

File ID Number	16-2333
Introduction Date	11-15-16
Enactment Number	16-1771
Enactment Date	11-15-16
By	



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools. Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

November 9, 2016

To: Board of Education
 From: Antwan Wilson, Superintendent
 Subject: Grant Award - U.S. Department of Education - Carol White Physical Education Program (PEP) Grant - Health and Wellness Unit - Community Schools and Student Services Department

ACTION REQUESTED:

Acceptance by the Board of Education of Grant Award in the amount of \$1,800,660 from the U.S. Department of Education in Carol White Physical Education Program Grant Funds for Oakland Active All Day Program - student's physical education, nutrition education, and healthy recess for 10 elementary schools - for School Years 2016-2019, pursuant to the terms and conditions thereof, and authorization to submit amendments thereto, for the grant years, if any.

BACKGROUND:

Grant application for OUSD schools for the 2016-2019 fiscal years was submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
16-2333	Yes	Grant	Oakland Unified School District, Elementary Schools	A physical education program to support OUSD's link between student academic performance and physical education, physical activity, and healthy eating.	July 1, 2016 to June 30, 2019	U.S. Department of Education, Carol White Physical Education Program (PEP) Grant - Oakland Active All Day	\$1,800,660.00 Allocations: Year 1 (2016-2017): \$327,217.00 Year 2 (2017-2018): \$732,205.00 Year 3 (2018-2019): \$741,238.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement.
- Identify OUSD resources required for program success.

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued \$1,800,660.00

RECOMMENDATION:

Acceptance by the Board of Education of Grant Award in the amount of \$1,800,660 from the U.S. Department of Education in Carol White Physical Education Program Grant Funds for Oakland Active All Day Program - student's physical education, nutrition education, and healthy recess for 10 elementary schools - for School Years 2016-2019, pursuant to the terms and conditions thereof, and authorization to submit amendments thereto, for the grant years, if any.

ATTACHMENTS:

Grant Face Sheet

Grant Application - U.S. Dept. of Education - Oakland Active All Day

OUSD PEP Budget Worksheet

LEA Partner Agreement for Competitive Preference Priority #1

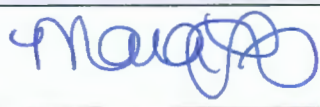

Grant Award Notification

OUSD Grants Management Face Sheet

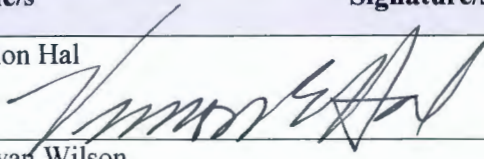
Title of Grant: Carol White Physical Education Program (PEP) Grant - Oakland Active All Day	Funding Cycle Dates: October 1, 2016 - September 30, 2019
Grant's Fiscal Agent: (contact's name, address, phone number, email address) U.S. Department of Education Attn: Carlette R Kyser Pegram Washington, DC 20202 202-453-6732 Carlette.kyserpeggram@ed.gov	Grant Amount for Full Funding Cycle: \$1,800,660.00 Annual Allocations: Year 1 (10/1/16-9/30/17): \$327,217.00 Year 2 (10/1/17-9/30/18): \$732,205.00 Year 3 (10/1/18-9/30/19): \$741,238.00
Funding Agency: U.S. Department of Education	Grant Focus: Physical Education, Nutrition Education and Healthy Recess for 10 elementary schools
List all School(s) or Department(s) to be Served: OUSD elementary schools with at least 50% of students qualifying for Free/Reduced Lunch. Schools TBD.	

Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	There is an established link between student academic performance and physical education, physical activity and healthy eating. This grant will allow OUSD to support these 10 elementary schools with staffing, resources, and professional development to increase physical education minutes, physical activity minutes, quality of activity and healthy decision making.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.48% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	We will use the California Physical Fitness Test, student surveys, teacher surveys and recess observations to evaluate the program.
Does the grant require any resources from the school(s) or district? If so, describe.	This grant is a partnership of staff from the Health & Wellness Unit in the CSSS Department and the Physical Education Unit in the Office of Secondary Learning.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 5.48% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	No
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Michelle Oppen, Coordinator, Wellness Health & Wellness Unit Community Schools & Student Services Department 1000 Broadway, Suite 150 Oakland, CA 94607 510-879-2612 Michelle.oppen@ousd.org

Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Mara Larsen-Fleming		10/14/16
Department Head (e.g. for school day programs or for extended day and student support activities)	Andrea Bustamante		10/14/16

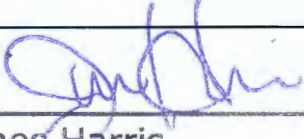
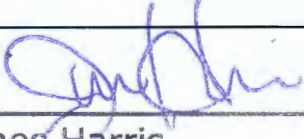
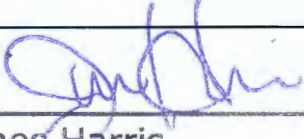
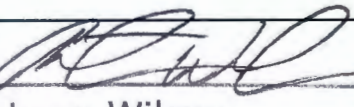
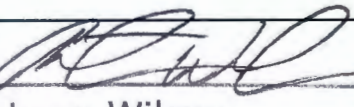
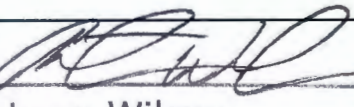
Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Antwan Wilson		



**US Department of Education
Washington, D.C. 20202
GRANT AWARD NOTIFICATION**

S215F160139

<p>1 RECIPIENT NAME</p> <p>Oakland Unified School District 1000 Broadway, Suite 680 Oakland, CA 94607 - 4099</p>	<p>2 AWARD INFORMATION</p> <p>PR/AWARD NUMBER S215F160139 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary</p>											
<p>3 PROJECT STAFF</p> <p>RECIPIENT PROJECT DIRECTOR Michelle Oppen (510) 879-2612 michelle.oppen@ousd.org</p> <p>EDUCATION PROGRAM CONTACT Carlette R KyserPegram (202) 453-6732 Carlette.KyserPegram@ed.gov</p> <p>EDUCATION PAYMENT HOTLINE G5 PAYEE 888-336-8930 HELPDESK edcaps.user@ed.gov</p>	<p>4 PROJECT TITLE</p> <p>84.215F Oakland Unified School District's Oakland Active All Day focuses on 10 elementary schools, combining Physical Activity and Nutrition Champions; PE teachers, OPEN PE curriculum, and Playworks recess.</p>											
<p>5 KEY PERSONNEL</p> <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Michelle Oppen</td> <td>Project Director</td> <td>10 %</td> </tr> </tbody> </table>		<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Michelle Oppen	Project Director	10 %					
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**US Department of Education
Washington, D.C. 20202**

S215F160139

GRANT AWARD NOTIFICATION

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0203A	2016	2016	ES000000	B	GBF	000	215	4101C	\$1,800,660.00

10

PR/AWARD NUMBER: S215F160139
 RECIPIENT NAME: Oakland Unified School District
 GRANTEE NAME: OAKLAND UNIFIED SCHOOL DISTRICT
 1000 BROADWAY 4TH FL STE 450,
 OAKLAND, CA 94607 -
 PROGRAM INDIRECT COST TYPE: Unrestricted
 PROJECT INDIRECT COST RATE: 5%

TERMS AND CONDITIONS

- (1) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN.

If you subaward under this grant, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made under this grant. The term subaward means:

1. A legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
2. The term does not include your procurement of property and services needed to carry out the project or program (The payments received for goods or services provided as a contractor are not Federal awards, see 2 CFR 200.501(f) of the OMB Uniform Guidance: "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").
3. A subaward may be provided through any legal agreement, including an agreement that you or a subrecipient considers a contract.

- (2) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:

- 1) THE RECIPIENT'S APPLICATION (BLOCK 2),
- 2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS, 2 CFR PART 180 AS ADOPTED IN 2 CFR 3485, AND 2 CFR PART 200 AS ADOPTED AT 2 CFR 3474 (BLOCK 8), AND
- 3) THE SPECIAL TERMS AND CONDITIONS SHOWN AS ATTACHMENTS (BLOCK 8)

IN ACCORDANCE WITH 2 CFR 200.308(c)(2), CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.

THE RECIPIENT IS REQUIRED TO SUBMIT ALL NECESSARY REPORTS TO THE DEPARTMENT OF EDUCATION WITHIN 90 DAYS AFTER THE END OF FEDERAL SUPPORT (BLOCK 6).

- (3) Unless this grant solely funds research, you must comply with new regulations regarding awards to faith-based organizations (FBOs) that provide beneficiary services under this grant or under a contract you award to provide beneficiary services under this grant. These new regulations clarify the rights of FBOs and impose certain duties on FBOs regarding the referral of beneficiaries they serve. See 34 CFR 75.52, 75.712-75.714, appendix A to part 75, and 2 CFR 3474.15. The Department has established a web page that provides guidance on the new regulations, including FAQs and other implementation tools, which is available at <http://www2.ed.gov/policy/fund/reg/fbci-reg.html>. If you have any questions about these regulations, please contact the Education Program Contact identified in Block 3 of this GAN.
- (4) Reimbursement of indirect costs is subject to the availability of funds and statutory and regulatory restrictions. The negotiated indirect cost rate agreement authorizes a non-Federal entity to draw down indirect costs from the grant awards. The following conditions apply to the below entities.



**US Department of Education
Washington, D.C. 20202**

GRANT AWARD NOTIFICATION

A. All entities (other than institutions of higher education (IHE))

The GAN for this grant award shows the indirect cost rate that applies on the date of the initial grant for this project. However, after the initial grant date, when a new indirect cost rate agreement is negotiated, the newly approved indirect cost rate supersedes the indirect cost rate shown on the GAN for the initial grant. This new indirect cost rate should be applied according to the period specified in the indirect cost rate agreement, unless expressly limited under EDGAR or program regulations. Any grant award with an approved budget can amend the budget to account for a change in the indirect cost rate. However, for a discretionary grant award any material changes to the budget which may impact the scope or objectives of the grant must be discussed with the program officer at the Department. See 34 CFR 75.560 (d)(3) (ii) (part 75 of EDGAR).

B. Institutions of higher education (IHE)

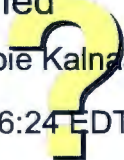
Under 2 CFR part 200, Appendix III, Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), the Department must apply the negotiated indirect cost rate in effect on the date of the initial grant award to every budget period of the project, including all continuation grants made for this project. See 2 CFR Part 200, Appendix III, paragraph C.7. Therefore, the GAN for each continuation grant will show the original indirect cost rate and it applies to the entire period of performance of this project. If the indirect cost rate agreement that is applicable to this grant does not extend to the end of the grant's project period, the indirect cost rate set at the start of the project period must still be applied to the end of project period regardless of the fact that the rate has otherwise expired.

- (5) Grantees funded in the FY 2016 cohort of the Carol M. White Physical Education Program grant will receive funding for a project period of 36 months. Grantees will not be permitted to drawdown funds allocated to approved year-two expenditures until ED has received and approved a year one performance report; and grantees will not be permitted to drawdown funds allocated to approved year-three expenditures until ED has received and approved a year two performance report. The year one performance report will be due on September 15, 2017 and the year two performance report will be due on September 15, 2018.

Signature Not Verified

Digitally signed by Debbie Kalnasy

Date: Wed Sep 28 17:26:24 EDT 2016



AUTHORIZING OFFICIAL

DATE

EXPLANATION OF BLOCKS ON THE GRANT AWARD NOTIFICATION

For Discretionary, Formula and Block Grants (See Block 2 of the Notification)

- 1. RECIPIENT NAME** - The legal name of the recipient or name of the primary organizational unit that was identified in the application, state plan or other documents required to be submitted for funding by the grant program.
- 2. AWARD INFORMATION** - Unique items of information that identify this notification.
 - PR/AWARD NUMBER** - A unique, identifying number assigned by the Department to each application. On funded applications, this is commonly known as the "grant number" or "document number." The PR/Award Number is also known as the Federal Award Identifying Number, or FAIN.
 - ACTION NUMBER** - A numeral that represents the cumulative number of steps taken by the Department to date to establish or modify the award through fiscal or administrative means. Action number "01" will always be "NEW AWARD"
 - ACTION TYPE** - The nature of this notification (e.g., NEW AWARD, CONTINUATION, REVISION, ADMINISTRATIVE)
 - AWARD TYPE** - The particular assistance category in which funding for this award is provided, i.e., DISCRETIONARY, FORMULA, or BLOCK. If this award was made under a Research and Development grant program, the terms RESEARCH AND DEVELOPMENT will appear under DISCRETIONARY, FORMULA OR BLOCK.
- 3. PROJECT STAFF** - This block contains the names and telephone numbers of the U.S. Department of Education and recipient staff who are responsible for project direction and oversight.
 - *RECIPIENT PROJECT DIRECTOR** - The recipient staff person responsible for administering the project. This person represents the recipient to the U.S. Department of Education.
 - EDUCATION PROGRAM CONTACT** - The U.S. Department of Education staff person responsible for the programmatic, administrative and business management concerns of the Department.
 - EDUCATION PAYMENT CONTACT** - The U.S. Department of Education staff person responsible for payments or questions concerning electronic drawdown and financial expenditure reporting.
- 4. PROJECT TITLE AND CFDA NUMBER** - Identifies the Catalog of Federal Domestic Assistance (CFDA) subprogram title and the associated subprogram number.
- 5.* KEY PERSONNEL** - Name, title and percentage (%) of effort the key personnel identified devotes to the project.
- 6. AWARD PERIODS** - Project activities and funding are approved with respect to three different time periods, described below:
 - BUDGET PERIOD** - A specific interval of time for which Federal funds are being provided from a particular fiscal year to fund a recipient's approved activities and budget. The start and end dates of the budget period are shown.
 - PERFORMANCE PERIOD** - The complete length of time the recipient is proposed to be funded to complete approved activities. A performance period may contain one or more budget periods.
 - *FUTURE BUDGET PERIODS** - The estimated remaining budget periods for multi-year projects and estimated funds the Department proposes it will award the recipient provided substantial progress is made by the recipient in completing approved activities, the Department determines that continuing the project would be in the best interest of the Government, Congress appropriates sufficient funds under the program, and the recipient has submitted a performance report that provides the most current performance information and the status of budget expenditures.
- 7. AUTHORIZED FUNDING** - The dollar figures in this block refer to the Federal funds provided to a recipient during the award periods.
 - *THIS ACTION** - The amount of funds obligated (added) or de-obligated (subtracted) by this notification.
 - *BUDGET PERIOD** - The total amount of funds available for use by the grantee during the stated budget period to this date.
 - *PERFORMANCE PERIOD** - The amount of funds obligated from the start date of the first budget period to this date.
 - RECIPIENT COST SHARE** - The funds, expressed as a percentage, that the recipient is required to contribute to the project, as defined by the program legislation or regulations and/or terms and conditions of the award.
 - RECIPIENT NON-FEDERAL AMOUNT** - The amount of non-federal funds the recipient must contribute to the project as identified in the recipient's application. When non-federal funds are identified by the recipient where a cost share is not a legislation requirement, the recipient will be required to provide the non-federal funds.
- 8. ADMINISTRATIVE INFORMATION** - This information is provided to assist the recipient in completing the approved activities and managing the project in accordance with U.S. Department of Education procedures and regulations.

DUNS/SSN - A unique, identifying number assigned to each recipient for payment purposes. The number is based on either the recipient's assigned number from Dun and Bradstreet or the individual's social security number.

***REGULATIONS** - Title 2 of the Code of Federal Regulations(CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.

***ATTACHMENTS** - Additional sections of the Grant Award Notification that discuss payment and reporting requirements, explain Department procedures, and add special terms and conditions in addition to those established, and shown as clauses, in Block 10 of the award. Any attachments provided with a notification continue in effect through the project period until modified or rescinded by the Authorizing Official.

9. LEGISLATIVE AND FISCAL DATA - The name of the authorizing legislation for this grant, the CFDA title of the program through which funding is provided, and U.S. Department of Education fiscal information.

FUND CODE, FUNDING YEAR, AWARD YEAR, ORG.CODE, PROJECT CODE, OBJECT CLASS -

The fiscal information recorded by the U.S. Department of Education's Grants Management System (G5) to track obligations by award.

AMOUNT - The amount of funds provided from a particular appropriation and project code. Some notifications authorize more than one amount from separate appropriations and/or project codes. The total of all amounts in this block equals the amount shown on the line, "THIS ACTION" (See "AUTHORIZED FUNDING" above (Block 7)).

10. TERMS AND CONDITIONS - Requirements of the award that are binding on the recipient.

***PARTICIPANT NUMBER** - The number of eligible participants the grantee is required to serve during the budget year.

***GRANTEE NAME** - The entity name and address registered in the System for Award Management (SAM). This name and address is tied to the DUNS number registered in SAM under the name and address appearing in this field. This name, address and the associated DUNS is what is displayed in the SAM Public Search.

***PROGRAM INDIRECT COST TYPE** - The type of indirect cost permitted under the program (i.e. Restricted, Unrestricted, or Training).

***PROJECT INDIRECT COST RATE** - The indirect cost rate applicable to this grant.

***AUTHORIZING OFFICIAL** - The U.S. Department of Education official authorized to award Federal funds to the recipient, establish or change the terms and conditions of the award, and authorize modifications to the award

FOR FORMULA AND BLOCK GRANTS ONLY:

(See also Blocks 1, 2, 4, 6, 8, 9 and 10 above)

3. PROJECT STAFF - The U.S. Department of Education staff persons to be contacted for programmatic and payment questions.

7. AUTHORIZED FUNDING

CURRENT AWARD AMOUNT - The amount of funds that are obligated (added) or de-obligated (subtracted) by this action.

PREVIOUS CUMULATIVE AMOUNT - The total amount of funds awarded under the grant before this action.

CUMULATIVE AMOUNT - The total amount of funds awarded under the grant, this action included.

* This item differs or does not appear on formula and block grants.

