available on Monday-Friday from 8:00 a.m. to 6:00 p.m. (Eastern Time) at 888/814-1435.

Organizing the Application

Applications submitted electronically must follow the format given in the Grants.gov system. The system will then organize the information automatically.

1. Application for Federal Assistance (SF 424): Use the Application for Federal Assistance and the Department of Education Supplemental Information for SF 424. This is the title page of your application. Be sure that Item 11 identifies the CFDA Number for this grant competition: **84.215F** and the Title as **Carol M. White Physical Education Program**.

If you submit your proposal for this grant competition via Grants.gov, please complete the SF424 (Application for Federal Assistance) first. Grants.gov will insert the correct CFDA and program name automatically where needed.

Under Item 3 in the ED Supplemental Information, indicate whether the proposed project includes human subjects research activities, and if so, whether any or all of the proposed activities are exempt. For additional guidance, see instructions for ED Supplemental Information in the required forms section of this application package or call ED's protection of human subjects coordinator at 202-260-3353.

If you submit your proposal in paper format by mail or hand delivery, you will need to insert the correct CFDA number and program name where requested.

Please note: The Authorized Representative of your organization must sign the SF 424. If a signed copy of this form is not received with your application (either included in the hard copy submission or faxed within three days of your electronic submission to the Office of Safe and Drug-Free Schools at (202) 245-7166), your application WILL NOT BE ELIGIBLE FOR REVIEW.

2. Abstract: Include a concise, one-page, double-spaced abstract. This is a key element and should include a brief narrative summary of the project goals and objectives and the intended outcomes of the project. Clearly mark this page with the applicant's name as shown in Item 1 of SF 424. If you submit your application via Grants.gov, attach this document to the **ED Abstract Form**.

3. Project Narrative: This section should be no more than 25 double-spaced typewritten pages. The narrative must contain evidence that the applicant meets the absolute priority and should contain and follow in sequence the information requested for each selection criterion. Applicants should ensure that the narrative addresses all of the application requirements listed in Section II and that the narrative is easy to read and logically developed in accordance with the selection criteria. The narrative should include a Table of Contents with page references. The Table of Contents does not count against any page limitations. If you submit your application via Grants.gov, attach this document to the **Project Narrative Attachment Form**.

4. Budget Narrative: Use the Budget Information Form (ED Form 524) provided in the required forms section of this package to prepare a budget that covers the entire (up to 36 month) budget period. List each year's budget in the appropriate column. Provide amounts for major budget categories.

You must include a detailed budget narrative for the entire (up to 36 month period) that supports and explains the information provided on ED Form 524. Use the same budget categories as those on ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project's goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the project, reasonable for the scope and complexity of the project, and allowable under the terms and conditions of the grant and in accordance with government cost principles.

The Budget Information Form and accompanying narrative should provide enough detail for ED staff to easily understand how costs were determined and if the budget is commensurate with the scope of the project. If you submit your application via Grants.gov, attach this document to the **Budget Narrative Attachment Form**.

Note: Failure to submit a detailed budget narrative that will permit ED to determine if requested funds are necessary, reasonable, and allowable may result in significant cuts to your request.

For this grant competition, you may charge indirect costs using the rate negotiated with your cognizant federal agency (e.g., Department of Education, Department of Health and Human Services, Department of the Interior). Be sure to include evidence of a federally negotiated indirect cost rate. Individuals who apply for any grant competition through ED are not allowed to budget for an indirect cost rate. If you budget for contractual services, please note that indirect costs may be applied only to the first \$25,000 of each subcontract, regardless of the period covered by the subcontract.

If you claim indirect costs in the budget for your proposed project and do not have a negotiated rate with the federal government, you have 90 days from the time you transmit your application to submit the necessary paperwork to the Department to receive a negotiated indirect cost rate. For more information about indirect cost rates, please visit www.ed.gov/about/offices/list/ocfo/intro.html.

