

Safe Schools/Healthy Students Initiative

Audioconference Transcript

March 17, 2005

Operator: Good day, ladies and gentlemen, and welcome to the Safe Schools Healthy Students conference call. At this time all participants are in a listen-only mode. Later we will conduct a question and answer session, and instructions will follow at that time. If anyone should require assistance during the conference, please press “*” then “0” on your touch-tone telephone. As a reminder, this conference call is being recorded.

I would now like to introduce your host for today’s conference, Ms. Valerie Outlaw. Ms. Outlaw, you may begin your conference.

Valerie Outlaw: Good afternoon. I’d like to welcome all of you to the Safe Schools Healthy Students applicant teleconference. My name is Valerie Outlaw, and I’m the Project Coordinator here at the Juvenile Justice Resource Center. We are the contractor for the Department. We’re the contractor for this particular solicitation, and we handle all the logistics involved with peer review.

Right now I’d like to introduce you to Karen Dorsey, the Program Analyst for the Office of Safe Schools—Office of Safe and Drug Free Schools. Karen?

Karen Dorsey: Good afternoon. I, too, would like to welcome everybody on behalf of the Federal Safe Schools Healthy Students Team to this first teleconference. Joining me are two other colleagues. I’m going to let them introduce themselves, and then we’ll continue.

Michael Wells: I’m Michael Wells. I’m a Federal Project Officer with—in the office of Safe and Drug Free Schools at the Department of Education.

Denise Middlebrook: I’m Denise Middlebrook, a Federal Project Officer with the Department of Health and Human Services.

Karen Dorsey: Unfortunately, we were not able to get someone from the Department of Justice to join the call, because of a schedule conflict, but we decided to continue on with the call. And what we will do if there are questions that are specific to DOJ, we will transcribe those—take down those questions, and when we post the transcript of this call, we will include the answers to those questions.

And before we begin the call and taking questions, I would just like to review the purpose of this call is to review the requirements and to provide clarification around the application and the application process. We will not be in the position to provide evaluative comments on your proposal or your Safe Schools Comprehensive Plan. So we ask that you restrict your questions solely to those that deal with the application process and the application requirements.

As most of you know, the application was released last Thursday. The application is very similar to the FY2004 Safe School Healthy Students application. The requirements have not changed for this program, nor have we changed the scheduled work for the application. The absolute priority is what I meant to say. There has been some rearrangement of the selection criteria. Again, we’ve not changed the wording of those criteria, just where they have been located in that part of the

application. So other than those things, the application is pretty much as the FY2004. So with that, we can open up for questions.

Valerie Outlaw: Jen?

Operator: Yes, maam. If you have a question at this time, please press the "1" key on your touch-tone telephone. If your question has been answered or you wish to remove yourself from the queue, please press the "#" key.

Our first question comes from Carol Larson. Your question, please.

Carol Larson: In terms of eligibility, we have a situation where one county's ESD [ph] merged with another county's ESD. And Lamate [ph] already has a Safe Schools Grant in collaboration with another school district. It serves two of the Lamate's three counties, but the Anhill [ph] county's schools and children, if we work under the eligibility guidelines stated in the Grant, will not be able to have access to these opportunities. Is there room for an exclusion here?

Karen Dorsey: Okay. If I'm remembering this correctly, when I looked at the list of frivolously funded Safe School Healthy Students, there was a site that was funded in Marion County. Not two—Lamate.

Carol Larson: Okay. But, will Lamate SD is one of the collaborative partners—

Karen Dorsey: When you say one of the collaborative partners, did they sign the partnership agreement?

Carol Larson: Yes.

Karen Dorsey: Okay. So then Lamate cannot be the applicant for FY2005. But those school districts that are in that reorganized area, that didn't receive services or funds under the Marion County 2002 Safe Schools Healthy Students, could submit an application as a consortia. And one of those school districts, one of the LEAs, would have to serve as the lead applicant.

Carol Larson: Okay.