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER
& CHIEF INFORMATION OFFICER

Michelle Oppen
Oakland Unified School District
1000 Broadway, Suite 680

Oakland, CA 94607 - 4099

SUBJECT: Payee Verification for Grant Award S215F160139

This is to inform you of the payee for the above listed grant award issued by the United States Department of Education

Grantee DUNS/SSN: 076554500

Grantee Name: OAKLAND UNIFIED SCHOOL DISTRICT

Payee DUNS/SSN: 076554500

Payee Name: OAKLAND UNIFIED SCHOOL DISTRICT

If any of the above information is not correct, please contact a Payee Customer Support Representative at 1-888-336-8930. Please send all the correspondence relating to the payee or bank information changes to the following address:

U.S. Department of Education
550 12th Street, SW
Room 6087
Washington, DC 20202

Attn: Stephanie Barnes
Phone: 202-245-8006

SPECIFIC GRANT CONDITIONS FOR PAYMENTS

THE G5 PAYMENTS MODULE

Payments under this award will be made through the G5-Payments module of the U.S. Department of Education's (Department) electronic payments system. The G5 Payments module within the Education Central Automated Processing Systems (EDCAPS) is administered by the Office of the Chief Information Officer, Financial Systems Services.

The internet address for G5 is <https://www.g5.gov>. To access the G5 Payments module, you must first have a G5 User Id and Password. You will need to request a G5 User Id and Password from the Department of Education by submitting an **External Access Security Form**. This form is electronically available during online registration under "*Not Registered? Sign Up*", when you access the website. The Department will issue G5 User IDs and Passwords to those individuals authorized by the payee to access G5 to request funds and report expenditures. User IDs and Passwords cannot be faxed or given over the phone, and may not be shared by multiple users. The External User Access Request Form must be completed and mailed to the following address:

U.S. Department of Education
Office of the Chief Information Officer
Mail Stop – 4138
Attn: G5 Functional Application Team
400 Maryland Avenue, SW
Washington, DC 20202

New grantees will be requested to provide pertinent information before they may begin requesting funds. Information to be provided includes:

- Designation of payee;
- Payee contacts and mailing addresses;
- Depositor account information; and
- Individuals authorized by the payee to access G5 to request funds - these individuals will be provided User IDs and passwords to access G5.

The payee is the entity identified by the grantee to handle the financial aspects of the grant (e.g., request payments, report expenditures, etc.). While a grantee may designate an entity to be its payee, alternatively, a grantee and payee may be the same entity.

Payees may begin requesting funds for the grantee once their award authorization is entered into G5 and the award start date is reached.

A copy of the Department of Education G5 Training Guide (*Guide*) is available on the G5 website at the "Help" link. The guide provides detailed instructions on all electronic payment processes. If you are not Internet capable, please contact the G5 Hotline at toll free 1 (888) 336-8930 to request a hard copy of the Guide.

REQUESTING FUNDS USING THE G5 MODULE

Payees can access the G5-Payments Module on-line to request funds. To access the G5 Payments Module, payees need a Web browser (such as Microsoft Internet Explorer) and Internet connectivity. Payees will request funds by award using **the PR/Award Number** found in **Block 5** of the **Grant Award Notification**. Instructions for navigating through the G5-Payments screens to make a payment request are given in the G5 Training Guide and in the G5 On Demand training located under the "Help" link. Instructions for modifying payment requests, adjusting drawdown amounts, and viewing award and authorization histories are also included in the Guide.

Those payees who do not have the technology to access G5-Payments on-line may request funds by calling ED's G5 Hotline by at 1-888-336-8930.

AWARD INFORMATION

Payees can get information on this award on-line, or by calling ED's G5 Hotline Staff at 1-888-336-8930.

➤ On-Line:

Payees may access G5 via the Internet at <https://www.G5.gov> to retrieve and view information on their awards, such as:

- Net authorization and authorization history;
- Net draws;
- Available balance;
- History of pending and completed payments;
- Award status; and
- Award history - including detailed transactions on drawdowns, returns, refunds, and adjustments.

➤ ED's G5 Hotline Staff:

Payees can contact a G5 Hotline Staff for information on any award. Because award information is organized in G5 by a unique identifier - the Dun & Bradstreet Number (DUNS Number) - payees should have their DUNS number, identified in **Block 8** of the **Grant Award Notification**, available when contacting a G5 Hotline Staff Representative.

FINANCIAL REPORTS:

When a Payee requests a drawdown of funds by grant award, the Department records this drawdown as an expenditure against the specified grant award. This method of identifying expenditures, at the time of drawdown, and the capability to make adjustments on-line, eliminates the need for the submission of the Federal Cash Transactions Report Form 272. Thus, additional financial reporting generally will not be required, unless otherwise specified by ED.

**SPECIFIC GRANT TERMS AND CONDITIONS FOR
FINANCIAL AND PERFORMANCE REPORTS**

PERFORMANCE REPORTS:

ALL RECIPIENTS are required to submit a final performance report within 90 days after the expiration or termination of grant support.

ALL RECIPIENTS of a multi-year discretionary award must submit an annual Grant Performance Report. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118).

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR PERFORMANCE REPORT SUBMISSIONS, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

Refer to the item(s) checked below for other reporting requirements that may apply to this grant:

_____ 1. A performance report is due before the next budget period begins. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

_____ The continuation report is due on _____.

_____ The Department will provide recipients with additional information about this report, including due date, at a later time.

_____ 2. An interim performance report is required because of the nature of this award or because of statutory or regulatory provisions governing the program under which this award is made. The report is due more frequently than annually as indicated:

_____ Quarterly Submit within 30 days after the end of each quarter.

_____ Semiannually Submit within 30 days after the end of each 6-month period.

_____ 3. Other Required Reports:

FINANCIAL REPORTS:

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. IF A FINANCIAL REPORT IS REQUIRED, YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR FINANCIAL REPORT SUBMISSION, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

Unless an item down below is checked, a Standard Form 425 Federal Financial Report (FFR) is not required for this grant. The Department will rely on the drawdown of funds by grant award and record such drawdowns as expenditures by grantees. (34 CFR 75.720)

____ Quarterly FFRs are required for reporting periods ending on 12/31, 03/31, 06/30, 09/30, and are due within 45 days after each reporting period.

____ Semi-annual FFRs are required for reporting periods ending on 03/31 and 09/30, and are due within 45 days after each reporting period.

____ An annual FFR is required for reporting period ending 09/30, and is due within 45 days after the reporting period.

____ A final FFR is due within 90 days after the project or grant period end date.

A quarterly, semi-annual, annual, and/or final FFR as noted hereinabove is due for this grant because:

____ Specific Award Conditions, or specific grant or subgrant conditions for designation of "high risk," were imposed in accordance with 2 CFR Part 200.207 and Part 3474.10; and/or

____ Statutory Requirement.

When completing an FFR for submission in accordance with the above referenced selection, the following must be noted:

1. While the FFR is a government wide form that is designed for single grant and multiple grant award reporting, the U.S. Department of Education's (EDs) policy is that multiple grant award reporting is not permitted for ED grants. Thus, an ED grantee that is required to submit an FFR in accordance with any of the above referenced selections must complete and submit one FFR for each of its grants. The FFR attachment (Standard Form 425A), which is available for reporting multiple grants, is not to be used for ED grants. As such, references to multiple grant reporting and to the FFR attachment in items 2, 5 and 10 of the FFR are not applicable to ED grantees. With regards to item 1 of the note found in the Federal Financial Report Instructions, it is EDs policy that a grantee must complete items 10(a) through 10(o) for each of its grants. The multiple award, multiple grant, and FFR attachment references found in items 2, 5, 6, before 10(a), in item 10(b), before 10(d), before 10(i) and before 10(l) of the Line Item Instructions for the Federal Financial Report are not applicable to ED grants.
2. Unless disallowed by statute or regulation, a grantee will complete item 10(m) or 10(n) in accordance with the options or combination of options as provided in 2 CFR Part 200.307. A grantee is permitted, in accordance with 2 CFR Part 200.307, to add program income to its Federal share to further eligible project or program

objectives, use program income to finance the non-Federal share of the project or program; and deduct program income from the Federal share of the total project costs.

3. A grantee will complete item 11(a) by listing the rate type identified in its indirect cost rate agreement, as approved by its cognizant agency. An ED grantee that does not have an indirect cost rate agreement approved by its cognizant agency, and that is using the ED approved temporary rate of 10% of budgeted direct salaries and wages, or the de minimis rate of 10 percent of modified total direct cost (MTDC) consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and subcontracts up to the first \$25,000 of each subaward (i.e. subgrant) or subcontract, must list its rate in 11(a) as an ED Temporary Rate or De Minimis Rate. A grantee may only use the de minimis rate if it has never negotiated an indirect cost rate with its cognizant agency, and it is not subject to ED's training rate or supplement-not-supplant provisions. In addition, States, Local Governments and Indian Tribes may not use the de minimis rate; thus, this rate may only be used by institutions of higher education (IHE) and non-profit organizations. A training program grantee whose recovery of indirect cost is limited to 8% of a modified total direct cost base in accordance with EDGAR § 75.562 (c), must list its rate as an ED Training Grant Rate. A restricted rate program grantee (such as one with a supplement-not-supplant grant provision) that has not negotiated an indirect cost agreement with its cognizant agency and that has limited the recovery of indirect costs in accordance with 34 CFR 75.563 and 76.564 (c), must list its rate as an ED Restricted Rate.
4. Quarterly, semi-annual, and annual interim reports shall be due within 45 days after the end of the reporting period. Although the Office of Management and Budget (OMB) published in its December 7, 2007 Federal Register Notice (72 FR 69236) that interim reports are due within 45 days of the interim reporting end dates instead of within 30 days as originally identified, OMB has not revised the FFR instructions to reflect this change. Grantees are, nevertheless, permitted to exercise the 45 day period as published by OMB within the Federal Register. Final reports shall be due no later than 90 days after the project or grant period end date. Extensions of reporting due dates may be approved by the program office upon request by the grantee.
5. If grantees need additional space to report financial information, beyond what is available within the FFR, they should provide supplemental pages. These additional pages must indicate the following information at the top of each page: Federal Grant or other identifying number, recipient organization, Data Universal Number System (DUNS) number, Employer Identification Number (EIN), and period covered by the report.

One original and one copy of all reports should be submitted.

**An Overview of Single Audit Requirements of States,
Local Governments, and Non-Profit Organizations**

To meet audit requirements of U.S. Office of Management and Budget (OMB) Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards (Uniform Guidance), grantees must submit all documents required by Uniform Guidance 2 CFR 200.512, including Form SF-SAC: Data Collection Form, to:

Federal Audit Clearinghouse
1201 East 10th Street
Jeffersonville, Indiana 47132
(301) 763-1551 (voice)
(800) 253-0696 (toll free)
(301) 457-1540 (fax)

Below is a summary of the single audit requirements:

- (1) **Single Audit.** A non-Federal entity that expends \$750,000 or more during the non-Federal entity's fiscal year in Federal awards must have a single audit conducted in accordance with 2 CFR 200.514, "Scope of Audit," except when it elects to have a program specific audit conducted.
- (2) **Program-specific audit election.** When an auditee expends Federal awards under only one Federal program (excluding R&D), and the Federal program's statutes, regulations, or the terms and conditions of the Federal award do not require a financial statement audit of the auditee, the auditee may elect to have a program-specific audit conducted. A program-specific audit may not be elected for R&D unless all of the Federal awards expended were received from the same Federal agency, or the same Federal agency and the same pass-through entity, and that Federal agency, or pass-through entity in the case of a subrecipient, approves in advance a program-specific audit.
- (3) **Exemption when Federal awards expended are less than \$750,000.** A non-Federal entity that expends less than \$750,000 during the non-Federal entity's fiscal year in Federal awards is exempt from Federal audit requirements for that year, except as noted in 2 CFR 200.503, but records must be available for review or audit by appropriate officials of the Federal agency, pass-through entity, and Government Accountability Office (GAO).

(4) Federally Funded Research and Development Centers (FFRDC). Management of an auditee that owns or operates a FFRDC may elect to treat the FFRDC as a separate entity.

(5) Report Submission. The audit must be completed, and the data collection form and reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's report(s), or nine months after the end of the audit period. If the due date falls on a Saturday, Sunday, or Federal holiday, the reporting package is due the next business day. Unless restricted by Federal statutes or regulations, the auditee must make copies available for public inspection. Auditees and auditors must ensure that their respective parts of the reporting package do not include protected personally identifiable information. (2 CFR 200.512)

Grantees are strongly urged to obtain the "OMB Compliance Supplement" and to contact their cognizant agency for single audit technical assistance.

The designated cognizant agency for single audit purposes is "the Federal awarding agency that provides the predominant amount of direct funding to the recipient." Grantees should obtain a copy of the OMB Compliance supplement. This supplement will be instructive to both grantees and their auditors. Appendix III of the supplement provides a list of Federal Agency Contacts for Single Audits, including addresses, phone numbers, fax numbers, and e-mail addresses for technical assistance.

If the U.S. Department of Education is the cognizant agency, grantees should contact the Non-Federal Audit Team in the Department's Office of Inspector General, at the address, phone, or fax number provided on page 3 of this attachment.

Grantees can obtain information on single audits from:

The OMB Publications Service, (202) 395-7332. (To obtain OMB Compliance Supplement, and Form SF-SAC: Data Collection Form)

The OMB web site. The Internet address is www.omb.gov. Look under OMB "Information for Agencies", then in OMB Circulars. (To obtain OMB Compliance Supplement, and Form SF-SAC: Data Collection Form)

The Federal Audit Clearinghouse, 1-888-222-9907. (to obtain Form SF-SAC: Data Collection Form), or

The American Institute of Certified Public Accountants (AICPA). AICPA has illustrative OMB Single Audit report examples that might be of interest to accountants, auditors, or financial staff. The examples can be obtained by their fax hotline: (202) 938-3797, request document number 311; or from their Internet page. The Internet address is www.aicpa.org.

If the U.S. Department of Education is the cognizant agency for the grantee organization, the following shows, according to the location of the grantee entity, which location of the Office of Inspector General to contact for single audit-related questions. For programmatic questions, grantees should contact the Education Program Contact shown on the Department's Grant Award Notification.

U.S. Department of Education Non-Federal Audit Teams

Director, Non-Federal Audits
Office of Inspector General
U.S. Department of Education
Wanamaker Building
100 Penn Square East, Suite 502
Philadelphia, PA 19107
Phone: Voice (215) 656-6900
FAX (215) 656-6397

NATIONAL OFFICE CONTACT and audits in Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, Virginia, West Virginia, Puerto Rico, and the Virgin Islands.

Non-Federal Audit Team
Office of Inspector General
U.S. Department of Education
1999 Bryan Street, Suite 2630
Dallas, TX 75201-6817
Phone: Voice (214) 880-3031
FAX (214) 880-2492

For audits in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, New Mexico, North Carolina, Oklahoma, South Carolina, Tennessee, and Texas.

Non-Federal Audit Team
Office of Inspector General
U.S. Department of Education
8930 Ward Parkway, Suite 2401
Kansas City, MO 64114-3302
Phone: Voice (816) 268-0502
FAX (816) 823-1398

For audits in Alaska, Arizona, California, Colorado, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, North Dakota, Ohio, Oregon, South Dakota, Utah, Washington, Wisconsin, Wyoming, and the Pacific Islands.

Request for Approval of Program Income

In projects that generate program income, the recipient calculates the amount of program income according to the guidance given in 2 CFR Part 200.307.

***** IF YOU RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY AND YOU ARE SUBJECT TO ANY OF THE RESTRICTIONS IDENTIFIED BELOW, THE RESTRICTION(S) WILL APPEAR IN BOX 10 ON YOUR GRANT AWARD NOTIFICATION AS A GRANT TERM OR CONDITION OF THE AWARD. *****

Unless checked below as NOT ALLOWED, the recipient may exercise any of the options or combination of options, as provided in 2 CFR Part 200.307, for using program income generated in the course of the recipient's authorized project activities:

Not Allowed Adding program income to funds committed to the project by the Secretary and recipient and using it to further eligible project or program objectives;

Not Allowed Using program income to finance the non-Federal share of the project or program; and

Not Allowed Deducting program income from the total allowable cost to determine the net allowable costs.

GRANT ATTACHMENT 8

Trafficking in Persons

The Department of Education adopts the requirements in the Code of Federal Regulations at 2 CFR 175 and incorporates those requirements into this grant through this condition. The grant condition specified in 2 CFR 175.15(b) is incorporated into this grant with the following changes. Paragraphs a.2.ii.B and b.2.ii. are revised to read as follows:

“a.2.ii.B. Imputed to you or the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

“b.2.ii. Imputed to the subrecipient using the standards and due process for imputing the conduct of an individual to an organization that are provided in 34 CFR part 85.”

Under this condition, the Secretary may terminate this grant without penalty for any violation of these provisions by the grantee, its employees, or its subrecipients.

12/2014

Reporting Prime Awardee Executive Compensation Data As Required under the Federal Funding Accountability and Transparency Act

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that executive compensation data be reported for all new Federal grants funded at \$25,000 or more that meet the reporting conditions as set forth in this grant award term, and that are awarded on or after October 1, 2010. For FFATA reporting purposes, the prime awardee (i.e. the grantee) is the entity listed in box 1 of the Grant Award Notification.

a. Reporting Total Compensation of the Prime Awardee's Executives:

1. *Applicability and what to report.* The prime awardee must report total compensation for each of its five most highly compensated executives for the preceding completed fiscal year, if all of the following conditions are applicable: —

i. the total Federal funding authorized to date under this award is \$25,000 or more; **and**

ii. in the preceding fiscal year, the prime awardee received--

(A) 80 percent or more of its annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); **and**

(B) \$25,000,000 or more in annual gross revenues from Federal procurement contracts (and subcontracts) and Federal financial assistance subject to the Transparency Act, as defined at 2 CFR 170.320 (and subawards); **and**

iii. The public does not have access to information about the compensation of the executives through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986. (To determine if the public has access to the compensation information, see the U.S. Securities and Exchange Commission total compensation filings at www.sec.gov/answers/execomp.htm.)