5. Appendices: If you submit your application via Grants.gov, the **Other Attachments Form** is where you will attach proposal appendices that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project, such as curriculum vitae of key personnel, letters of commitment, and samples of evaluation instruments. The Grants.gov system will allow applicants to attach as many as 10 separate appendices in this section. If you have more than 10 appendices in your application, we suggest combining several of them as one appendix and then upload them to the **Other Attachments Form**.

If you submit your application in paper format via mail or hand delivery, information provided in this section includes forms and other material required by ED in order for an application to be eligible for funding as well as any other information that applicants may choose to submit in support of their capacity and preparation to undertake the proposed project.

The following items are **not** part of the appendices and may not be included:

- Budget or program narrative information that the applicant wishes to have reviewed as part of its response to one or more scoring criteria—all such information must be included in the narrative portion of the application
- Videotapes, CD-ROMS, photographs, or floppy discs—they will not be reviewed and we will not return them.

This section **must** include the following:

- GEPA 427, Equitable Access to and Participation in Federally Assisted Programs
- Letter of Transmittal to State Single Point of Contact (if your state participates)
- Proof of federally negotiated indirect cost rate (if you are claiming indirect costs)
- Program-Specific Assurance (see page 98)
- Competitive Preference Qualification Assurance, if applicable (see pages 99-100)
- Partner agreements (see pages 102-107)

This section **may** include the following Other information the applicant wishes to include in support of its capacity, experience, and readiness to undertake the proposed project, including: resumes of key personnel and other relevant grant experience. If personnel have yet to be hired for this proposed project, include a narrative description of expected staff qualifications.

6. Assurances and Certifications: If you submit your application electronically, you must complete all forms posted on Grants.gov.

If you submit your application in paper format via mail or hand delivery, you **must** fill out, have signed by the person authorized to sign for the district, and submit the following forms:

- Assurances, Non-Construction Programs (Standard Form 424B)
- Grants.gov Lobbying Form (formerly ED Form 80-0013)
- Disclosure of Lobbying Activities (Standard Form LLL)

Note: When submitting the Lobbying Certification form, you will use the ED 80-0013 for hard copy submission and the Grants.gov Lobbying form if submitting your application via Grants.gov.

If you are submitting an electronic application, you must print out the required forms, complete them, and either upload all signed forms to Grants.gov (Other Attachments Form section) or fax them (along with the SF 424 and other forms) to Carlette Huntley at (202) 245-7166 within (3) working days of the date on which you submitted your electronic application. You should indicate your PR/Award number in the upper right corner of the form and the forms need to have been signed by the closing date for this application.

This application package also includes the following—Standard Form 424B, Assurances – Non-Construction Programs, Certification Regarding Lobbying; and Standard Form LLL – Disclosure of Lobbying Activities. By signing the 424B, the applicant agrees to abide by requirements regarding drug-free workplace, debarment and environmental tobacco smoke.

Note: If Item 2 of the Standard Form LLL applies because of lobbying activities related to a previous grant, or are anticipated to occur with this project if it is funded, you must submit Standard Form LLL. If your organization does not engage in lobbying, please submit Standard Form LLL and indicate as ~~Not~~ Applicable.”

Intergovernmental Review of Federal Programs (Executive Order 12372)

This grant competition is subject to the requirements of Executive Order 12372 and the regulations in 34 CFR Part 79. One of the objectives of the Executive Order is to foster an

intergovernmental partnership and a strengthened federalism. The Executive Order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

Applicants must contact the appropriate State Single Point of Contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the Single Point of Contact for each of those States and follow the procedure established in each State under the Executive Order. The name and address of each State Single Point of Contact is listed below. **Note: A copy of the applicant's letter sent to the State Single Point of Contact must be included with their application (on letterhead).**

Any State Process Recommendation and other comments submitted by a State Single Point of Contact (SSPOC) and any comments from State, area-wide, regional, and local entities must be received by July 12, 2011, at the following address: The Secretary, EO 12372—[CFDA #84.215F], U.S. Department of Education, 400 Maryland Avenue, SW, Room 7W300, Washington, DC 20202-0124. Recommendations or comments may be hand-delivered until 4:30 p.m. (Washington, DC time) on July 12, 2011. Please do not send applications to this address.