Karen Dorsey: And the Lamate educational service district could provide services in that consortium in FY2005, because it is, indeed, a service district. There are no schools or students. It is an administrative body, correct?

Carol Larson: Yes and no. We provide services, but we also have housed on our sites special needs programs, life skills programs, at-risk schools for middle and secondary levels, EIESCE programs.

Karen Dorsey: Okay. What I would recommend, then, is that when you decide who the lead applicant is, you will need to print that locator page to determine your urbanicity. And then attached to that page, a brief description about the reorganization, and provide assurance that none of the schools that were in the Marion County School District 2002 Safe Schools Healthy Students collaborative are included in this FY2005.

Carol Larson: Okay. All right. Okay. So it's due to the fact that we signed the agreement?

Karen Dorsey: Correct.

Carol Larson: Okay.

- Karen Dorsey: So you could provide services, let's say a training, you wanted to provide training, but you cannot serve as the—as an applicant.
- Carol Larson: Okay. All right.
- Karen Dorsey: So make sure you check with the Marion County folks to get a list of all of those school districts.
- Carol Larson: Okay.
- Karen Dorsey: Because if you include some of those folks in your application, it's going to be rejected, because you'd be ineligible. So you want to be very clear that you're not including anybody—any school district that previously received funds under that 2002 Grant.
- Carol Larson: Okay. Then the follow-up question to that—is the page and a half to explain the merger account as part of our 40-pages?
- Karen Dorsey: No. That's why I suggest that you put it right after the locator page.
- Carol Larson: Okay.
- Operator: Our next question comes from Gable Barmer. Your question, please.
- Gable Barmer: All right. My name is Gable Barmer, as you know. I'm in Washington D.C. And I'm with the Charter School and we're in LEA. And it says that we're supposed to have the superintendent sign off on the agreement, but we're an independent Charter School.
- Karen Dorsey: Well, whoever would be in an equivalent status as a superintendent. And I understand that the makeups of Charter Schools differ, so whoever the authorized representative is that would be equivalent to a superintendent should sign the application.
- Gable Barmer: Okay. Great. Will there be a pre-proposal conference or is this serving as the pre—
- Karen Dorsey: This is serving as the pre-proposal conference.
- Gable Barmer: Will there be an email sent to all of us who are on the call today to have the questions and answers, or--?
- Karen Dorsey: The questions and answers will be posted on the website at www.sshs.samhsa.gov.
- Gable Barmer: Okay. And the pre-existing partnerships—this says that we're supposed to have that in writing, mis [inaudible] governors, and all of that? Is that—you have six months prior to this happening?
- Karen Dorsey: You should be able to demonstrate that there was a pre-existing partnership, and one of the ways that you could demonstrate that is by providing reference to a document such as those that you mentioned.
- Gable Barmer: Okay. And it says that the MOAs to two separate MOAs—Memorandums of Agreement—that must be completed, correct?
- Karen Dorsey: Correct.
- Gable Barmer: --on that. So I wondered for the SS and HS partners and then the other for the Mental Health Services.

Karen Dorsey: Correct

Gable Barmer: Okay. Great. Thank you very much. And also, with the evaluation of the last question, for the annual evaluation, are pictures and video streams admissible?

Karen Dorsey: I'm sorry, can you repeat that?

Gable Barmer: Digital pictures, video streams—

Karen Dorsey: Permissible for?

Gable Barmer: To submit as part of the evaluation.

Karen Dorsey: As a part of the application?

Gable Barmer: Oh, okay. I'm sorry. Application. Sorry.

Karen Dorsey: No. The application is limited to paper—40 pages—and those requirements.

Gable Barmer: That was a separate question that I admit to own up on. I'm sorry. Thank you.

Operator: Our next question comes from Renee Blumestein. Your question, please.

Renee Blumestein: Yes. Hello. I'm representing a school district in Nassau County, New York, that submitted an application for last year's competition. And it was a 40-page application that contained single-spaced tables, and part of our application was not read. And I just want to clarify in looking at the requirements in the format of the new proposal, that single-spaced tables are allowed, and that is a change from last year.