2. *Where, what and when to report.* The prime awardee must report executive compensation described in paragraph **a.1.** of this grant award term as part of its registration profile in the System for Award Management (www.SAM.gov).

i. The types of compensation that must be reported for each subrecipient are listed in the definition of "total compensation" appearing in item **b** of this grant award term. If this is the first award the prime awardee has received that is subject to the reporting requirements in paragraph **a.1.**, the prime awardee must report by the end of the month following the month in which this award is made, and on each anniversary of this award.

b. Definitions. For purposes of this grant award term:

1. *Entity* means all of the following, as defined in 2 CFR Part 25:

- i. A Governmental organization, which is a State, local government, or Indian tribe;
- ii. A foreign public entity;
- iii. A domestic or foreign nonprofit organization;
- iv. A domestic or foreign for-profit organization;
- v. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.

2. *Executive* means officers, managing partners, or any other employees in management positions.

3. *Total compensation* means the cash and noncash dollar value earned by the executive during the prime awardee's or subrecipient's preceding fiscal year and includes the following (for more information see 17 CFR 229.402(c)(2)):

- i. Salary and bonus.
- ii. Awards of stock, stock options, and stock appreciation rights. Use the dollar amount recognized for financial statement reporting purposes with respect to the fiscal year in accordance with the Statement of Financial Accounting Standards No. 123 (Revised 2004) (FAS 123R), Shared Based Payments.
- iii. Earnings for services under non-equity incentive plans. This does not include group life, health, hospitalization or medical reimbursement plans that do not discriminate in favor of executives, and are available generally to all salaried employees.
- iv. Change in pension value. This is the change in present value of defined benefit and actuarial pension plans.
- v. Above-market earnings on deferred compensation which is not tax-qualified.
- vi. Other compensation, if the aggregate value of all such other compensation (e.g. severance, termination payments, value of life insurance paid on behalf of the employee, perquisites or property) for the executive exceeds \$10,000.

**SPECIFIC CONDITIONS FOR DISCLOSING
FEDERAL FUNDING IN PUBLIC ANNOUNCEMENTS**

When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, U.S. Department of Education grantees shall clearly state :

- 1) the percentage of the total costs of the program or project which will be financed with Federal money;
- 2) the dollar amount of Federal funds for the project or program; and
- 3) the percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

Recipients must comply with these conditions under Division H, Title V, Section 505 of Public Law 113-76, Consolidated Appropriations Act, 2014.

**PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE
DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

Registration of Data Universal Numbering System (DUNS) Number and Taxpayer Identification Number (TIN) in the System for Award Management (SAM)

The U.S. Department of Education (Education) Grants Management System (G5) will begin disbursing payments via the U.S. Department of Treasury (Treasury) rather than directly through the Federal Reserve as in the past. The U.S. Treasury requires that we include your Tax Payer Identification Number (TIN) with each payment. Therefore, in order to do business with Education you must have a registered DUNS and TIN number with the SAM, the U.S. Federal Government's primary registrant database. If the payee DUNS number is different than your grantee DUNS number, both numbers must be registered in the SAM. Failure to do so will delay the receipt of payments from Education.

A TIN is an identification number used by the Internal Revenue Service (IRS) in the administration of tax laws. It is issued either by the Social Security Administration (SSA) or by the IRS. A Social Security number (SSN) is issued by the SSA whereas all other TINs are issued by the IRS.

The following are all considered TINs according to the IRS.

- Social Security Number "SSN"
- Employer Identification Number "EIN"
- Individual Taxpayer Identification Number "ITIN"
- Taxpayer Identification Number for Pending U.S. Adoptions "ATIN"
- Preparer Taxpayer Identification Number "PTIN"

If your DUNS number is not currently registered with the SAM, you can easily register by going to www.sam.gov. Please allow 3-5 business days to complete the registration process. If you need a new TIN, please allow 2-5 weeks for your TIN to become active. If you need assistance during the registration process, you may contact the SAM Federal Service Desk at 866-606-8220.

If you are currently registered with SAM, you may not have to make any changes. However, please take the time to validate that the TIN associated with your DUNS is correct.

If you have any questions or concerns, please contact the G5 Hotline at 888-336-8930.

System for Award Management and Universal Identifier Requirements

1. Requirement for System for Award Management (SAM)

Unless you are exempted from this requirement under 2 CFR 25.110, you as the recipient must maintain the currency of your information in the SAM until you submit the final financial report required under this award or receive the final payment, whichever is later. This requires that you review and update the information at least annually after the initial registration, and more frequently if required by changes in your information or another award term.

2. Requirement for Data Universal Numbering System (DUNS) Numbers

If you are authorized to make subawards under this award, you:

1. Must notify potential subrecipients that no entity (see definition in paragraph C of this award term) may receive a subaward from you unless the entity has provided its DUNS number to you.
2. May not make a subaward to an entity unless the entity has provided its DUNS number to you.

3. Definitions

For purposes of this award term:

1. System for Award Management (SAM) means the Federal repository into which an entity must provide information required for the conduct of business as a recipient. Additional information about registration procedures may be found at the SAM Internet site (currently at <http://www.sam.gov>).
2. Data Universal Numbering System (DUNS) number means the nine-digit number established and assigned by Dun and Bradstreet, Inc. (D&B) to uniquely identify business entities. A DUNS number may be obtained from D&B by telephone (currently 866-705-5711) or the Internet (currently at <http://fedgov.dnb.com/webform>).
3. Entity, as it is used in this award term, means all of the following, as defined at 2 CFR part 25, subpart C:
 - a. A Governmental organization, which is a State, local government, or Indian Tribe;
 - b. A foreign public entity;
 - c. A domestic or foreign nonprofit organization;
 - d. A domestic or foreign for-profit organization; and
 - e. A Federal agency, but only as a subrecipient under an award or subaward to a non-Federal entity.
4. Subaward:
 - a. This term means a legal instrument to provide support for the performance of any portion of the substantive project or program for which you received this award and that you as the recipient award to an eligible subrecipient.
 - b. The term does not include your procurement of property and services needed to carry out the project or program (see 2 CFR 200.501 of the OMB "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards").
 - c. A subaward may be provided through any legal agreement, including an agreement that you consider a contract.
5. Subrecipient means an entity that:
 - a. Receives a subaward from you under this award; and
 - b. Is accountable to you for the use of the Federal funds provided by the subaward.

**ATTACHMENT B
SPECIAL GRANT TERMS AND CONDITIONS FOR
FINANCIAL AND PERFORMANCE REPORTS**

PERFORMANCE REPORTS:

ALL RECIPIENTS are required to submit a final performance report within 90 days after the expiration or termination of grant support.

ALL RECIPIENTS of a multi-year discretionary award must submit an annual Grant Performance Report. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR PERFORMANCE REPORT SUBMISSIONS, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

Refer to the item(s) checked below for other reporting requirements that may apply to this grant:

1. A performance report is due before the next budget period begins. The report should contain current performance and financial expenditure information for this grant. (34 CFR 75.118)

The continuation report is due on _____.

The Department will provide recipients with additional information about this report, including due date, at a later time.

2. An interim performance report is required because of the nature of this award or because of statutory or regulatory provisions governing the program under which this award is made. The report is due more frequently than annually as indicated:

Quarterly Submit within 30 days after the end of each quarter.

Semiannually Submit within 30 days after the end of each 6-month period.

3. Other Required Reports:

***** IF YOU HAVE RECEIVED YOUR GRANT AWARD NOTIFICATION ELECTRONICALLY, THE ITEMS BELOW WILL NOT BE CHECKED. IF A FINANCIAL REPORT IS REQUIRED, YOUR EDUCATION PROGRAM CONTACT WILL PROVIDE YOU WITH INFORMATION ABOUT YOUR FINANCIAL REPORT SUBMISSION, INCLUDING THE DUE DATE, AS A GRANT TERM OR CONDITION IN BOX 10 ON THE GRANT AWARD NOTIFICATION, OR THROUGH ANOTHER NOTIFICATION AT A LATER TIME. *****

FINANCIAL REPORTS:

Unless an item down below is checked, a Standard Form 425 Federal Financial Report (FFR) is not required for this grant. The Department will rely on the drawdown of funds by grant award and record such drawdowns as expenditures by grantees. (34 CFR 75.720)

Quarterly FFRs are required for reporting periods ending on 12/31, 03/31, 06/30, 09/30, and are due within 45 days after each reporting period.

____ Semi-annual FFRs are required for reporting periods ending on 03/31 and 09/30, and are due within 45 days after each reporting period.

____ An annual FFR is required for reporting period ending 09/30, and is due within 45 days after the reporting period.

____ A final FFR is due within 90 days after the project or grant period end date.

A quarterly, semi-annual, annual, and/or final FFR as noted hereinabove is due for this grant because:

____ (34 CFR 74.14 or 80.12) Special Award Conditions or Special grant or subgrant conditions for "high-risk" grantees:

____ Statutory Requirement or Other Special Condition

When completing an FFR for submission in accordance with the above referenced selection, the following must be noted:

1. While the FFR is a government wide form that is designed for single grant and multiple grant award reporting, the U.S. Department of Education's (EDs) policy is that multiple grant award reporting is not permitted for ED grants. Thus, an ED grantee that is required to submit an FFR in accordance with any of the above referenced selections must complete and submit one FFR for each of its grants. The FFR attachment (Standard Form 425A), which is available for reporting multiple grants, is not to be used for ED grants. As such, references to multiple grant reporting and to the FFR attachment in items 2, 5 and 10 of the FFR are not applicable to ED grantees. With regards to item 1 of the note found in the Federal Financial Report Instructions, it is EDs policy that a grantee must complete items 10(a) through 10(o) for each of its grants. The multiple award, multiple grant, and FFR attachment references found in items 2, 5, 6, before 10(a), in item 10(b), before 10(d), before 10(i) and before 10(l) of the Line Item Instructions for the Federal Financial Report are not applicable to ED grants.
2. Unless disallowed by statute or regulation, a grantee will complete item 10(m) or 10(n) in accordance with the options or combination of options as provided in 34 CFR 74.24(a)-(h) and 34 CFR 80.25(a)-(h). A grantee is permitted, in accordance with 34 CFR 74.24(a)-(h) and 34 CFR 80.25(a)-(h), to add program income to its Federal share to further eligible project or program objectives, use program income to finance the non-Federal share of the project or program; and deduct program income from the Federal share of the total project costs.
3. A grantee will complete item 11(a) by listing the rate type identified in its indirect cost rate agreement, as approved by its cognizant agency. An ED grantee that does not have an indirect cost rate agreement approved by its cognizant agency, and that is using the ED approved temporary rate of 10% of budgeted direct salaries and wages, must list its rate in 11(a) as an ED Temporary Rate. A training program grantee whose recovery of indirect cost is limited to 8% of a modified total direct cost base in accordance with EDGAR § 75.562 (c), must list its rate as an ED Training Grant Rate. A restricted rate program grantee (such as one with a supplement-not-supplant grant provision) that has not negotiated an indirect cost agreement with its cognizant agency and that has limited the recovery of indirect costs in accordance with 34 CFR 75.563 and 76.564 (c), must list its rate as an ED Restricted Rate.
4. Quarterly, semi-annual, and annual interim reports shall be due within 45 days after the end of the reporting period. Although the Office of Management and Budget (OMB) published in its December 7, 2007 Federal Register Notice (72 FR 69236) that interim reports are due within 45 days of the interim reporting end dates instead of within 30 days as originally identified, OMB has not revised the FFR instructions to reflect this change. Grantees are, nevertheless, permitted to exercise the 45 day period as published by OMB

within the Federal Register. Final reports shall be due no later than 90 days after the project or grant period end date. Extensions of reporting due dates may be approved by the program office upon request by the grantee.

5. If grantees need additional space to report financial information, beyond what is available within the FFR, they should provide supplemental pages. These additional pages must indicate the following information at the top of each page: Federal Grant or other identifying number, recipient organization, Data Universal Number System (DUNS) number, Employer Identification Number (EIN), and period covered by the report.

One original and one copy of all reports should be mailed to:

U.S. Department of Education
Executive Director
Office of Elementary and Secondary Education
400 Maryland Avenue, SW, FB6, Room 3W342
Washington, DC 20202-6100

12/2012

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

MEMORANDUM to ED GRANTEEES REGARDING THE USE OF GRANT FUNDS FOR CONFERENCES AND MEETINGS

You are receiving this memorandum to remind you that grantees must take into account the following factors when considering the use of grant funds for conferences and meetings:

- Before deciding to use grant funds to attend or host a meeting or conference, a grantee should:
 - Ensure that attending or hosting a conference or meeting is consistent with its approved application and is reasonable and necessary to achieve the goals and objectives of the grant;
 - Ensure that the primary purpose of the meeting or conference is to disseminate technical information, (e.g., provide information on specific programmatic requirements, best practices in a particular field, or theoretical, empirical, or methodological advances made in a particular field; conduct training or professional development; plan/coordinate the work being done under the grant); and
 - Consider whether there are more effective or efficient alternatives that can accomplish the desired results at a lower cost, for example, using webinars or video conferencing.
- Grantees must follow all applicable statutory and regulatory requirements in determining whether costs are reasonable and necessary, especially the Cost Principles for Federal grants set out at 2 CFR Part 200 Subpart E of the, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards." In particular, remember that:
 - Federal grant funds cannot be used to pay for alcoholic beverages; and
 - Federal grant funds cannot be used to pay for entertainment, which includes costs for amusement, diversion, and social activities.
- Grant funds may be used to pay for the costs of attending a conference. Specifically, Federal grant funds may be used to pay for conference fees and travel expenses (transportation, per diem, and lodging) of grantee employees, consultants, or experts to attend a conference or meeting if those expenses are reasonable and necessary to achieve the purposes of the grant.
 - When planning to use grant funds for attending a meeting or conference, grantees should consider how many people should attend the meeting or conference on their behalf. The number of attendees should be reasonable and necessary to accomplish the goals and objectives of the grant.
- A grantee hosting a meeting or conference may not use grant funds to pay for food for conference attendees unless doing so is necessary to accomplish legitimate meeting or conference business.
 - A working lunch is an example of a cost for food that might be allowable under a Federal grant if attendance at the lunch is needed to ensure the full participation by conference attendees in essential discussions and speeches concerning the purpose of the conference and to achieve the goals and objectives of the project.
- A meeting or conference hosted by a grantee and charged to a Department grant must not be promoted as a U.S. Department of Education conference. This means that the seal of the U.S. Department of Education must not be used on conference materials or signage without Department approval.

UNITED STATES DEPARTMENT OF EDUCATION
Office of the Chief Financial Officer

- All meeting or conference materials paid for with grant funds must include appropriate disclaimers, such as the following:
 - The contents of this (insert type of publication; e.g., book, report, film) were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
- Grantees are strongly encouraged to contact their project officer with any questions or concerns about whether using grant funds for a meeting or conference is allowable prior to committing grant funds for such purposes.
 - A short conversation could help avoid a costly and embarrassing mistake.
- Grantees are responsible for the proper use of their grant awards and may have to repay funds to the Department if they violate the rules on the use of grant funds, including the rules for meeting- and conference-related expenses.

12/2014

ENCLOSURE 1

TO: Project Directors and Fiscal Management Staff for ED
Discretionary Grants

FROM: Philip A. Maestri
Director, Risk Management Service

SUBJECT: Key Financial Management Requirements for Discretionary
Grants Awarded by the Department of Education (ED)

As part of the Department's on-going efforts to make you aware of your responsibilities associated with managing Federal funds, I am writing to remind you of important financial management requirements that apply to discretionary grant awards.

In general, the Department expects that you will administer ED grants in accordance with generally accepted business practices, exercising prudent judgment so as to maintain proper stewardship of taxpayer dollars. This includes using fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. In addition, you may use grant funds only for obligations incurred during the funding period.

Title 2 of the Code of Federal Regulations Part 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards," establishes requirements for Federal awards made to non-Federal entities. The Education General Administrative Regulations in 34 CFR (EDGAR) 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99] contain additional requirements for administering discretionary grants made by this Department. The most recent version of these regulations may be accessed at the following URLs:

[The Education General Administrative Regulations \(EDGAR\)](#)

[2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#)

The attached document, "Selected Topics in Administering ED Discretionary Grants," highlights major administrative requirements of 2 CFR Part 200. In addition, a few of the topics discuss requirements that this Department imposes on its discretionary grantees under EDGAR, Part 75 (Direct Grants). The specific sections of 2 CFR Part 200 and of EDGAR that address the topics discussed are shown in parentheses. I urge you to read the full text of these and other topics in EDGAR and in 2 CFR Part 200.

Please keep in mind that a particular grant might be subject to additional

requirements of the authorizing statute for the program that awarded the grant and/or any regulations issued by the program office. You should become familiar with those requirements as well, because program-specific requirements might differ from those in 2 CFR Part 200 and in EDGAR.

In closing, I recommend that the project director and the fiscal management staff of a grantee organization communicate frequently with each other about the grant budget. Doing so will help to assure that you use Federal funds only for those expenditures associated with activities that conform to the goals and objectives approved for the project.

You should direct any questions you might have about the topics discussed in the attached document or about any other aspect of administering your grant award to the ED program staff person named in Block 3 of the Grant Award Notification.

Attachment

Selected Topics in Administering ED Discretionary Grants

I. Financial Management Systems (2 CFR Part 200.302)

In general, grantees are required to have financial management systems that:

- * provide for accurate, current, and complete disclosure of results regarding the use of funds under grant projects;
- * provide adequate source documentation for Federal and non-Federal funds used under grant projects;
- * contain procedures to determine the allowability, allocability, and reasonableness of obligations and expenditures made by the grantee; and
- * enable the grantee to maintain effective internal control and fund accountability procedures, e.g., requiring separation of functions so that the person who makes obligations for the grantee is not the same person who signs the checks to disburse the funds for those obligations.

State systems must account for funds in accordance with State laws and procedures that apply to the expenditure of and the accounting for a State's own funds. A State's procedures, as well as those of its subrecipients and cost-type contractors, must be sufficient to permit the preparation of reports that may be required under the award as well as provide the tracing of expenditures to a level adequate to establish that award funds have not been used in violation of any applicable statutory restrictions or prohibitions.