To view a list of States that participate in the intergovernmental review process, visit http://www.whitehouse.gov/omb/grants_s poc/.

States that are not listed on this page have chosen not to participate in the intergovernmental review process, and therefore do not have a SSPOC. If you are located within one of these States, you may still send application materials directly to a Federal awarding agency.

Contact information for Federal agencies that award grants can be found in Appendix IV of the Catalog of Federal Domestic Assistance. [www.cfda.gov/public/cat-app4-index.htm]

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the OMB website at WWW.WHITEHOUSE.GOV/OMB/GRANTS/SPOC.HTML.

General Education Provisions Act (GEPA) Section 427

Section 427 of GEPA affects applicants for new discretionary grant awards under this program. All applicants for new awards must include information in their applications to address this provision, summarized below, in order to receive funding under this program.

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability, or age*. Based on local circumstances, you can determine whether these or other barriers may prevent your students, teachers, or others, from equitable access or participation. Your description need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

NOTE: A general statement of an applicant's nondiscriminatory hiring policy is *not* sufficient to meet this requirement. Applicants must identify potential barriers unique to their community and explain the specific steps they will take to overcome these barriers.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

Examples

The following examples help illustrate how an applicant may comply with section 427.

- (1) An applicant that proposes to include all students in their PE program might describe in its application how it intends to incorporate adaptive PE teaching methods and equipment into their program.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audiotape or in Braille for students who are blind.
- (3) An applicant that proposes to implement a middle school program, an age group that girls are less likely than boys to participate, the applicant might indicate how it tends to conduct "outreach" efforts to girls, to encourage their enrollment or provide activities that are more appealing to girls in their school based on surveys conducted with the target audience.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Paperwork Burden Statement for GEPA 427

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for the GEPA 427 is OMB No. 1894-0007. The time required to complete GEPA 427 is estimated to average 1.5 hours

per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Safe and Drug-Free Schools, U.S. Department of Education, 550 12th Street, SW, Potomac Center Plaza, Room 10071, Washington, DC 20202-6450.

VI. APPLICATION CHECKLIST AND TIPS FOR APPLICANTS:

Please use this checklist to ensure that your agency is prepared to submit an application for this grant.

- ___ 1. We have read the **entire** application package and accompanying Federal Register notices to determine if the program is a good fit for us.
- ___ 2. We are certain that we meet the eligibility requirements as we are an eligible LEA or CBO as defined by this grant program.
- ___ 3. We are not a current, active PEP grantee.
- ___ 4. We have a DUNS number and have included it on our SF424.
- ___ 5. Our application addresses the **Absolute Priority** by proposing a program that
___ Specifically and clearly addresses one or more of our State's physical education standards (not national standards); If our State does not have State PE standards, we have identified another states' standards and explained this in the application
___ serves only K-12 students
___ proposes instruction in healthy eating habits and good nutrition;
___ proposes physical fitness activities that include at least one of the following:
 - (a) fitness education and assessment to help students understand, improve, or maintain their physical well-being;
 - (b) instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, and social or emotional development of every student;
 - (c) development of, and instruction in, cognitive concepts about motor skills and physical fitness that support a lifelong healthy lifestyle;
 - (d) opportunities to develop positive social and cooperative skills through physical activity participation; or
 - (e) opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.
- ___ 6. **(If you addressed Competitive Preference Priority #1)** Our application includes a signed Program-Specific Assurance signed by the Authorized representative committing us to Competitive Preference Priority #1 -- Collection of Body Mass Index Measurement.
- ___ 7. **(If you addressed Competitive Preference Priority #2)** Our application includes a signed Program-Specific Assurance signed by the Authorized representative committing us to Competitive Preference Priority #2-- Partnerships Between Applicants and Supporting Community Entities