II. Payment (2 CFR Part 200.305)

Under this part --

- * the Department pays grantees in advance of their expenditures if the grantee demonstrates a willingness and ability to minimize the time between the transfer of funds to the grantee and the disbursement of the funds by the grantee;
- * grantees repay to the Federal government interest earned on advances; and
- * grantees subject to Part 74 deposit grant funds in interest-bearing accounts (grantees subject to part 80 are encouraged to also deposit grant funds in interest-bearing accounts).

In general, grantees should make payment requests frequently, only for small amounts sufficient to meet the cash needs of the immediate future.

The Department has recently encountered situations where grantees failed to request funds until long after the grantee actually expended its own funds for the costs of its grant. Grantees need to be aware that, by law, Federal funds are available for grantees to draw down for only a limited period of time, after which the funds revert to the U.S. Treasury. In some cases grantees have requested funds too late for the Department to be able to pay the grantees for legitimate costs incurred during their project periods. The Department urges financial managers to regularly monitor requests for payment under their grants to assure that Federal funds are drawn from the ED G5 Payment System at the time those funds are needed for payments to vendors and employees.

III. Personnel (EDGAR §§ 75.511-75.519 and 2 CFR Part 200 Subpart E)

The rules in Part 75 cover issues such as paying consultants with grant funds, waiving the requirement for a full-time project director, making changes in key project staff, and prohibiting dual compensation of staff. General rules governing reimbursement of salaries and compensation for staff working on grant projects are addressed in the cost principles in 2 CFR Part 200 Subpart E. In all cases, payments of any type to personnel must be supported by complete and accurate records of employee time and effort. For those employees that work on multiple functions or separately funded programs or projects, the grantee must also maintain time distribution records to support the allocation of employee salaries among each function and separately funded program or project.

IV. Cost Principles (2 CFR Part 200 Subpart E)

All costs incurred under any grant are subject to the cost principles found in 2 CFR Part 200 Subpart E. The cost principles provide lists of selected items of allowable and unallowable costs, and must be used in determining the allowable costs of work performed under the grant.

V. Procurement Standards (2 CFR Part 200.317-326)

Under 2 CFR Part 200.317, States are required to follow the procurement rules the States have established for purchases funded by non-Federal sources. When procuring goods and services for a grant's purposes, all other grantees may follow their own procurement procedures, but only to the extent that those procedures meet the minimum requirements for procurement specified in the regulations. These requirements include written competition procedures and codes of conduct for grantee staff, as well as requirements for cost and price analysis, record-keeping and contractor compliance with certain Federal laws and regulations. These regulations also require grantees to include certain conditions in contracts and subcontracts, as mandated by the regulations and statutes.

VI. Indirect Costs (EDGAR §§75.560-564 and 2 CFR Part 200.414)

For programs reimbursing the full share of indirect costs (Full reimbursement):

The Department reimburses grantees for its portion of indirect costs that a grantee incurs. Any grantee charging indirect costs to a grant must use the indirect cost rate (**ICR**), negotiated with its *cognizant agency*, i.e., either the Federal agency from which it has received the most direct funding, subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget, or the State agency that provides the most subgrant funds to the grantee.

If a grantee has not established a current ICR with its cognizant agency at the time of award, the Department generally will authorize the grantee to use a temporary rate, of 10 percent of budgeted direct salaries and wages, or a de minimis rate of 10 percent of MTDC consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and subcontracts up to the first \$25,000 of each subaward (i.e. subgrant) or subcontract.

Use of the temporary rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:

1. The grantee may only recover indirect cost incurred at the start of the next grant budget period.
2. The grantee may not request additional funds to recover indirect costs. If the grantee believes that the indirect rate recovery is less than it should be, the grantee should submit an indirect cost proposal for the next full fiscal year to the ED Indirect Cost Group for negotiation of an indirect cost rate agreement.

Use of the de minimis rate of 10 percent of MTDC consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel, and subawards and subcontracts up to the first \$25,000 of each subaward (i.e. subgrant) or subcontract is subject to the following limitations:

1. In accordance with 2 CFR 200.414(f), States, Local Governments and Indian Tribes may not use the de minimis rate; thus, this rate may only be used by institutions of higher education (IHE), and non-profit organizations.
2. Grantees that are subject to ED's training grant and supplement-not-supplant provisions may not use the de minimis rate.
3. The de minimis rate may be used indefinitely; however, if a qualifying grantee chooses to use the de minimis rate to recover indirect costs, it must do so for all of its Federal awards until such time as the grantee negotiates an ICR with its cognizant agency.
4. Once a grantee obtains a federally recognized ICR that is applicable to its grant, the grantee may use that ICR to claim indirect cost reimbursement accordingly:
 - a. The grantee may only recover indirect cost incurred at the start of the next grant budget period.
 - b. The grantee may not request additional funds to recover indirect costs. If the grantee believes that the indirect rate

recovery is less than it should be, the grantee should submit an indirect cost proposal for the next full fiscal year to the ED Indirect Cost Group for negotiation of an indirect cost rate agreement.

Grantees should be aware that the Department is very often *not* the cognizant agency for its own grantees. Rather, the Department accepts, for the purpose of funding its awards, the current ICR established by the appropriate cognizant agency.

For programs with restricted indirect cost rates (Partial Reimbursement):

The Department has established a *restricted indirect cost rate* that must be used when the statute authorizing the program under which the grant was funded contains a supplement-not-supplant provision that requires a reduction in the indirect cost rate so that costs which are unallowable under these types of programs are not recovered through the indirect cost rate. The detailed requirements of restricted rates are in EDGAR at §§75.563 and 76.563-569.

Guidance on how to calculate the restricted rate is available at: <http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html>. The restricted rate should be used in projecting indirect costs.

If the grant is made to a government under a program subject to a supplement-not-supplant requirement, the grantee must notify the cognizant agency that the grant is subject to a restricted indirect cost rate, as calculated under §75.563 and §§76.564-76.569, and negotiate a restricted ICR with the Department (the grantee should ask its cognizant agency to contact the Department's Indirect Cost Group in order to coordinate a review of the restricted indirect cost proposal).

If a grantee other than a State or local government does not want to negotiate a restricted rate with its cognizant agency, the grantee has the option of charging indirect costs at 8% of the Modified Total Direct Costs (MTDC) of its grant for the life of the grant in accordance with EDGAR at §76.564(c), unless the Department determines that the actual restricted ICR is lower than 8% of MTDC¹. If a non-governmental grantee chooses to charge indirect costs at 8% of its MTDC, it must maintain records, available for audit, that demonstrate that the grantee incurs indirect costs of at least 8% of MTDC.

Grantees must bear in mind that items of cost excluded from restricted indirect cost rates may **not** be charged to grants as direct cost items. Nor may they be used to satisfy matching or cost-sharing requirements under a grant or charged to other Federal awards.

For programs that are designated training grants (Limited reimbursement at 8%):

¹ If the grantee gets funds under another grant that is not subject to the restricted indirect cost rate, it will not have the option of not negotiating an ICR.

EDGAR limits reimbursement of indirect costs under training grants to non-governmental grantees. These grantees may recover indirect costs under training grants up to the grantee's actual indirect costs as determined by the grantee's negotiated indirect cost agreement or 8% of modified total direct costs, whichever rate is lower.

Note: This limitation does not apply to State agencies, local governments or Federally-recognized Indian tribal governments. [EDGAR §75.562(c)(2)].

Grantees charging indirect costs to a Department training grant at the 8% rate must have a negotiated rate with their *cognizant agency*, i.e., either the Federal agency from which it has received the most direct funding subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget, or the State agency that provides the most subgrant funds to the grantee. If an applicant selected for funding under this program has not already established a current indirect cost rate with its cognizant agency as a result of current or previous funding, the Department generally will authorize the grantee to use a temporary rate, of 10 percent of budgeted direct salaries and wages.

Use of the temporary rate of 10 percent of budgeted direct salaries and wages is subject to the following limitations:

1. The grantee may only recover indirect cost incurred at the start of the next grant budget period.
2. The grantee may not request additional funds to recover indirect costs. If the grantee believes that the indirect rate recovery is less than it should be, the grantee should submit an indirect cost proposal for the next full fiscal year to the ED Indirect Cost Group for negotiation of an indirect cost rate agreement.

Although grantees are not required to submit, at the time of application, a copy of their indirect cost agreement to claim the 8% training rate, they must have documentation available for audit that shows that the indirect costs incurred under the grant are at least 8% of MTDC.

Grantees should be aware that indirect cost amounts exceeding the limitation, described in the first paragraph of this section, may **not** be charged to direct cost categories, used to satisfy matching or cost-sharing requirements, or charged to another Federal award. [§75.562(c)(5)]

VII. Audit Requirements (2 CFR Part 200 Subpart F)

2 CFR 200 Subpart F requires that grantees obtain a non-Federal audit of their expenditures under their Federal grants if the grantee expends more than \$750,000 in Federal funds in one fiscal year. 2 CFR Part 200 Subpart F contains the requirements imposed on grantees for audits done in connection with the law. The Department recommends hiring auditors who have specific experience in auditing Federal awards under the regulations and the Compliance Supplement.

OTHER CONSIDERATIONS

Some other topics of financial management covered in 2 CFR Part 200 that might affect particular grants include program income (2 CFR Part200.307), cost sharing or matching (2 CFR Part200.306), property management requirements for equipment and other capital expenditures (2 CFR Parts200.313, 200.439).

12/14

U.S. DEPARTMENT OF EDUCATION

MEMORANDUM to ED DISCRETIONARY GRANTEES

You are receiving this memorandum to remind you of Federal requirements, found in 2 CFR Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements*, regarding cash drawdowns under your grant account.

For any cash that you draw from your Department of Education grant account, you must:

- draw down only as much cash as is necessary to meet the immediate needs of the grant project;
- keep to the minimum the time between drawing down the funds and paying them out for grant activities; and
- return to the Government the interest earned on grant funds deposited in interest-bearing bank accounts except for a small amount of interest earned each year that your entity is allowed to keep to reimburse itself for administrative expenses).

In order to meet these requirements, you are urged to:

- take into account the need to coordinate the timing of drawdowns with prior internal clearances (e.g., by boards, directors, or other officials) when projecting immediate cash needs so that funds drawn down from ED do not stay in a bank account for extended periods of time while waiting for approval;
- monitor the fiscal activity (drawdowns and payments) under your grant on a continuous basis;
- plan carefully for cash flow in your grant project during the budget period and review project cash requirements before each drawdown; and
- pay out grant funds for project activities as soon as it is practical to do so after receiving cash from the Department.

Keep in mind that the Department monitors cash drawdown activity for all grants on a weekly basis. Department staff will contact grantees who appear to have drawn down excessive amounts of cash under one or more grants during the fiscal quarter to discuss the particular situation. For the purposes of drawdown monitoring, the Department will contact grantees who have drawn down 50% or more of the grant in the first quarter, 80% or more in the second quarter, and/or 100% of the cash in the third quarter of the budget period. However, even amounts less than these thresholds could still represent excessive drawdowns for your particular grant activities in any particular quarter. Grantees determined to have drawn down excessive cash will be required to return the excess funds to the Department, along with any associated earned interest, until such time as the money is legitimately needed to pay for grant activities. If you need assistance with returning funds and interest, please contact ED's G5 Hotline by calling 1-888-336-8930.

Grantees that do not follow Federal cash management requirements and/or consistently appear on the Department's reports of excessive drawdowns could be:

- subjected to specific award conditions or designated as a "high-risk" grantee [2 CFR Part 200.207 and 2 CFR 3474.10], which could mean being placed on a "cash-reimbursement" payment method (i.e., a grantee would experience the inconvenience of having to pay for grant activities with its own money and waiting to be reimbursed by the Department afterwards);
- subject to further corrective action;
- denied selection for funding on future ED grant applications [EDGAR 75.217(d)(3)(ii)]; and/or
- debarred or suspended from receiving future Federal awards from any executive agency of the Federal government.

You are urged to read 2 CFR Part 200.305 to learn more about Federal requirements related to grant payments and to determine how to apply these requirements to any subgrantees. You are urged to make copies of this memorandum and share it with all affected individuals within your organization.




UNITED STATES DEPARTMENT OF EDUCATION

MEMORANDUM

ENCLOSURE 4

DATE: July 12, 2016

TO: Recipients of grants and cooperative agreements

FROM: Tim Soltis 
Delegated the Authority to perform the Duties and Functions of the Chief
Financial Officer

SUBJECT: Department of Education Cash Management Policies for Grants and Cooperative
Agreements

The purpose of this memorandum is to remind the Department of Education's (the Department's) grant and cooperative agreement recipients (grantees) of existing cash management requirements regarding payments. The Department expects that grantees will ensure that their subgrantees are also aware of these policies by providing relevant information to them.

There are three categories of payment requirements that apply to the draw of funds from grant accounts at the Department. The first two types of payments are subject to the requirements in the Treasury Department regulations implementing the Cash Management Improvement Act (CMIA) of 1990, 31 U.S.C.6513, and the third is subject to the requirements in the *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) at 2 CFR part 200,¹ as follows:

- (1) Payments to a State under programs that are covered by a State's Treasury State Agreement (TSA);
- (2) Payments to States under programs that are not covered by a TSA; and
- (3) Payments to other non-Federal entities, including nonprofit organizations and local governments.

CMIA Requirements Applicable to Programs included in a TSA

Generally, under the Treasury Department regulations implementing the CMIA, only major assistance programs (large-dollar programs) are included in a State's written TSA. See 31 CFR part 205, subpart A. Programs included in a TSA must use approved funding techniques and both States and the Federal government are subject to interest liabilities for late payments. State interest liabilities accrue from the day federal funds are credited to a State account to the day the State pays out the federal funds for federal assistance program purposes. 31 CFR 205.15. If a

¹ The Department adopted the Uniform Guidance as regulations of the Department at 2 CFR part 3474.

State makes a payment under a Federal assistance program before funds for that payment have been transferred to the State, Federal Government interest liabilities accrue from the date of the State payment until the Federal funds for that payment have been deposited to the State account. 31 CFR 205.14.

CMIA Requirements Applicable to Programs Not Included in a TSA

Payments to States under programs not covered by a State's TSA are subject to subpart B of Treasury's regulations in 31 CFR part 205. These regulations provide that a State must minimize the time between the drawdown of funds from the federal government and their disbursement for approved program activities. The timing and amount of funds transfers must be kept to a minimum and be as close as is administratively feasible to a State's actual cash outlay for direct program costs and the proportionate share of any allowable indirect costs. 31 CFR 205.33(a). States should exercise sound cash management in funds transfers to subgrantees.

Under subpart B, neither the States nor the Department owe interest to the other for late payments. 31 CFR 205.33(b). However, if a State or a Federal agency is consistently late in making payments, Treasury can require the program to be included in the State's TSA. 31 CFR 205.35.

Fund transfer requirements for grantees other than State governments and subgrantees

The transfer of Federal program funds to grantees other than States and to subgrantees are subject to the payment and interest accrual requirements in the Uniform Guidance at 2 CFR 200.305(b). These requirements are similar to those in subpart B of the Treasury Department regulations in 31 CFR part 205, requiring that "payments methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-Federal entity." 2 CFR 200.305(b) introduction.

The Federal Government and pass-through entities must make payments in advance of expenditures by grantees and subgrantees if these non-Federal entities maintain, or demonstrates the willingness to maintain, written procedures "that minimize the time elapsing between the transfer of funds and disbursement by the non-Federal entity, and financial management systems that meet the standards for fund control and accountability as established in" 2 CFR 200.305(b). If a grantee or subgrantee cannot meet the criteria for advance payments, a Federal agency or pass-through entity can pay that entity through reimbursement. See 2 CFR 200.305(b)(1) and (4) for more detailed description of the payment requirements and the standards for requiring that payments be made by reimbursement.

Non-Federal entities other than States must maintain advance payments in interest bearing accounts unless certain conditions exist. See 2 CFR 200.305(b)(8) for those conditions. The requirements regarding interest accrual and remittance follow:

- Grantees other than States and subgrantees must annually remit interest earned on federal advance payments except that the non-Federal entity may retain up to \$500 of interest earned on the account each year to pay for the costs of maintaining the account.
- Grantees other than States and subgrantees must remit interest earned on Federal advance payments to the Department of Health and Human Services, Payment Management

System (PMS), through either Automated Clearinghouse (ACH) network or Fedwire. Detailed information about electronic remittance of funds via ACH or Fedwire are specified in 2 CFR 200.305(b)(9)(i) and (ii). For non-Federal entities that do not have electronic remittance capability, checks must be made payable to HHS and addressed to:

U.S. Department of Health and Human Services
Program Support Services
P.O. Box 530231
Atlanta, GA 3035-0231

The remittance should be accompanied by a letter stating that the remittance is for “interest earned on Federal funds” and should include the DUNS number of the non-Federal entity making the payment.

Grantees, including grantees that act as pass-through entities and subgrantees have other responsibilities regarding the use of Federal funds. For example, all grantees and subgrantees must have procedures for determining the allowability of costs for their awards. We highlight the following practices related to the oversight of subgrantee compliance with the financial management requirements in the Uniform Guidance that will assist State grantees (pass-through entities) in meeting their monitoring responsibilities. Under 2 CFR 200.331, pass-through entities must –

- Establish monitoring priorities based on the risks posed by each subgrantee, including risks associated with the drawdown of grant funds and remittance of interest to the Federal Government;
- Monitor the fiscal activity of subgrantees as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

A small number of ED grant programs have program-specific cash management and payment requirements based on the authorizing legislation or program regulations. These program-specific requirements may supplement or override general cash management or payment requirements. If you have any questions about your specific grant, please contact the program officer, whose contact information is on Block 3 of your Grant Award Notification (GAN).

Thank you for your attention to this matter. If you have any questions, please contact Blanca Rodriguez at (202) 245-8153 or blanca.rodriquez@ed.gov

Attachment

**Recipients of ED Grants and Cooperative Agreements
Frequently Asked Questions on
Cash Management**

- Q What are the Federal Laws and Regulations Regarding Payments to the States?**
A The *Cash Management Improvement Act of 1990 (CMIA)* establishes interest liabilities for the Federal and State governments when the Federal Government makes payments to the States. See 31 U.S.C. 3335 and 6503. The implementing regulations are in Title 31 of the Code of Federal Regulations (CFR), Part 205, <http://www.fms.treas.gov/fedreg/31cfr205final.pdf>.
- Q What is a Treasury-State Agreement (TSA)?**
A A TSA documents the accepted funding techniques and methods for calculating interest agreed upon by the U.S. Department of the Treasury (Treasury) and a State. It identifies the Federal assistance programs that are subject to interest liabilities under the CMIA. The CMIA regulations specify a number of different funding techniques that may be used by a State but a State can negotiate with the Treasury Department to establish a different funding technique for a particular program. A TSA is effective until terminated and, if a state does not have a TSA, payments to the State are subject to the default techniques in the regulations that Treasury determines are appropriate.
- Q What are the CMIA requirements for a program subject to a Treasury-State Agreement?**
A Payments to a State under a program of the Department are subject to the interest liability requirements of the CMIA if the program is included in the State's Treasury-State Agreement (TSA) with the Department of Treasury. If the Federal government is late in making a payment to a State, it owes interest to the State from the time the State spent its funds to pay for expenditure until the time the Federal government deposits funds to the State's account to pay for the expenditure. Conversely, if a State is late in making a payment under a program of the Department, the State owes interest to the Federal government from the time the Federal government deposited the funds to the State's account until the State uses those funds to make a payment. For more information, see the recently issued Memorandum from the Chief Financial Officer on Cash Management which is posted on the ed.gov "ED Memoranda to Grantees" page at:<http://www2.ed.gov/policy/fund/guid/gposbul/gposbul.html>
- Q What are the CMIA requirements for a program that is not subject to a Treasury-State Agreement?**
A If a program is not included in the State's TSA, neither the State nor the Federal government are liable for interest for making late payments. However, both the Federal government and the State must minimize the time elapsing between the date the State requests funds and the date that the funds are deposited to the State's accounts. The State is also required to minimize the time elapsed between the date it receives funds from the Federal government and the date it makes a payment under the program. Also, the Department must minimize the amount of funds transferred to a State to only that needed to meet the immediate cash needs of the State. The timing and amount of funds transferred must be as close as is administratively feasible to a State's actual cash outlay for direct program costs and the proportionate share of any allowable indirect costs.
- Q What if there is no TSA?**
A When a State does not have a TSA in effect, default procedures in 31 CFR, part 205 that the Treasury Department determines appropriate apply. The default procedures will prescribe efficient funds transfer procedures consistent with State and Federal law and identify the covered Federal assistance programs and designated funding techniques.

Q Who is responsible for Cash Management?

A Grantees and subgrantees that receive grant funds under programs of the Department are responsible for maintaining internal controls regarding the management of Federal program funds under the Uniform Guidance in 2 CFR 200.302 and 200.303. In addition, grantees are responsible for ensuring that subgrantees are aware of the cash management and requirements in 2 CFR part 200, subpart D.

Q Who is responsible for monitoring cash drawdowns to ensure compliance with cash management policies?

A Recipients must monitor their own cash drawdowns **and** those of their subrecipients to assure substantial compliance to the standards of timing and amount of advances.

Q How soon may I draw down funds from the G5 grants management system?

A Grantees are required to minimize the amount of time between the drawdown and the expenditure of funds from their bank accounts. (See 2 CFR 200.305(b).) Funds must be drawn only to meet a grantee's immediate cash needs for each individual grant. The G5 screen displays the following message:

By submitting this payment request, I certify to the best of my knowledge and belief that the request is based on true, complete, and accurate information. I further certify that the expenditures and disbursements made with these funds are for the purposes and objectives set forth in the applicable Federal award or program participation agreement, and that the organization on behalf of which this submission is being made is and will remain in compliance with the terms and conditions of that award or program participation agreement. I am aware that the provision of any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me, and the organization on behalf of which this submission is being made, to criminal, civil, or administrative penalties for fraud, false statements, false claims, or other violations. (U.S. Code Title 18, Section 1001; Title 20, Section 1097; and Title 31, Sections 3729-3730 and 3801-3812)

Q How may I use Federal funds?

A Federal funds must be used as specified in the Grant Award Notification (GAN) and the approved application or State plan for allowable direct costs of the grant and an allocable portion of indirect costs, if authorized.

Q What are the consequences to recipients/subrecipients for not complying with terms of the grant award?

A If a recipient or subrecipient materially fails to comply with any term of an award, whether stated in a Federal statute or regulation, including those in 2 CFR part 200, an assurance, the GAN, or elsewhere, the awarding agency may take one or more of the following actions:

1. Temporarily withhold cash payments pending correction of the deficiency by the non-Federal entity or more severe enforcement action by the Federal awarding agency or pass-through entity.
2. Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity not in compliance.
3. Wholly or partly suspend or terminate the Federal award.
4. Initiate suspension or debarment proceedings as authorized under 2 CFR part 180 and Federal award agency regulations (or in the case of a pass-through be initiated by a Federal awarding agency).
5. Withhold further Federal awards for the project or program.
6. Take other remedies that may be legally available.

Q Who is responsible for determining the amount of interest owed to the Federal government?

A As set forth in 31 CFR 205.9, the method used to calculate and document interest liabilities is included in the State's TSA. A non-State entity must maintain advances of Federal funds in interest-bearing accounts unless certain limited circumstance apply and remit interest earned on those funds to the Department of Health and Human Services, Payment Management System annually. See 2 CFR 200.305. Also, see the July 6, 2016, memorandum from the Department's Chief Financial Officer on Department of Education Cash Management Policies for Grants and Cooperative Agreements posted at <http://ww2.ed.gov/policy/fund/guid/gposbul.html>

Q What information should accompany my interest payment?

A Remittances must include pertinent information of the payee and nature of payment in the memo area (often referred to as "addenda records" by Financial Institutions) as that will assist in the timely posting of interest earned on federal funds. Pertinent details include the Payee Account Number (PAN) if the payment originated from PMS, or Agency information if the payment originated from ASAP, NSF or another federal agency payment system. CFR 200.305(b)(9).

Q Are grant recipients/subrecipients automatically permitted to draw funds in advance of the time they need to disburse funds in order to liquidate obligations?

A The payment requirements in 2 CFR 200.305(b) authorize a grantee or subgrantee to request funds in advance of expenditures if certain conditions are met. However, if those conditions are not met, the Department and a pass-through agency may place a payee on reimbursement.

Q For formula grant programs such as ESEA Title I, for which States distribute funds to LEAs, may States choose to pay LEAs on a reimbursement basis?

A A subgrantee must be paid in advance if it meets the standards for advance payments in 2 CFR 200.305(b)(1) but if the subgrantee cannot meet those standards, the State may put the subgrantee on reimbursement payment. See 2 CFR 200.305(b)

Q Will the Department issue special procedures in advance if G5 plans to shut down for 3 days or more?

A Yes, before any shutdown of G5 lasting three days or more, the Department issues special guidance for drawing down funds during the shut down. The guidance will include cash management improvement act procedures for States and certain State institutions of higher education and procedures for grants (including Pell grants) that are not subject to CMIA.



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PROJECT NARRATIVE

NEED FOR THE PROJECT

(A) Gaps or weaknesses in services, infrastructure or opportunities. Oakland Unified School District (OUSD) is an urban school district serving 36,273 students and their families at 86 elementary, middle, high, and special needs schools in Oakland, California. The district serving Oakland is enormously diverse, with over 89% students of color, 30% English language learners, and 71% eligible for Free and Reduced Price Lunch. Census data show that over 26% of children in Oakland live in poverty, vs. 14% in Alameda County overall, which correlates to lack of access to nutritious food and opportunities for physical activity. East and West Oakland have the highest concentrations of crime and poverty in the city, with several census tracts reporting 36%-41% of residents living in poverty. However, the increasing pressure of gentrification and the high cost of living in the San Francisco Bay Area mean that the federal poverty line is a poor descriptor of household self-sufficiency. The California Self-Sufficiency Index estimates that a family of four in Alameda County needs an annual household income of over \$72,000 to meet basic expenses, but the median household income for Oakland is under \$53,000.¹

Furthermore, Oakland's violent crime rate ranks among the highest in the nation. This impacts children's health and fitness both through restricted access to playgrounds, parks, and after-school programs due to safety concerns either at the site or getting to or from the site, and through stress associated with trauma and ongoing fear of crime and violence. 39% of OUSD 5th graders reported feeling safe outside of school "never" (13%) or only "sometimes" (26%) in the 2013-14 California Healthy Kids Survey (CHKS). For many kids, school is not the safe haven that it should be. Twenty-six percent of OUSD 5th graders report never or only sometimes feeling safe at school, but in the East and West Oakland schools we are targeting, those numbers are often much higher: for instance, 40% at Reach Academy, over 38% at East Oakland Pride. Social

¹ <http://www.insightccd.org/tools-metrics/self-sufficiency-standard-tool-for-california/>



emotional learning and community school efforts at some of our highest-need schools has made a substantial difference in how safe students feel; however, clearly work remains to be done at many of our schools. In addition, 37% of students at our target schools reported not eating vegetables the previous day on the CHKS, vs. 28% of all OUSD 5th graders, and 12% reported not getting 30 minutes of physical activity at least one day a week, vs 8% districtwide.

Alameda County Department of Public Health has launched an initiative called Place Matters which asserts that where we live, our race and income shapes how long we live. The difference of a couple of miles, the color of one's skin, and poverty impacts health and lifespan. Compared with a White child living in the Oakland Hills, an African American born in the Oakland flatlands (which include both East and West Oakland) is:

- Seven times more likely to be born into poverty.
- Likely to live in a neighborhood with two times the concentration of liquor stores and more fast food outlets.
- As an adult, five times more likely to be hospitalized for diabetes, two times as likely to die of heart disease, and three times more likely to die of stroke.
- *Expected to live 15 fewer years.*²

To address these and other health disparities, resources and attention need to be focused on schools that serve children of color in under-resourced neighborhoods. The “**Oakland Active All Day**” project for which we are requesting Carol White PEP funding will concentrate staff time, professional development, partnerships, and physical resources on 10 low-performing elementary schools identified as highest need through an analysis of student demographics (% receiving Free/Reduced Price Meals (FRM), English Learners), spring 2015 FitnessGram physical fitness testing (percentage of students assessed as in the Healthy Fitness Zone, or HFZ, in aerobic capacity, a measure of cardiovascular fitness, and in at least 5 of the 6 standards covered by

² Life & Death from Unnatural Causes, Alameda County Public Health, 2008.



the assessment)³; and the availability of PE teachers. Table 1 below details these needs in comparison to the district and the county. In section (TK), we also detail these schools’ academic performance on the Smarter Balanced Assessment Consortium assessments for 2014-15, as part of our response to Competitive Preference Priority 3. Nine of the ten schools were in the bottom 5% of California elementary schools on 2015 SBAC in English, Math, or both.

Table 1 : Oakland Active All Day Target Schools

OUSD School Name	% of 5th graders in HFZ for aerobic capacity	% of 5th graders in HFZ for 5+ standards	% Students receiving FRM	% English Learners	PE Teacher
Emerson	41%	56%	68%	17%	No
Hoover	46%	14%	92%	36%	No
Fruitvale	68%	46%	76%	44%	No
Futures	2%	8%	75%	41%	No
Community United	74%	54%	91%	59%	No
Bridges	43%	28%	74%	79%	No
Allendale	24%	35%	83%	48%	No
Rise	52%	40%	82%	58%	No
Reach	8%	0%	82%	47%	No
East Oakland Pride	41%	26%	95%	61%	No
Average: Target Schools	40%	30%	82%	49%	
OUSD	57%	45%	74%	32%	
Alameda County	69%	55%	44%	22%	

Outcomes of the SHI self-assessment. The OUSD School Wellness Coordinator led a SHI self-assessment process for the district’s elementary schools, which have activity been identified as needing to increase students’ weekly minutes of physical education.

³ The Cooper Institute’s FitnessGram test is used by the California Department of Education to test physical fitness for 5th and 7th grade students each spring. The six components of the test are aerobic capacity, body composition, abdominal strength/endurance, trunk extensor strength/flexibility, upper body strength/endurance, and flexibility.



Results for the SHI tool for elementary schools included low levels of development around: physical activity, healthy eating (Module 2); availability of certificated PE teachers; minutes of physical education; sequential, standards-based PE, individualized physical activity and fitness plans; availability of physical activity breaks in classrooms; and safety of playgrounds and physical activity facilities (Module 3). As shown in the table below, Module 2, Health Education, and Module 3, Physical Education and Other Physical Activity Programs, were the areas of highest overall need for OUSD.

Table 2: SHI Scorecard by Module	Low		Medium		High
	0-20%	21-40%	41-60%	61-80%	81-100%
1 - School Health & Safety Policies, Environment				64%	
2 - Health Education			56%		
3 - PE & Other Physical Activity			47%		
4 - Nutrition Services					85%

How the self-assessment results will help us develop a program to improve gaps or weaknesses and address the Absolute Priority for this competition. California’s 2005 state overarching Physical Education Model Content Standards for elementary and middle school students are as follows: **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities. **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance. **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance. **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

OUSD wants students to meet or exceed these standards. Current state standards do not address students’ knowledge or practice of nutrition and healthy eating, social-emotional learning



in the context of health and physical education, and the role of physical activity in reducing stress and improving school climate, and OUSD's Wellness Office wants to address these issues as well. However, OUSD currently has only one district-wide Physical Education specialist to support all of the PE teachers in the district as well as to support PE and physical activity in all schools.

The results of the SHI show that students in under-resourced elementary schools need additional support to meet State standards for physical education in the following ways

- Greater availability of PE teachers: Of the 22 highest need schools in OUSD based on Physical Fitness Testing (PFT) scores, only six have even a part-time dedicated PE Teacher. Other schools have non-certificated staff leading PE, or volunteers from the community, or teachers who have little or no formal training in physical education.
- Improved teacher: student ratio for physical activity. Currently, at many of the highest needs schools (as identified by PFT scores, academic scores, and availability of PE teachers), recess is often a time that breeds conflict and chaos as students act out the stresses, frustrations, and negative emotions from other domains of their lives.
- Standards-based PE curriculum: at our targeted schools, teachers are not using any formal PE curriculum, let alone a standards-based curriculum that addresses state standards in a structured, age-appropriate sequence.
- Minutes of PE per week: California Department of Education audits found OUSD elementary students at multiple schools were not participating in the required number of minutes of physical education (200 minutes per every 10 school days, exclusive of recess/lunch).

How gaps will be addressed by the proposed project; how project will help students meet identified standard(s) in the absolute priority. Oakland Active All Day (OAAD) will help support OUSD in enhancing our physical education program and in piloting a structured,



scalable model for improving students' physical fitness and understanding of health, fitness, and nutrition, on a site-by-site basis.

As noted above, OUSD is concentrating resources on elementary school sites ranked as highest need based on:

- Lowest-performing schools in the district based on SBAC assessments.
- Schools in need of physical education teachers, based on OUSD assessment by Physical Education Specialist.
- Schools with low scores on physical fitness tests among OUSD elementary schools.

The OUSD School Wellness Coordinator, who will also serve as Project Director, also included principal commitment to wellness in selecting the schools that will pilot Oakland Active All Day. The targeted schools will be engaged in a multi-faceted approach to PE and physical activity that includes site-based teachers; PE teachers shared among schools; instruction and recess-time physical activity from Playworks; professional development for PE teachers and for classroom teachers; and use of the evidence-based OPEN PE curriculum.

Wellness Champions, stipended Teacher Leaders based at each target school, will provide professional development and support in wellness, physical activity, and nutrition and healthy eating, with support from the OUSD Wellness Office and a site-based Wellness Council. Oakland Active All Day will stipend **both** Physical Activity Wellness Champions and Nutrition Wellness Champions, so that each target school will have two Wellness Champions focusing on the goals of OAAD. Nutrition Wellness Champions will receive coaching and professional development from OUSD's School Wellness Office, while Physical Activity Wellness Champions will be coached and supported by the OUSD School Wellness Office, a PE Specialist, as well as Playworks' Team Up for Recess staff.

Certificated PE Teachers: There will be a 50% FTE PE teacher for each targeted school, forming a cohort with the mission to significantly increase student fitness and wellness. PE



teachers will provide instruction in physical activities, motor skills, and the importance of fitness and lifelong health/wellness, using the OPEN curriculum. This cohort will receive multiple professional development opportunities within OUSD and also at the annual SHAPE conference.

Playworks partnership for recess: Playworks, a national nonprofit focusing on increasing opportunities for physical activity and safe, meaningful play, was founded in Oakland in 1996, and has been working in partnership with OUSD ever since. Playworks' Team Up for Recess program will provide a coach and professional development for teachers in clusters of five schools, supporting and empowering sites to transform recess into a structured, fun, active, and inclusive time where students have multiple opportunities to be active, to learn conflict resolution strategies, and to practice leadership.⁴

Measuring minutes of physical activity: OUSD has implemented a data tracking system to ensure that students participate in at least 60 minutes of moderate to vigorous activity per day.