- ___ 8. We have included a budget narrative that fully details the costs listed on the ED524 (including both the Federal and Non-Federal expenditures) of each year we are requesting funding. This narrative presents a breakdown of costs by the budget categories on the listed on ED524. Our budget narrative includes as much detail as possible and clearly links the expenses listed with the project's goals and objectives. In addition, our total expenditures for each year appear in the appropriate column on the ED524 budget form. (For example, the first year of your budget should appear in the column marked "Project Year 1.")
- ___ 9. Our ED524 form as well as our budget narrative clearly identifies and details out matching contribution.
- ___ 10. We have included the signed Program Specific Assurance certifying that we shall: 1) Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project; 2) Align our PEP project with the district's Local Wellness Policy, if applicable; 3) Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education; 4) Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula; 5) Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures; 6) Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula; and 7) Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.
- ___ 11. We have included a copy of the results of our SHI assessment because we are an LEA or we are a CBO partnering with an LEA.
- We have included a copy of the results of our alternative needs assessment because we are a CBO not partnering with an LEA.
- ___ 12. *(If requesting funds for indirect costs)* We have a determined negotiated, restricted indirect cost rate and have provided proof of with our application.
- ___ 13. We have named and obtained the signature of our Authorized Representative for all required forms.
- ___ 14. We have included the percentage of time the project director will be working on this project.
- ___ 15. We have included the required GEPA 427 statement ensuring that there is sufficient detail regarding specific barriers related to your proposed PEP project and how those barriers will be addressed. Our GEPA 427 Statement does more than simply affirm our Equal Employment Opportunity statement.

- ___ 16. As required by EO 12372, we have notified our State Single Point of Contact about this application if required. (If applicable, a copy of your letter on letterhead should be included with the application).
- ___ 17. We have completed and included the screening sheet to help expedite the review of our application.
- ___ 18. Our application contains valid e-mail and mailing addresses for both the Project Director and Authorized Representative.

****Applications must be submitted electronically by May 13, 2011. Please review all submission requirements.**

What Happens Next?

- If you submit your application electronically, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).
- If you submit your application in hard copy because you requested and were granted a waiver, you should receive a postcard from ED's Application Control Center acknowledging receipt of your application and giving you its assigned number in approximately two weeks (depending on the volume of applications). If you do not receive this notification within 15 business days from the application deadline date, contact ACC via email at application.center@ed.gov for information.
- Staff members will screen each application to ensure that all program eligibility requirements are met, requisite signatures from partners are included, and that the Authorized Representative signed all required forms and they were received by ED by the established deadline.
- If your application is deemed ineligible for review, you will receive notification from OSDFS.
- If your application is deemed eligible, it will be assigned to a three-person panel of expert reviewers who will evaluate and score your proposal according to the selection criteria in this package. Your application will receive a score from 0 to 100 awarded by peer reviewers depending upon how well you respond to the requirements of the selection criteria.
- Unsuccessful applicants (those scoring below the funding range) will receive a notification letter following notification of recipients. Both successful and unsuccessful applicants will receive copies of the peer review comments. Please be sure your

application contains valid email and mailing addresses for both the Project Director and Authorized Representative so that reviewers' comments can be delivered successfully.

Do you still have questions?

First.... Review the entire application package, particularly the Frequently Asked Questions section and the Federal Register notice.

Secondly.... Connect to the technical assistance webinars and conference calls. Specific information regarding these technical assistance opportunities will be posted at: www.ed.gov/programs/whitephysed/applicant.html.

Finally... If your questions are not addressed, please contact the competition manager, Carlette Huntley at 202-245-7871 or Carlette.Huntley@ed.gov. Please be patient, as we receive a high volume of inquiries during the competition.

VII. APPENDECIES AND FORMS:

Screening Form

To help us expedite the review of your application for eligibility, please submit this form with your application.

1. The State standard(s) for physical education to which the proposed activities/design of our program are aligned are clearly stated on page(s):

2. Our intent to provide instruction in healthy eating habits and good nutrition is clearly discussed on page(s):

3. Our intent to physical fitness activities that include at least one of the elements outlined by this grant in clearly discussed on page(s):

4. We have included adequate and appropriate matching funds, which are described in the budget narrative on page(s):

5. We have included our overall Score Card for the questions answered in modules 1-4 of the School Health Index and correlated our School Health Improvement Plan to our project design on page(s).