SIGNIFICANCE

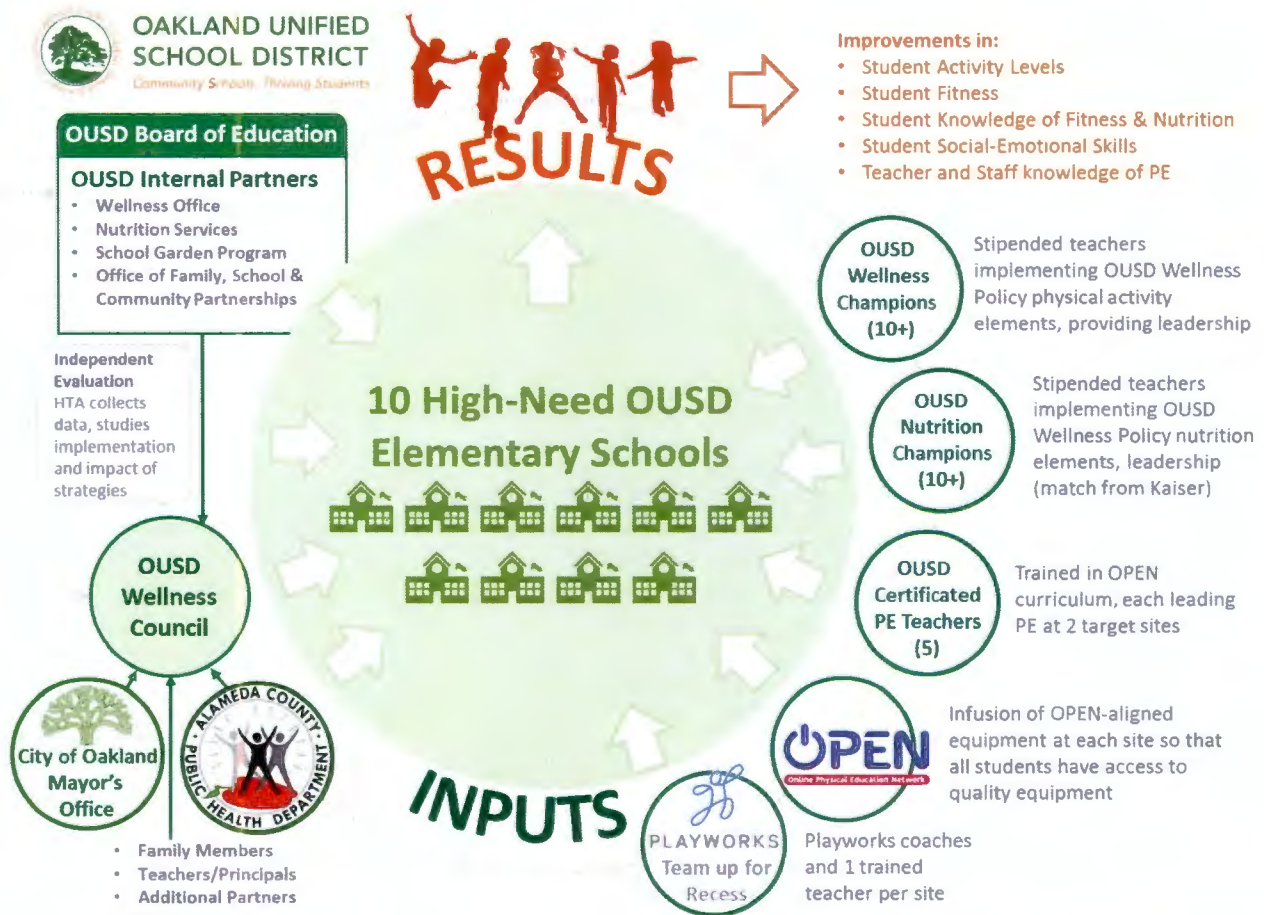
Program Overview: The diagram below illustrates the key components of Oakland Active All Day.

(A) Likely system change or improvement. OUSD has a comprehensive Wellness Policy, which was updated in 2014. Project Director Michelle Oppen, the District's School Wellness Coordinator, administers OUSD's Wellness Policy and developed the Wellness Champion program to implement the policy at school sites. OUSD is one of 19 school districts across the country to participate in the Urban School Wellness Coalition, facilitated by Action For Healthy Kids. The Urban School Wellness Coalition recently assessed its cohorts' District Wellness Policies for required components, and OUSD's policy met all requirements. Oakland Active All Day is designed to create a model for meaningful change in high-need elementary schools that can be

⁴ More information is available at <http://www.playworks.org/about#sthash.9Ax74G60.dpuf>



replicated at other high-need schools in OUSD. We intend to demonstrate that the proposed combination of resources and activities will bring about meaningful and lasting change at the targeted school sites. Rigorous independent evaluation will enable better understanding of how the components of Oakland Active All Day can work together to move the needle on student fitness and health. Information and recommendations from our independent evaluation will then be used to bring about systems change at OUSD, specifically, reallocation of resources within the district to ensure that elementary schools have access to PE teachers, structured PE curriculum, structured active recess, and intentional health and nutrition education during the school day.



OUSD's participation in the Urban School Wellness Coalition lends even greater significance to the proposed Oakland Active All Day project. The Coalition is designed to capture and disseminate best practices, effective strategies, and challenges among its two cohorts of urban



school districts and then more broadly among health and wellness practitioners working in and with urban districts throughout the country. Representatives of Coalition member districts are presenting at this year's SHAPE America conference in Minneapolis; and OUSD will have valuable information to contribute to the Coalition's work from the implementation and study of Oakland Active All Day.

(B) Development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

Oakland Active All Day weaves together promising strategies, some which are already in place to some degree in some OUSD schools, and others which are new to the district.

Existing strategies include:

- Wellness Champions are in place in 45 of OUSD's 86 schools with support from OUSD School Wellness Coordinator Michelle Oppen, who would be the OAAD Project Director. The program launched in 2008-09 with eight Wellness Champions. OAAD would add Wellness Champions in Physical Activity and in Nutrition (2 per school) at our target schools.
- Playworks is already an important and long-standing OUSD partner, serving thousands of OUSD students each year. Oakland Active All Day will add Playworks' evidence-based services for an additional 3,000 students at 10 sites, doubling the Playworks presence in the district.
- Social-emotional learning (SEL) is a major OUSD initiative. Playworks uses SEL on the playground to make recess an SEL opportunity as well as an opportunity for structured moderate to vigorous physical activity.
- OUSD is tracking minutes of Physical Education for elementary school students using a chalk.com web-based tracking module.

To enhance these strategies, we are bringing them together and coordinating them. We are also

adding new strategies to our mix:

- Adding certificated PE teachers, 50% FTE per targeted site, to increase dosage of physical education and rigor of approach.
- Training PE teachers in the OPEN curriculum.
- Creating opportunities for Oakland Active All Day PE Teachers to attend and present at the SHAPE America conference.

The theory of change for Oakland Active All Day is that by immersing students in a school environment where wellness and physical education are an explicit priority, and physical activity is fun, inclusive, and engaging for all students, schools will create a culture of wellness and activity that will lead to measurable gains in fitness and wellness throughout the school.

QUALITY OF THE PROJECT DESIGN

(A) Build capacity; yielding results beyond the grant period.

Oakland Active All Day is designed to inform, grow, and sustain practice at OUSD and at the target sites both during and beyond the grant period. The following structures and approaches will help ensure that the gains anticipated through implementation of Oakland Active All Day help to raise the levels of student fitness throughout the District and continue supporting the students of our high-need target schools beyond the three years of the grant:

- School Site Wellness Councils are a critical element of building capacity at the school site level. Facilitated by the Wellness Champions, the Councils meet at least four times per school year and include teachers, administrators, staff, community partners, and family members.. The Wellness Champions are tasked with creating a school site Wellness Plan, providing staff and family trainings regarding wellness policy, completing a School Site Wellness Inventory, and conducting a retrospective staff survey at the end of each year. Having the Wellness Champions in place enhances each site's capacity by improving teacher and family knowledge of health and wellness issues, and having a stipended



teacher who is spearheading activities. The Wellness Champions at Oakland Active All Day schools will be focused on recording and disseminating activities related to the project. The OUSD Wellness Champion program is currently funded by Kaiser Permanente, the S.D. Bechtel, Jr. Foundation, and the California Nutrition Network/ Alameda County Health Department and the Safe Routes to School Program/Alameda County Health Department.

- The OUSD Wellness Council meets quarterly and includes District school health professionals, Nutrition Services professionals, physical education professionals, and community partners. The Alameda County Public Health Department and Playworks also sit on the OUSD Wellness Council, and, as a result of this proposal planning process, the City of Oakland Education Director has also committed to membership. The OUSD Wellness Council will be a key audience for the data and analysis generated by the Oakland Active All Day evaluation, and a way for results from the project to be disseminated and replicated throughout the District.
- Office of Community Schools and Students. OUSD is committed to becoming a Full Service Community Schools district, meaning that the District actively seeks and coordinates services and resources to meet the needs of the students, families, and residents who are part of the greater school community. OUSD's Health and Wellness initiative is part of this department. Through Community schools:
 - Youth Advocacy focuses on promoting healthy foods.
 - The Family Engagement Unit integrates Health & Wellness into family literacy nights/workshops.
 - Parent leadership trainings incorporate Health & Wellness policy.
 - Parents volunteer in salad bars at lunch and in-school gardens.
- Social-emotional learning (SEL) is another District initiative housed under the Office of



Community Schools and Student Services, which ties in with Oakland Active All Day.

The core SEL competencies of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making all connect directly to Physical Education and Wellness. OAAD will work with the SEL Coordinator to ensure both that these competencies are explicitly called out in physical and wellness education and that ongoing SEL throughout the District explicitly encompasses physical activity and wellness as part of SEL.

- Nutrition Services: OUSD Nutrition Services is a strong Wellness partner. The District is building a new central kitchen, instructional farm, and nutrition education facility in West Oakland. The Foster Center will open in Spring 2017. Students will take field trips from across the District to the central kitchen and commissary, to observe professionally trained cooks at work. The farm and greenhouse will serve as a learning laboratory, where students will experience urban agriculture firsthand. The teaching kitchen will provide classes for students, nutrition service staff, and the community. The Foster Center as a whole will help develop College and Career Pathways, allow for Field Trips and Tours, contribute to STEM Education, Expanded Learning / Adult Education, and Professional Development.
- Cooperation with Oakland Education Director: Our partnership with the City's Education Director is brand new, as this is a new position for the city; however, he will be represented on the OUSD Wellness Council. He has expressed support for increased access to physical activity and wellness activities for students to foster their academic and personal success. We anticipate that support from the City will bring future resources to bear during and beyond the grant period.
- Evaluation results will be shared with stakeholders throughout OUSD and with external partners. Reports will provide information on what works, what needs improvement, and



what OAAD needs to be scaled effectively.

(B) Up-to-date knowledge from research and effective practice. The Oakland Active All Day partnership is using strategies supported by research and effective practice to create a multi-faceted initiative. Research and best practice informing our project includes:

Wellness Champions: A grass roots response to student health challenges, Wellness Champion programs have emerged organically in school districts across the country with variations to address local circumstances. An independent evaluation by Bright Research Associates in 2015 indicated that OUSD elementary schools with Wellness Champions are more likely to meet the District's physical activity benchmark (over 50% of students at the school exercise or engage in physical activity at least 5 times/week) than other schools, with nearly 72% of Wellness elementary schools hitting this benchmark, compared to 55% of other schools. Other benchmarks around eating fruits and vegetables showed little difference between Wellness Champion schools and other schools, primarily because all elementary school students are served fruits and vegetables through Nutrition Services every day. The report also cited high levels of energy for and commitment to the program among Wellness Champions: "Technical Assistance and support provided by the District were described as helpful, responsive, and of the highest quality. Wellness Champions are excited about the work and care deeply about the health of students, families and communities. Wellness Champions who participated in the focus group encouraged the school district to continue to tap into this enthusiasm."

Playworks: Playworks has been extensively researched over the past two decades. Most recently, Stanford University and Mathematica Policy Research studied Playworks' program in the field. In 2013, they published a randomized control trial that found that compared to other schools, schools with Playworks experienced less bullying and exclusionary behavior, an increased perception of safety, more physical activity, better behavior and more attention in class than schools without the program. Playworks' internal evaluations annually demonstrate highly



positive results from participating schools.⁵

The Online Physical Education Network (OPEN) is an outcomes-based physical education curriculum provided free to the public at www.openphysed.org. It is the first open source physical education curriculum resource aligned with the recommendations of the Every Student Succeeds Act (ESSA) and provides customizable resources free to teachers and administrators. OPEN's physical education curriculum design is based on the research and fundamentals of academic rigor and is backwards designed to meet the SHAPE America National Standards and Grade-Level Outcomes (SHAPE America, 2014). Learning activities are built upon the scope and sequence provided by SHAPE America and each activity includes specific outcomes, learning targets, and grade-level progressions to focus instruction while providing the differentiation required to meet the needs of all students. Universal Design Adaptations are also provided as a way to modify lessons for students with special needs (Lieberman, 2009).

To ensure rigorous instruction focused on student growth, each OPEN activity also includes tiered questioning prompts based on Webb's Depth of Knowledge (Hess, 2009). Each series of questions focuses on learning outcomes and provides rich discussion tools allowing for both formative assessment and the extension of student thinking. Academic Language is another rigor strategy built into OPEN and is included in planning, instruction, and assessment (Bowers, 2010). The teaching strategy section of each learning activity is based on Marzano's Essential Strategies for Ensuring Academic Rigor (Marzano, 2013). These nationally recognized, research-based strategies have been translated for the physical education classroom with physical literacy as the primary focus of instruction. Each strategy provides guidance to physical education teachers in a way that will extend student thinking, increase comprehension, and match the unique learning environment in which physical education professionals teach.

(C) Exceptional approach for meeting requirements. OAAD is approaching all the PEP re-

⁵ (<http://www.playworks.org/about#sthash.9Ax74G60.dpuf>)



quirements with a focus on collaboration, curricular rigor, and sustainability.

Requirement 2--Nutrition- and Physical Activity-Related Policies and Requirement 3 --Linkage with Local Wellness Policies

Current Policy Framework: The current OUSD Wellness Policy encompasses nine distinct but interrelated policy areas:

1. Nutrition	6. Physical School Environment
2. School Gardens	7. Access to and Coordination of Student Health Services
3. Physical Education and Physical Activity	8. Staff Wellness
4. Comprehensive Health Education	9. Assessment and Communication
5. Positive School Climate	

Through this Wellness Policy and related policies, the Board seeks to ensure that:

- All students have access to healthy food and beverages.
- All students receive high quality physical education and physical activity.
- Every school is a safe, clean, and healthy place in which children, staff, and families can learn, work, and engage.
- Every school has a positive school climate that nurtures learning, achievement, and growth of character.
- All students are taught the essential knowledge and skills they need to become “health literate” – that is, able to make health-enhancing choices and avoid behaviors that can damage health and wellbeing.
- All students have access to health services in partnership with schools, school- based health centers, school nurses, community agencies, and families.

How Project Supports Wellness Policy: The Oakland Active All Day project is designed to further support, complement, and enhance the Wellness Policy in the following ways:

Increasing the numbers of Wellness Champions at target schools will enhance implemen-



tation of OUSD's Wellness Policy by creating additional dedicated staff time for one or more of seven Focus Areas: Safe Routes to School, Harvest of the Month, Garden Education, Healthy Lunchroom, Green Gloves (recycling and environment), Youth Leadership, and Staff Wellness. Staff receive stipends for being a Lead Wellness Champion as well as for each Focus Area they sign up for. Sites may have more than one Wellness Champion. As noted above, evaluation of OUSD's Wellness Champion program indicates that the program enhances school climate around Wellness as well as moving the needle on minutes of physical activity for elementary school.

Process for Implementation, Review, and Monitoring: The OUSD Wellness Office plans to update the OUSD Wellness Policy, specifically around nutrition, the food environment, and nutrition education, starting in 2018. The Wellness Council, which consists of teachers, administrators, family members, and CBO and public sector partners, oversees the review and updating process, as per the Wellness Policy: "The Superintendent of Schools or designee shall be responsible for the oversight, implementation, and evaluation of the Policy. A council of key stakeholders and community partners shall serve as an advisory group to oversee implementation of the Policy." Wellness Policy overviews are available in English, Spanish, Cantonese, Vietnamese, and Khmer; translation services are available for community members who need an overview in other language(s).

For the most recent update, the Wellness Office facilitated two teacher focus groups, three parent cafes, two principal focus groups, a meeting with the OUSD Leadership Group, and a meeting with all Oakland City Council members to gather stakeholder input. The 2018-19 update process will also include multiple opportunities for stakeholder participation and review, as well as input from Wellness Council members and Wellness Champions. Input from non-English speaking family and community members will be actively solicited. The draft plan will go to the Board of Education for review and comment, and the revised plan will be approved by the Board



of Education and become an official Board Policy document.

The District PE Policy was updated in 2012, and we will update this policy in Year 1 of the grant period with new reporting requirements for minutes of physical activity for elementary school students. The Oakland Active All Day project is a pilot of a model that we hypothesize can move the needle on student wellness, fitness, and academic achievement and can be scaled throughout OUSD. As such, OAAD evaluation data will also inform the next update of the Wellness Policy.

Requirement 4-- Equipment Purchases.

All the equipment to be purchased with PEP or matching funds is aligned with the OPEN physical education curriculum and/or with Playworks' Team Up for Recess program. We will be purchasing equipment from US Games which are specifically designed for use with the OPEN curriculum.

Requirement 5-- Increasing Transparency and Accountability

The evaluation to be planned and implemented by HTA Consulting (see Quality of the Evaluation Plan, below) will develop reporting mechanisms and/or use existing mechanisms to ensure that aggregated student data as required under GPRA is readily available to stakeholders. These stakeholders would include target schools' teachers, administrators, staff; students and families; OUSD Wellness Council Members; other OUSD leadership; members of the public; the Urban School Wellness Coalition; ED and other interested parties. Reporting mechanisms are described in greater detail in the Evaluation Plan section.

Other Exceptional Elements: OUSD has a strong commitment to student wellness and health, as described in multiple sections of this application. We would like to highlight additional elements of Oakland Active All Day that we believe are exceptional in the paragraphs below:

Partnership with Playworks: Playworks' partnership with Oakland started in 1997 at Laurel and Santa Fe Elementary School, making the 2016-17 school year the 20th year of Playworks



programming in Oakland. In the past 19 years the partnership has brought safe, meaningful play to over 140,000 OUSD students, every single school day. In the 2008-2009 school year, Playworks served 42 OUSD schools impacting over 14,000 students. Over the years its presence has decreased within OUSD due to budget constraints. In the 2015-16 school year, Playworks is serving 3,000 students at nine OUSD elementary schools. Playworks' mission is to improve the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play. They will be Powered by Playworks, using play as an essential developmental tool to improve the educational environment and social/emotional climate and increase emotional intelligence for every kid.

Wellness Champions: We have mentioned the OUSD Wellness Champions initiative in several places. Here we want to provide additional details about the requirements and supports involved in the initiative.

For OAAD, OUSD's Wellness Office will accept applications from each site for Teacher-Leaders to become Wellness Champions. The Wellness Champions support the implementation of the OUSD Wellness Policy and Pathways to Excellence Strategic plan. The Wellness Champions initiative is aligned with the School Health Index, as Wellness Champions fill out a School Site Inventory in the fall of each year. Champions attend a one-day paid Summer Wellness Training and two additional "All" Wellness Champion meetings (for which they are paid in addition to their stipends). Champions facilitate at least four Site Wellness Council meetings per year and document minutes; facilitate the development of a school site Wellness Plan; and work with the Site Wellness Council to provide at least one staff training and one parent training on the OUSD Wellness Policy and wellness activities. Each OAAD site will have two Wellness Champions: Nutrition Wellness Champions and Physical Activity Wellness Champion.

Nutrition Wellness Champions: OUSD has been implementing and has a plan to continue to implement nutrition education in lower income elementary schools for 2016-17 and beyond.



In our model, our Nutrition Education Specialist trains Nutrition Wellness Champions (Harvest Wellness Champions) to coordinate the other classroom teachers to teach United States Department of Agriculture-approved curriculum such as Rethink Your Drink, Body and Soul, and My Plate. The Nutrition Specialist will co-teach and coach classroom teachers. In addition, two FoodCorps members will also support our elementary sites with nutrition education, garden education, and taste tests of fruits and vegetables. FoodCorps is a national service program that works with schools to provide focused, hands-on, evidence-based nutrition/garden education and works with kids to establish healthy eating habits.

Physical Activity Wellness Champions: The Physical Activity Wellness Champions will be working with Playworks to implement Team Up for Recess and recruiting other teachers to get involved in physical activity during recess. These Wellness Champions will also work in conjunction with the school's PE teacher to ensure that PE is coordinated with and aligns with recess and other wellness education; represent the physical activity priorities of the project at the School Wellness Council, and attend all Wellness Champion trainings.

Competitive Preference Priority 3, serving students in priority schools: As noted in the Needs section, Oakland Active All Day is serving low performing schools in under-resourced neighborhoods. California is in transition with regard to Title I and statewide academic assessments. There are no longer Adequate Yearly Progress and Academic Performance Index numbers in California because of the state's NCLB waiver and the change in academic achievement assessments from CST to Smarter Balanced Assessment Consortium assessments, as administered through CAASSP. There was also a hiatus from testing in 2014. So it is essentially impossible for the California Department of Education (CDE) to update AYP data in any consistent way. CDE has not updated the list of Tier I and Tier II schools from the School Improvement Grants list since 2011, and all the OUSD schools on that list are middle schools. However, our greatest need for physical education support is in elementary schools.



The NIA defines priority schools as either Tier I or II schools OR: “schools that, based on the most recent data available, have been identified as among the lowest-performing schools in the State. The total number of priority schools in a State must be at least five percent of the Title I schools in the State. A priority school is--(a) A school among the lowest five percent of Title I schools in the State based on the achievement of the 'all students' group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the 'all students' group.”

OUSD’s Office of Research, Assessment and Data performed a comparative analysis of the 2015 SBAC assessment results for elementary schools in California and OUSD. Of our 10 target schools, nine are in the bottom 5% of statewide results in ELA and/or Math. The table below illustrates the SBAC test data and statewide academic ranking data from 2012 and 2013. These data show that the vast majority of these schools have been in at least the lowest decile of California schools consistently for multiple years; and are currently in the lowest 5% of achievement statewide based on the most recent available data. We therefore request the Competitive Preference Priority points under CPP 3.

Table 3: Oakland Active All Day Target Schools

OUSD School Name	Percentile of CA Schools in ELA (SBAC 2015)	Percentile of CA Schools in Math (SBAC 2015)	Statewide rank 2013 (1-10, 10 highest) (overall/similar schools ranking ⁶)	Statewide rank 2012
Emerson	2.5%	2.3	1/1	1/1
Hoover	N/A	15.4%	1/1	1/1

⁶ Until 2013, CDE compared Academic Performance Index (API) data to other schools statewide and to 100 other schools with similar opportunities and challenges. The API represented results of California Standards Tests; California Modified Assessment; California Alternate Performance Assessment; and the California High School Exit Examination.



OUSD School Name	Percentile of CA Schools in ELA (SBAC 2015)	Percentile of CA Schools in Math (SBAC 2015)	Statewide rank 2013 (1-10, 10 highest) (overall/similar schools ranking ⁶)	Statewide rank 2012
Fruitvale	1.6%	1.2%	1/1	2/2
Futures	1.1%	2.6%	1/1	1/1
Community United	1.4%	5.6%	1/1	1/1
Bridges	NA	1.2%	1/1	1/1
Allendale	1.6%	2.2	1/1	1/1
Rise	0.2%	0.5%	1/1	1/1
Reach	0.3%	0.5\$	1/1	1/1
East Oakland Pride	1.0%	2.3%	1/1	1/1

QUALITY OF THE MANAGEMENT PLAN

(A) Plan to achieve objectives project on time and within budget. The OAAD project has the following goals and indicators:

Goal 1. OUSD students will be physically active.

Indicators: # of minutes of structured moderate to vigorous physical activity provided for students weekly; increase # of students engaged in at least 60 minutes of daily physical activity.

(GPRA)

Goal 2. OUSD students will have good nutrition habits.

Indicators: # of students consuming at least 2 servings of fruit and 3 servings of vegetables daily.

(GPRA)

Goal 3. OUSD students will be physically fit.

Indicator: Increase # of students who achieve the Healthy Fitness Zone on at least five of six standards. (GPRA)

Goal 4. OUSD students will improve their mastery of social and emotional skills.

Indicator: Increase # of students who demonstrate pro-social behavior (i.e., self-responsibility, social interaction, and group dynamics) while engaged in physical activities.

Goal 5. OUSD schools will support a positive health & wellness culture for students.



Indicators: Increase # of Wellness Champions with physical or nutrition education focus at target schools; Hours of training/PD in physical/nutrition education provided to Wellness Champions; # of classroom teachers trained in the Playworks curriculum; hours of training in OPEN curriculum provided to PE teachers; # of certified PE teachers hired.

OUSD has abundant experience in managing multi-year federal grants, including a U.S. Department of Education Investing In Innovation (i3) grant, a Full Service Community Schools grant, and many others. The table below outlines the plan to achieve project objectives.

Grant starts Sept 2016		Year 1, Quarter				Year 2, Quarter				Year 3, Quarter			
Activity	Responsible	1	2	3	4	1	2	3	4	1	2	3	4
Launch meeting with partners	PD	X											
Meeting with evaluators	PD, HTA	X											
Evaluation Plan	HTA	X											
Recruit/assign School Wellness Champions	PD, Site Principals	X											
Staff training on data collection and reporting	HTA	X											
Wellness Champion Training	PD	X											
Nutrition Champion Training	Nutrition Services Specialist	X											
School site Wellness Plans completed	Wellness Champions		X										
Purchase PE equipment	PE Specialist			X									
OUSD Wellness Council meetings	PD	X	X	X	X	X	X	X	X	X	X	X	X
FitnessGram Testing	PE Specialist		X		X		X		X		X		X
School Wellness Council meetings	Wellness Champions	X	X	X	X	X	X	X	X	X	X	X	X
Evaluation Reports	HTA					X				X			X
Contract with Playworks	PD				X								
Site teachers trained in Playworks	PE Specialist, Playworks				X								
Recruit/assign PE Teachers	PE Specialist			X	X								
PE Teachers trained in OPEN curriculum	PE Specialist				X								



Grant starts Sept 2016		Year 1, Quarter				Year 2, Quarter				Year 3, Quarter			
Activity	Responsible	1	2	3	4	1	2	3	4	1	2	3	4
Refresh PA School Wellness Champions training	PD				X								
Refresh Nutrition Wellness Champions training	Nutrition Services Specialist				X								
School site Wellness Plans completed	Wellness Champions					X							
Attend SHAPE America Conference	PE Specialist, PD								X			X	

Budget management: The Project Director will work with the OUSD Finance Division to ensure that grant funds are expended in alignment with project goals and objectives, and that resources are managed responsibly. OUSD manages millions of dollars in state, federal, local, and private grants and contract annually. The Finance Division’s Accounting Team is experienced in tracking, monitoring, and reporting expenditures and supporting OUSD Project Directors in ensuring that grants stay within budget and that matching funds are properly documented.

Management Team Qualifications and Responsibilities:

OUSD School Wellness Coordinator Michelle Oppen will serve as the Project Director for Oakland Active All Day. Her responsibilities will include selecting, training, and supporting site Wellness Champions; working with the PE Specialist to ensure that the five PE teachers assigned to OAAD are high quality teachers committed to the goals of the project; facilitating the work of the district and school Wellness Councils; coordinating with internal and external partners; seeking resources for sustainability and expansion of successful elements of OAAD; liaising with the external evaluators and OUSD data specialists to ensure that data is reported accurately; and disseminating OAAD successes.

Michelle has nearly 17 years’ experience as a public health professional. Before joining OUSD in 2009, she worked for San Mateo County as a Community Health Planner, as a Program Director for the Lucile Packard Children’s Hospital, and for the State Health Department as a



contractor in its Cancer Prevention and Nutrition Services Department. She has experience in strategic planning, communication, and implementation processes; research; facilitation of large and small groups; needs assessments; creating action plans and linking community programs, and advocacy for public policy. She holds a Master's in Public Health from the University of Michigan. She is a Steering Committee Member of Health for Oakland's People (HOPE) Collaborative; a member of the Alameda County Childhood Obesity Taskforce, and an Invited Member of the National Urban School Wellness Coalition. In May 2016, she received a State School Health Champion award from the California School-Based Health Alliance, for her efforts in supporting OUSD's Wellness Champion program.

Don O'Connell, OUSD PE Specialist, will support the OAAD project with his knowledge of Physical Education practices. He will be in charge of professional development for the OAAD cohort of PE Teachers and coordinating Playworks' and other trainings. He has revamped the administration of the California Physical Fitness Test at the district level and at school sites. He manages the implementation of district Physical Education Policy, and designs and delivers professional development focused on understanding and implementation of: California PE Model Content standards and the California PE Framework, OUSD PE Policies, and California Physical Fitness Testing protocols. He manages the PE website, the PE Equipment Library, and overall communications with district leadership, school administrators, and Physical Educators, and he designed and implemented the district's on-line reporting system for elementary PE minutes. Don has been with OUSD since 2002. Previously, he owned and operated his own dance studio in Oakland, teaching thousands of Oakland children and youth; trained coaches; and developed a corporate training program. He holds a BA in Physical Education and a PE teaching credential from UC Berkeley, and an English Learner (EL) Authorization and Cross-cultural, Language, and Academic Development (CLAD) Certificate.

Nancy Midlin has been OUSD's Nutrition Education Specialist for five years. She has de-



signed, coordinated, facilitated, and created curriculum materials for Nutrition Education professional development workshops for K-8 teachers and after-school staff and for the OUSD K-8 Summer School Nutrition Education Program. For OAAD, she will coach and support the Nutrition Wellness Champions at the 10 elementary schools. She has been with OUSD since 1989, teaching elementary, middle, and high school; Gifted and Talented Education, and AP History.

Institutional Capacity: As described above and demonstrated by our partnership agreements, OAAD will be strongly supported by the District and our partners. OUSD support includes the School Wellness Office, Nutrition Services, the Social Emotional Learning initiative and the district's Research & Evaluation Office.

Our external partners include our consistent philanthropic supporters Kaiser Permanente and the S.D. Bechtel Jr. Foundation. We also receive support from Alameda County's Center for Healthy Schools and Communities, and have a long-standing partnership with that County Center to expand school-based and school-linked health and wellness services for OUSD students and families. We are excited to welcome David Silver, the City of Oakland's new Director of Education and former principal of a high-need OUSD elementary school, to our partnership. Mr. Silver has initiated the Oakland Promise, designed to increase high school graduation and college success for OUSD students, and he has committed to supporting physical education and wellness as a key element of student success.

OUSD has experienced numerous challenges over the past years, including years of administration by the state, budget crises brought on by the Great Recession and California's budget woes, and struggles to support student health and safety in the face of persistent poverty, crime, violence, and other family stressors in far too many of Oakland's neighborhoods. However, the District has made great strides in multiple domains. OUSD was California's most improved urban school district in standardized academic tests from 2005 to 2013. We have decreased the percentage of students suspended from school by 45% over the past five years.



ADEQUACY OF RESOURCES

(A) Reasonable costs in relation to # served and to anticipated results and benefits.

Cost per student served: OAAD will cost approximately \$520 in federal funds per student served over the three-year grant period: \$105 per student in year 1, and just over \$207/student served in years 2 and 3. In addition to serving students, federal funds will also serve to train PE teachers and school site teachers whose knowledge and experience will continue to benefit students after the grant period.

Anticipated benefits of the project include:

- Improved student fitness resulting from increased minutes of moderate to vigorous physical activity; improved rigor of Physical Education; and increased levels of physical activity at recess through the partnership with Playworks.
- Improved student wellness resulting from increased fitness, increased knowledge of nutrition and health practices as provided by Nutrition Wellness Champions, and ancillary activities such as social emotional learning, FoodCorps, and school gardens.
- Improved school climate, resulting from implementing Playworks' Team Up for Recess program, which has been shown to reduce conflict on the playground and carry over to the classroom.
- Increased teacher/staff knowledge of and capacity to teach physical education and nutrition education, resulting from the influence of School Wellness Councils and Wellness Champions.

QUALITY OF THE PROJECT EVALUATION

(A) Methods of evaluation are thorough, feasible, and appropriate to project goals, objectives, and outcomes. Local independent evaluators Hatchuel Tabernik and Associates (HTA) will plan and implement an evaluation to determine the effectiveness and impact of the “**Oakland Active All Day**” project on elementary students’ fitness and nutrition at 10 of the highest



need elementary schools in the Oakland Unified School District. HTA has been conducting program evaluations for over 20 years, including evaluations of large-scale, state- and federally-funded programs in physical fitness, nutrition, public health, youth development, K-12 education, and many other fields. Their mission is to provide cost effective, high quality services helping organizations to improve their effectiveness, expand their services, and target their resources to support and improve their communities, and create a more equitable and just society. Their mission is well aligned with the vision for Oakland Active All Day.

Danielle Toussaint, Ph.D., Director of HTA's Department of Research and Evaluation, will be the Research Project Director. Dr. Toussaint has 15+ years of experience in research, evaluation, and consulting, including key roles on cross-site, multi-year, federally-funded projects with experimental, quasi-experimental, or cross-sectional designs. She also has extensive experience with developmental/formative evaluation of initiatives, programs, and organizations. Dr. Toussaint will provide oversight of the research design and management of the evaluation team, guiding data collection protocols, evaluation methodology, quantitative and qualitative analysis, and reporting results to clients and funders. Her evaluation team has more than 20 years of combined evaluation and consulting experience, including the evaluation of three school-based Carol M. White PEP-funded physical fitness and nutrition education programs over the past 12 years.

HTA will work closely with the Project Director to help with the design of data collection instruments; implement proper data collection procedures and data entry; analyze data vis-à-vis GPRA measures and project-specific performance measures as listed above; assist with the compilation of reports to the grantor; provide formative feedback during implementation; and produce local evaluation reports and presentations.

We propose a continuous improvement approach that incorporates mixed methods to evaluate the program's implementation and outcomes, then uses findings for decision-making



and programmatic change. Data will be shared and discussed with project staff on a quarterly basis to inform the development and implementation of project activities. Data will also be shared with the School Site and District Wellness Committees to inform school and district wellness policies and decision-making, and will be shared on the website of the School Wellness Office in aggregate form, as outlined in Requirement 5.

The **implementation evaluation** will rely on data from project staff, school staff, and collaborative partners, as well as documentation of hiring, trainings, meetings, activities, policies developed, and services delivered. This phase will examine: 1) Document and meeting minutes to assess implementation activities such as hiring, purchases, professional development opportunities, and new policies (or enforcement/adaptation of existing policies), as well as challenges and barriers to implementation; 2) Training rosters/logs to provide information on the number of staff members trained to integrate OPEN curriculum into school activities as well as any “train the trainers” trainings provided to teachers by Playworks coaches; 3) Service delivery records to track PE activities and nutrition lessons provided during the school day; 4) Baseline (prior to project implementation), and annual mid-year (October/November) and end-of-year (April/May) assessments of student participation in 60 minutes of physical activity (amount of weekly structured physical activity provided at each school tracked in Activity Logs kept by Physical Activity Wellness Champions). Data will come from a combination of chalk.com PE records; school-day teacher reports; and Playworks coach reports. (OUSD will look into adding a module for tracking all physical activity minutes, not just PE, on the chalk.com reporting tool.) Data will be matched to individual student attendance data for the same week to calculate the sum total of weekly physical activity provided to each student, which will then be averaged into a daily amount to track required GPRA data; 5) Annual site visits to a sample of schools to examine school environment and structured physical fitness activities during the school day, and to compare changes in these areas over the life of the grant; and 6) Annual focus groups/interviews to



engage program and school staff and address general impressions of the program; barriers/challenges in recruitment, training, and implementation; perceived level of support; perceived participant engagement/progress; biggest successes, and areas for improvement.

Implementation data will be collected by the Project Director and shared with the evaluator on a quarterly basis. The evaluator will conduct descriptive analyses of data and share findings in quarterly progress reports for project staff and stakeholders.

The **outcome evaluation** will rely on student surveys and student fitness assessments based on mandatory GPRA measures and other project-specific outcomes, to examine the following: 1) Baseline (prior to project implementation), and annual mid-year (October/November) and end-of-year FitnessGram testing (April/May), to assess baseline and follow-up student fitness across six fitness measures: aerobic capacity (shuttle run); body composition (BMI); abdominal strength (curl-ups); trunk strength (trunk lift); upper body strength (push-ups); and flexibility (shoulder stretch); 2) Baseline (prior to project implementation), and annual mid-year (October/November) and end-of-year (April/May) student surveys, to assess changes in diet, physical activity, participation in nutrition lessons, participation in PE or recess or sports/exercise programs in and out of school, and satisfaction with school health and fitness offerings; and 3) Annual (April/May) PE teacher surveys to assess student-level changes in non-cognitive, prosocial skills development across three domains aligned with the physical education standards for the state of California: self-responsibility; social interaction; and group dynamics. Outcome data will be collected once at baseline (prior to program implementation, then bi-annually, and folded into a mid-year progress report and an annual evaluation report.