6. We have provided documentation of our commitment to participate in the U.S. Department of Education's evaluation on page(s).

7. We have included our Program specific assurances? --- YES NO

Agency Name: _____

DUNS # _____

Program Specific Assurances

Please ensure you have included this form with your application. You must print out this form, complete it, and either (1) upload it with all signed forms to the Other Attachments **or** (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS# on this form.

As the duly authorized representative of the applicant, I certify that the applicant shall:

1. Develop, update, or enhance physical activity policies and food- and nutrition-related policies that promote healthy eating and physical activity throughout students' everyday lives, as part of our PEP project.

2. Align our PEP project with the district's Local Wellness Policy, if applicable.

____ ** Please check here if this requirement is not applicable to your application

because your entity does not participate in the school lunch program authorized by the the Federal child-nutrition programs as recently amended by the Healthy, Hunger-Free Kids Act of 2010 and therefore is not required to have a Local Wellness Policy and you are not part of a partner group required to have a Local Wellness Policy. **

3. Align our PEP project with similar ongoing initiatives, whose goals and objectives are to promote physical activity and healthy eating or help students meet their State standards for physical education, specifically:

____ Coordinated School Health Program

____ Team Nutrition Training Grant

____ Recovery Act Communities Putting Prevention to Work – Community Initiative

____ Others not listed here, such as Farm-to-School, Alliance for a Healthier Generation, HealthierUS School Challenge, YMCA Pioneering Healthier Communities, or Action for Healthy Kids

____ *We do not have any ongoing initiatives at this time in our community but will coordinate with any that may be initiated during the program period.

4. Align students' use of the equipment with PEP elements applicable to our project, identified in the absolute priority, and any applicable curricula.

5. Report project-level information to the public, in the aggregate, on the key program indicators including both GPRA and program specific measures

6. Use the PECAT tool if we plan to use grant funds to update our physical education curricula and the HECAT tool if we plan to use grant funds to update our health education curricula.

7. Only purchase equipment with grant funds that is aligned with the curricular components of the proposed program.

Signature of Authorized Representative

Title

Applicant Organization

Date Submitted

Agency Name: _____

DUNS # _____

Program Specific Assurances for Competitive Preference #1
-- Collection of Body Mass Index Measurement

This form is only necessary if you intend to address Competitive Preference Priority #1 -- Collection of Body Mass Index Measurement. You must print out this form, complete it, and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS # on the top of this form.

As the duly authorized representative of the applicant, I certify that the applicant shall:

Implement aggregate BMI data collection, and use it as part of a comprehensive assessment of health and fitness for the purposes of monitoring the weight status of their student population across time. The applicant shall commit to:

- (a) Use the CDC's BMI-for-age growth charts to interpret BMI results;
- (b) Create a plan to develop and implement a protocol that would include parents in the development of their BMI assessment and data collection policies, including a mechanism to allow parents to provide feedback on the policy.
- (c) Create a plan to notify parents of the BMI assessment and to allow parents to opt out of the BMI assessment and reasonable notification of their choice to opt out.
- (d) De-identify the student information (such as by removing the student's name and any identifying information from the record and assigning a record code), aggregate the BMI data to the school or district level, and make the aggregate data publicly available and easily accessible to the public annually.

Signature of Authorized Representative

Title

Applicant Organization

Date Submitted

Agency Name: _____

DUNS # _____

Sample LEA Partner Agreement for Competitive Preference Priority #2:

Partnerships Between Applicants and Supporting Community Entities

This form is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out this form, complete it, and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS # on the top of this form.