PE teachers and Wellness Champions at each school will be responsible for student data collection and survey administration, under the supervision of the Project Director. Students will be assigned a non-identifying ID and a secure online database will be used to store the confidential data. Data will be aggregated and disaggregated as needed to meet the reporting require-



ments, as well as to compare baseline and follow-up measures. All databases will be backed up regularly. Access will be limited to assigned research staff. Statistical analyses will be performed using SPSS, or a comparable statistical package.

The evaluation methodology outlined above will provide continuous feedback about program activities/outputs, student progress, and program success. The evaluator will meet quarterly with the Project Director and staff to share data findings. This process will help to assure continual program improvement by providing project staff a forum to discuss findings and program status and adapt programming to best suit the needs of students in the district. Data findings will be written up in a mid-year performance report (January) and annual evaluation report (June) that will include quantitative and qualitative indicators that capture progress toward project goals and objectives, detail project accomplishments, and present recommendations for program improvement. The Project Director will distribute these reports to the School and District Wellness Committees and other significant partners, and will solicit input from all of these stakeholders, in order to provide another source of information for program planning and operations.

We will post aggregated data by school annually on the OUSD Office of School Wellness website as part of dedicated PEP program page, and will report findings in school newsletters sent home and available electronically. Staff and partners will use program performance data to attract additional resources to OAAD during and after the grant, enhancing program sustainability. At the end of the three-year funding period, we expect our final report to demonstrate that the program's promise warrants replication in other schools within OUSD and beyond.

OUSD PEP Budget Worksheet

Expense						Grant Request				Matching Funds						
						Year 1	Year 2	Year 3	Total	Year 1	Year 2	Year 3	Total			
2. Fringe/Benefits		Rate	Base	Purpose/Notes												
Fringe/Benefits	40.00%	Subtotal Personnel	Description			\$12,796	\$122,342	\$124,789	\$259,927	49,340	60,832	61,843	172,015			
Subtotal Fringe/Benefits						\$12,796	\$122,342	\$124,789	\$259,927	49,340	60,832	61,843	172,015			
3. Travel		\$/Unit	#	# Staff	Unit	Description										
Lodging	\$150	2	2	night	All applicants must budget for attendance at the New Grantee Meeting. This is a two-day meeting during the first year of the grant. Applicants may budget for up to two staff people to attend. This meeting is usually held in Washington, DC. Grant funds may be used to pay for transportation, hotel, and per diem costs associated with attendance at this meeting.			\$600	\$600	\$600	\$1,800					
Meals/Per Diem	\$40	3	2	day				\$240	\$240	\$240	\$720					
Transportation	\$600	1	2	flight				\$1,200	\$1,200	\$1,200	\$3,600					
SHAPE conference	\$2,000	1	2	staff	SHAPE conference for staff Project Director, PE Specialist, 1 Wellness Champion and 5 PE teachers. In Year 1, the Project Director and PE Specialist will attend. In years 2 and 3, 8 staff will attend.			\$4,000	\$16,000	\$16,000	\$36,000					
Mileage	\$0.56	500	2	mile	Mileage for Project Director and PE specialist to conduct site visits within OUSD; attend meetings with OUSD staff and partners; for PE teachers and Wellenss Champions to attend meetings.			\$560	\$560	\$560	\$1,680					
Subtotal Travel						\$6,600	\$18,600	\$18,600	\$43,800	\$0	\$0	\$0	-			
4. Equipment		Calculations		Description												
None									\$0							
Subtotal Equipment						\$0	\$0	\$0	\$0	-	-	-	-			
5. Supplies		\$/Unit	# Yr1	# Yr2	# Yr3	Unit	Description									
Physical Education Lending Library	\$50,000						OUSD PE supplies and equipment to be used as a pool among all target schools.			\$50,000	\$50,000	\$50,000	150,000			
Laptops for PE Teachers	\$400	5	0	0			OUSD funds supply laptops for PE teachers for plannign lessons, curriculum, PD, etc.			\$2,000	\$0	\$0	2,000			
PE Equipment	\$6,239	10	0	0	school		Supplies aligned with OPEN PE curriculum and recess curriculum. Includes 10 US Games Intermediate PE packs for grades 3-5 at 4,187 each and 10 Afterschool Packs to be used at recess with Playworks at \$2,052 each .Includes materials such as balls, nets, cones, beanbags, jumprobes, goal cards, etc.			\$62,390	\$0	\$0	\$62,390			
Printing OPEN curriculum	\$1,000	10	10	10	school		printing, binders, etc.			\$10,000	\$10,000	\$10,000	\$30,000			
FITNESSGRAM testing	\$3,400	10			school		Purchases for Fitnessgram physical fitness testing in Year 1: specific to tests, e.g. stopwatches for running, pulse monitors, scales, mats, etc.			\$34,000	\$0	\$0	\$34,000			
Subtotal Supplies						\$106,390	\$10,000	\$10,000	\$126,390	52,000	50,000	50,000	152,000			
6. Consultants/Contracts		\$/Unit	# Yr1	# Yr2	# Yr3	Unit	Description									

OUSD PEP Budget Worksheet

OUSD PEP Budget Worksheet							Grant Request				Matching Funds									
							Year 1	Year 2	Year 3	Total	Year 1	Year 2	Year 3	Total						
Expense	Calculations					Purpose/Notes														
Evaluation	\$125	300	300	300	hour	Outside evaluator to plan evaluation and develop logic model; support OUSD in data collection; providing data analysis and visual representation of data, reporting to stakeholders, ensuring that aggregate data are made available to public on web..	\$37,500	\$37,500	\$37,500	\$112,500										
Playworks Contract	\$19,000	10	10	10	site	\$19000 per school per year for Team UP	\$95,000	\$190,000	\$190,000	\$475,000										
FoodCorps Members	\$7,000	2	2	2	Member	OUSD cost per FoodCorps Member.				\$0	\$14,000	\$14,000	\$14,000	42,000						
Subtotal Consultants/Contracts							\$132,500	\$227,500	\$227,500	\$587,500	14,000	14,000	14,000	42,000						
7. Construction																				
None											\$0									
Subtotal Construction							\$0	\$0	\$0	\$0	\$0	-	-	-	-					
8. Other																				
Teacher Stipends for Physical ActivityWellness Champions							\$1,000	10	10	10	site	Per teacher stipend at each target school includes benefits	\$10,000	\$10,000	\$10,000	\$30,000				
Teacher Stipends for Nutrition Wellness Champions							\$1,000	10	10	10	site	Per teacher stipend at each target school includes benefits. Match from Kaiser Permanente.					\$10,000	\$10,000	\$10,000	30,000
Subtotal Other							\$10,000	\$10,000	\$10,000	\$10,000	\$30,000	10,000	10,000	10,000	30,000					
9. Total Direct Costs							\$300,276	\$694,297	\$702,861	\$1,697,433	\$248,690	\$286,911	\$290,451	826,051						
10. Indirect Costs							Rate	Base												
Indirect Cost Rate							5.46%	Direct Costs		If you wish to recover indirect costs, you must use a negotiated restricted indirect cost rate for this competition.				\$16,395	\$37,909	\$38,376	\$92,680			
11. Training Stipends							\$/Hr	Yr1Hrs	Yr2 Hrs	Yr3 Hrs	Description									
12. Total Costs							\$316,671	\$732,205	\$741,237	\$1,790,113	248,690	286,911	290,451	826,051						
Maximum Allowed							\$800,000	\$800,000	\$800,000	\$2,400,000	35,186	244,068	247,079	\$526,333						
Target Percentage							90.00%	75.00%	75.00%		10%	25%	25%							
Actual Percentage							56.01%	71.85%	71.85%		44%	28%	28%							

Federal grant funds may be used to pay for no more than 90 percent of the 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. See formulas Page 9

Cost per student served

497.2536768 87.96 203.39 205.90

OUSD PEP Budget Worksheet

OUSD PEP Budget Worksheet					Grant Request				Matching Funds			
					Year 1	Year 2	Year 3	Total	Year 1	Year 2	Year 3	Total
Expense	Calculations		Purpose/Notes									
1. Personnel												
Salaried Personnel	Ann. Sal.	FTE		COLA Description								
Michelle Oppen- Wellness Coordinator: serves as project director	\$105,000	25%	{10hrs/wk}	1.02 Overall Project Director; provides leadership and professional development for Wellness Champions staff; manages budget, evaluation and reporting. Match in Y2 and 3 from Kaiser grant	\$26,250	\$0	\$0	\$26,250	-	26,775	\$27,311	54,086
Physical Education Teachers	\$60,000	500%	{200hrs/wk}	1.02 site-based - one per 2 sites, start in Year 2	\$0	\$300,000	\$306,000	\$606,000	-	-	-	-
OUSD PE Specialist	\$84,000	40%	{16hrs/wk}	1.02 Provides professional development and coaching for PE Teachers. Salary paid out of Title II funds, so leveraged resources rather than match, but an important piece of our staffing structure		\$0	\$0	\$0	-	-	-	-
OUSD Nutrition Specialist	\$75,000	40%		1.02 Nutrition Specialist will train the Nutrition Wellness Champions and support schools with implementing nutrition curriculum.				\$0	\$30,000	\$30,600	\$31,212	91,812
Principals at 10 elementary schools	\$133,000	15%	{6hrs/wk}	1.02 Provide leadership and support for wellness activities, help coordinate professional development time, engage in Wellness activities to support Wellness Policy. Average principal salary across schools				\$0	\$19,950	\$20,349	\$20,756	61,055
Certificated teachers for Wellness Council implementation and meetings	\$60,000	40%	{16hrs/wk}	1.02 Teacher time at each targeted school sit on the site Wellness Council and/or support the implementation of Wellness policies at the site for an average of 2 hours/month. 80 teachers x 0.5% FTE x average \$60,000 FTE salary.				\$0	\$24,000	\$24,480	\$24,970	73,450
Fitnessgram Data Coordinator	\$85,000	5%	{2hrs/wk}	1.02 Collects data on FITNESSGRAM tests and works with the evaluator to provide and coordinate data for evaluation analysis and reporting				\$0	\$4,250	\$4,335	\$4,422	13,007
Program Administrative Assistant	65,000	30%		1.02 Support with data collection and management, scheduling, communications, and other administrative support tasks				\$0	\$19,500	\$19,890	\$20,288	59,678
Hourly Personnel												
	# staff	hrs/yr	\$/Hr	COLA Description								
Teacher time to receive PE training	15.00	3.00	\$28.00	1.02 includes benefits - 3 hours training per year in OPEN PE curriculum	\$1,260	\$1,285	\$1,311	\$3,856	-	-	-	-
Teacher time for PlayWorks Training	10.00	16.00	\$28.00	1.02 Training costs for substitute teachers, so that Physical Activity Wellness Champion for each school can be trained in Playworks teacher-leader role for Recess. One teacher per school	\$4,480	\$4,570	\$4,661	\$13,711	-	-	-	-
Certificated teachers for recess supervision	NA	0%	{0hrs/wk}	1.02 Working with the Playworks coach and PA Wellness Champion to supervise recess according to Playworks standards for active, inclusive play with social-emotional learning component. 30 minutes/day x 180 days x \$28.50/hr average hourly rate x 10 sites		\$0	\$0	\$0	\$25,650	\$25,650	\$25,650	76,950
				1.02	\$0	\$0	\$0	\$0	-	-	-	-
				1.02	\$0	\$0	\$0	\$0	-	-	-	-
Subtotal Personnel					\$31,990	\$305,855	\$311,972	\$649,817	\$123,350	\$152,079	\$154,608	430,037

LEA Partner Agreement for Competitive Preference Priority #1

Agency Name: Oakland Unified School District DUNS #: 076554500

This agreement is only necessary if you intend to address Competitive Preference Priority #1 – Partnerships Between Applicants and Supporting Community Entities. You must upload it with all signed forms to the Other Attachments. Be sure to indicate your Agency name and DUNS # on your agreement(s).

Page 1 of 5 (LEA Partner)

LEA Authorized Representative Name: Superintendent Antwan Wilson

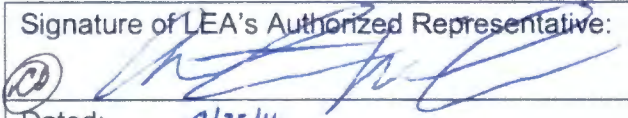
Roles and Responsibilities:

The Superintendent's Office and all Departments of OUSD offer full support for the OUSD Health & Wellness Unit (in the OUSD Community Schools and Student Services Department) application for the Carol M. White Physical Education Program (PEP) application. Partnership will be offered from Human Resources, Finance, Teaching and Learning, Communications and District Leadership to implement this Physical Education program from 2017-2020.

Contribution to the Project:

The OUSD Wellness Council, the advisory board for the PEP project, will include members from various Departments throughout OUSD. This will ensure full implementation of the proposed project and also plans for sustainability after the program has ended.

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

Signature of LEA's Authorized Representative: 	Superintendent Antwan Wilson
Dated: 9/25/16	

Page 2 of 5 (CBO Partner)

CBO Name: Playworks


Roles and Responsibilities:

Playworks offers its partnership for the OUSD Health & Wellness Unit Oakland Active All Day application for the Carol M. White Physical Education Program (PEP). Our office's role is to facilitate the Healthy Recess component of the program through our Team Up program, school wide trainings and technical assistance. We will manage the Team Up Coach at each of the 10 elementary schools this program is taking place. We will help shift school culture by leveraging the power of safe, fun, and healthy play at school every day. We create a place for every kid on the playground to feel included, be active, and build valuable social and emotional skills.

Contribution to the Project:

Playworks will designate a representative to attend meetings of the OUSD Wellness Council, the advisory board for the PEP project, to serve as a liaison with the PEP project, and to support the PEP project director and the OUSD Health & Wellness Unit in accessing all that Play works has to offer.

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

Signature of CBO's Authorized Representative:	
Dated:	4/25/16

Page 3 of 5 (Public Health Entity Partner)

Public Health Partner Name: Alameda County Public Health Department, Nutrition Services Unit



Roles and Responsibilities:

ACPHD has been an active participant on the District School Wellness Council since it passed the District Wellness Policy in 2006 and will continue to participate as the council plays an advisory role to the proposed PEP project, Oakland Active All Day. In addition, staff from the Department have worked closely with Oakland schools leading nutrition education and fostering healthy food environments over the past 10 years and will continue to partner and promote the nutrition education element of this program. County staff will lead such activities as cooking demonstrations, parent nutrition education classes and teacher trainings, all enhancing the overall project goals to increase access to quality physical education and nutrition education.

Contribution to the Project:

Alameda County Public Health Department will continue to designate a representative to attend meetings of the OUSD Wellness Council, the advisory board for the Oakland Active All Day PEP project, to serve as a liaison with the PEP project, and to support the PEP project director and the OUSD Health & Wellness Unit in accessing all that the ACPHD has to offer.

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

Signature of Public Health Entity's Authorized Representative:		
Dated:	4/22/16	

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

Food Service or Child Nutrition Director Name: Jennifer LeBarre, Executive Director, OUSD Nutrition Services

Roles and Responsibilities:

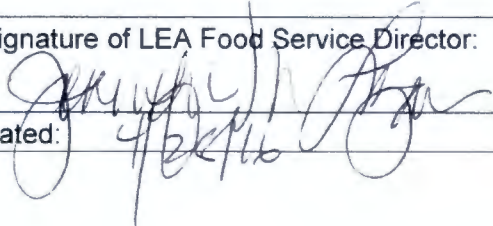
The OUSD Nutrition Services Department supports the OUSD Health & Wellness Unit (in the OUSD Community Schools and Student Services Department) application for the Carol M. White Physical Education Program (PEP). This Department already partners on many wellness projects with the Community Schools and Student Services Department, including the wellness champion program. We will work together to ensure all nutrition activities can be implemented and supported. We also can share data around school meal participation and nutrition guidelines.

Contribution to the Project:

The OUSD Nutrition Services Department plays a key role in the District Wellness Council, the advisory board to the OUSD Active All Day PEP project. OUSD Nutrition Services is also involved in national school meal reform and nutrition initiatives that can offer best practices and sustainable strategies to this project.

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

Signature of LEA Food Service Director:	
Dated:	


4/22/16

Page 5 of 5 (Head of Local Government)

Head of Local Government Name (or designee) David Silver, Director of Education, City of Oakland

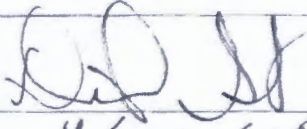
Roles and Responsibilities:

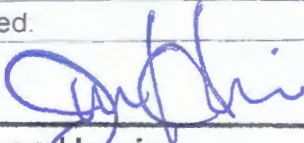
The Mayor's Director of Education offers its support for the OUSD Health & Wellness Unit application for the Carol M. White Physical Education Program (PEP) application. Our office's role is to facilitate the alignment of public and private resources to support Oakland's children, with a special emphasis on the most vulnerable students in Oakland's public school. Physical education and student health and wellness are essential elements of overall student success. Therefore, our office will work with OUSD to identify specific ways in which City and other public resources might support OUSD's Wellness Champions initiative as part of the Oakland Promise, which is looking at multiple approaches to interrupt intergenerational poverty and create the opportunity for all students to succeed in school and go to college.

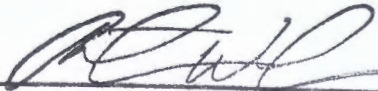
Contribution to the Project:

The Mayor's Office will designate a representative to attend meetings of the OUSD Wellness Council, the advisory board for the PEP project, to serve as a liaison with the PEP project, and to support the PEP project director and the OUSD Health & Wellness Unit in accessing appropriate City and other public resources over the course of the grant and beyond.

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

Signature of Head of Local Government or Designee:	
Dated:	4/26/16

 11/15/16
James Harris
President, Board of Education

 11/15/16
Antwan Wilson
Secretary, Board of Education

File ID Number: 16-2333
Introduction Date: 11-15-16
Enactment Number: 16-1771
Enactment Date: 11-15-16
By:

S215F160139
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