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____

Dated: _____

Page 2 of 5 (CBO Partner)

CBO Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: _____

Dated: _____

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative: _____

Dated: _____

Page 4 of 5 (LEA's Food Service or Child Nutrition Director)

Food Service or Child Nutrition Director Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Public Health Entity's Authorized Representative: _____

Dated: _____

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee): _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: _____

Dated: _____

Agency Name: _____

DUNS # _____

Sample CBO Partner Agreement for Competitive Preference Priority #2:

Partnerships Between Applicants and Supporting Community Entities

This form is only necessary if you intend to address Competitive Preference Priority #2 – Partnerships Between Applicants and Supporting Community Entities. If you are submitting an electronic application, you must print out this form, complete it, and either (1) upload it with all signed forms to the Other Attachments or (2) fax it (along with the ED 424 and other forms) to the Office of Safe and Drug-Free Schools at (202) 245-7166 within 3 working days of submitting your electronic application. You must indicate your Agency name and DUNS# on the top of this form.

Page 1 of 5 (CBO Partner)

CBO Authorized Representative Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of CBO's Authorized Representative: _____

Dated: _____

Page 2 of 5 (Local Public Health Partner)

Local Public Health Entity Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Local Public Health Entity's Authorized Representative: _____

Dated: _____

Page 3 of 5 (Local Organization Supporting Nutrition or Healthy Eating)

Organization Supporting Nutrition or Healthy Eating Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Organization Supporting Nutrition or Healthy Eating Authorized Representative: _____

Dated: _____

Page 4 of 5 (Head of Local Government)

Head of Local Government Name (or designee): _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of Head of Local Government or Designee: _____

Dated: _____

Page 5 of 5 (LEA from which the largest number of students expected to participate in the CBO's project attend)

LEA's Name: _____

Roles and Responsibilities:

Contribution to the Project:

This agreement is in support of _____ PEP project and was developed after timely and meaningful consultation between the required partners.

Signature of LEA's Authorized Representative: _____

Dated: _____

INSTRUCTIONS FOR THE SF-424

This is a standard form required for use as a cover sheet for submission of pre-applications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the federal agency (agency). Required fields on the form are identified with an asterisk (*) and are also specified as "Required" in the instructions below. In addition to these instructions, applicants must consult agency instructions to determine other specific requirements.

Item	Entry:	Item:	Entry:
1.	Type of Submission: (Required) Select one type of submission in accordance with agency instructions. <ul style="list-style-type: none"> • Pre-application • Application • Changed/Corrected Application – Check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this form to submit changes after the closing date. 	10.	Name Of Federal Agency: (Required) Enter the name of the federal agency from which assistance is being requested with this application.
		11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. <ul style="list-style-type: none"> • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the federal government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <p style="margin-left: 20px;"> A. Increase Award D. Decrease Duration B. Decrease Award E. Other (specify) C. Increase Duration </p>	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number (FON) and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	Competition Identification Number/Title: Enter the competition identification number and title of the competition under which assistance is requested, if applicable.
		14.	Areas Affected By Project: This data element is intended for use only by programs for which the area(s) affected are likely to be different than the place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Add attachment to enter additional areas, if needed.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	15.	Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For pre-applications, attach a summary description of the project.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or the applicant's control number if applicable.		
5a.	Federal Entity Identifier: Enter the number assigned to your organization by the federal agency, if any.	16.	Congressional Districts Of: 16a. (Required) Enter the applicant's congressional district. 16b. Enter all district(s) affected by the program or project. Enter in the format: 2 characters state abbreviation – 3 characters district number, e.g., CA-005 for California 5th district, CA-012 for California 12 district, NC-103 for North Carolina's 103 district. If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for
5b.	Federal Award Identifier: For new applications, enter NA. For a continuation or revision to an existing award, enter the previously assigned federal award identifier number. If a changed/corrected application, enter the federal identifier in accordance with agency instructions.		

6.	Date Received by State: Leave this field blank. This date will be assigned by the state, if applicable.		all congressional districts in Maryland. If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000. This optional data element is intended for use only by programs for which the area(s) affected are likely to be different than place(s) of performance reported on the SF-424 Project/Performance Site Location(s) Form. Attach an additional list of program/project congressional districts, if needed.								
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the state, if applicable.										
8.	Applicant Information: Enter the following in accordance with agency instructions:										
	a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the organization that has registered with the Central Contractor Registry (CCR). Information on registering with CCR may be obtained by visiting www.Grants.gov .	17.	Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.								
	b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the employer or taxpayer identification number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.	18.	Estimated Funding: (Required) Enter the amount requested, or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.								
	c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting www.Grants.gov .	19.	Is Application Subject to Review by State Under Executive Order 12372 Process? (Required) Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State.								
	d. Address: Enter address: Street 1 (Required); city (Required); County/Parish, State (Required if country is US), Province, Country (Required), 9-digit zip/postal code (Required if country US).	20.	Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of federal debt include; but, may not be limited to: delinquent audit disallowances, loans and taxes. If yes, include an explanation in an attachment.								
	e. Organizational Unit: Enter the name of the primary organizational unit, department or division that will undertake the assistance activity.	21.	Authorized Representative: To be signed and dated by the authorized representative of the applicant organization. Enter the first and last name (Required); prefix, middle name, suffix. Enter title, telephone number, email (Required); and fax number. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain federal agencies may require that this authorization be submitted as part of the application.)								
	f. Name and contact information of person to be contacted on matters involving this application: Enter the first and last name (Required); prefix, middle name, suffix, title. Enter organizational affiliation if affiliated with an organization other than that in 7.a. Telephone number and email (Required); fax number.										
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.										
	<table border="0"> <tr> <td>A. State Government</td> <td>M. Nonprofit</td> </tr> <tr> <td>B. County Government</td> <td>N. Private Institution of Higher Education</td> </tr> <tr> <td>C. City or Township Government</td> <td>O. Individual</td> </tr> <tr> <td></td> <td>P. For-Profit</td> </tr> </table>	A. State Government	M. Nonprofit	B. County Government	N. Private Institution of Higher Education	C. City or Township Government	O. Individual		P. For-Profit		
A. State Government	M. Nonprofit										
B. County Government	N. Private Institution of Higher Education										
C. City or Township Government	O. Individual										
	P. For-Profit										

D. Special District Government	Organization (Other than Small Business)
E. Regional Organization	
F. U.S. Territory or Possession	Q. Small Business
G. Independent School District	R. Hispanic-serving Institution
H. Public/State Controlled Institution of Higher Education	S. Historically Black Colleges and Universities (HBCUs)
I. Indian/Native American Tribal Government (Federally Recognized)	T. Tribally Controlled Colleges and Universities (TCCUs)
J. Indian/Native American Tribal Government (Other than Federally Recognized)	U. Alaska Native and Native Hawaiian Serving Institutions
K. Indian/Native American Tribally Designated Organization	V. Non-US Entity
L. Public/Indian Housing Authority	W. Other (specify)

[U.S Department of Education note: As of spring, 2010, the FON discussed in Block 12 of the instructions can be found via the following URL: http://www.grants.gov/applicants/find_grant_opportunities.jsp.]

Instructions for ED form 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. You may access the Education Department General Administrative Regulations, 34 CFR 74 – 86 and 97-99, on ED's website at: <http://www.ed.gov/policy/fund/req/edgarReg/edgar.html>

You must consult with your Business Office prior to submitting this form.

Section A - Budget Summary

U.S. Department of Education Funds

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information: If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. If you checked "no," ED generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after ED issues a grant award notification; and

(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

(2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, another Federal agency (Other) or State agency issued the approved agreement. If you check "Other," specify the name of the Federal or other agency that issued the approved agreement.

(3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary

Non-Federal Funds

If you are required to provide or volunteer to provide cost-sharing or matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)]

Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects,

show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. For non-Federal funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review ED's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and the applicable Office of Management and Budget (OMB) cost principles for your entity type regarding donations, capital assets, depreciation and use allowances. OMB cost principle circulars are available on OMB's website at: <http://www.whitehouse.gov/omb/circulars/index.html>]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0008**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503