Karen Dorsey: That's correct.

Renee Blumestein: Okay. Thank you.

Operator: Our next question comes from Jerry Katz. Your question, please.

Jerry Katz: The mental health partnership that has to be provided has to be a state appointed agency in our city in Stamford, Connecticut. In Stamford that's the Duvua [ph] Center. But they don't offer services to students. It's just for adults. So how do we work around that? Do we just have them as the administrative partner, and then use child guidance that we have here for mental health? I missed it, and I'm not sure how we go about that.

Denise Middlebrook: That's a unique question that I think we need to get the answer to for that particular question. I can refer you back to page seven of the application.

Jerry Katz: Yeah, I've read page seven. I realize that. But the agency in Stamford that the state approves of as our partner doesn't offer services to—it's only for adults.

Denise Middlebrook: So who provides services for the children?

Jerry Katz: We have a number of other places. One of them is the Child Guidance Center. We also have services provided through the Telecenters [ph] in Stamford, and—

Denise Middlebrook: My recommendation would be to provide some documentation that you could get from the state mental health that would indicate that that's the case.

Jerry Katz: Okay.

Denise Middlebrook: Along with your application.

Jerry Katz: Okay. So we could put that into that memorandum of understanding—Memorandum of Agreement?

Denise Middlebrook: Yeah, I would.

Karen Dorsey: And the service agencies that provide the services to the children? Who oversees them?

Jerry Katz: They're non-profit.

Karen Dorsey: They're non-profit. Okay.

Michael Wells: Now I'm guessing there's some regulatory responsibility at some level. Is that the case? To the state, or is all just completely privatized?

Jerry Katz: They're licensed by the state.

Denise Middlebrook: Well, if they're licensed by the state, then those are the entities that provide mental health services to children. And, again, I would say if you could provide something in the MOA between mental health and schools—

Jerry Katz: Right.

Denise Middlebrook: --that second MOA, that clearly outlines that—that relationship.

Karen Dorsey: Yeah. And you would also need to—if you decide on one of the non-profits to provide services, they would need to sign the MOA, along with that state, that larger state entity.

Jerry Katz: Okay. Very good. And I have another question. The city of Hartford—Hartford Public Schools received this Grant in the year 2003. Does that influence our being chosen in 2005 since we're in the same state?

Karen Dorsey: No.

Jerry Katz: Okay. And then we are a mid-sized central city—we're considered an urban area—but I think there was an application a while back where you had to have a population over 250,000. As long as we're considered a mid-sized central city, too, are we in compliance with the urban areas?

Karen Dorsey: You need to follow the definitions in the instructions on page 21.

Jerry Katz: We did. The National Center for Educational Statistics has us listed as a mid-sized central city, too.

Karen Dorsey: Okay.

Unidentified Participant: [inaudible]

Karen Dorsey: Right. Then you would be considered to be an urban.

Jerry Katz: Okay.

Karen Dorsey: Please remember that you need to print that page.

Jerry Katz: It's already printed.

Karen Dorsey: Include it in your application.

Jerry Katz: Okay. Those are my questions.

Karen Dorsey: Okay.

Operator: Our next question comes from Suzanne Bohnett. Your question, please.

Suzanne Bohnett: Hello. I have two questions, and one is regarding our designation in the community as suburban. Our LEA is designated as in a community that's suburban, although the larger community, which would be served by this Grant, is rural and geographically isolated from the nearest city by about 20 miles. And so I'm wondering, one, if we can change our designation. Or if not, if there's benefit in tons of us being suburban and having such a small population and asking for less than \$2 million.

Karen Dorsey: First of all, the urbanicity is determined by the lead applicant, so you can't change it. And the award amount is based on—is given is the maximum amount. So you could apply for no more than if you're suburban 2 million. That doesn't preclude you for asking for less.

Suzanne Bohnett: Okay. Second question is our issue is, for the main part, related to substance abuse. In terms of violence, as a result of substance abuse, we have some domestic violence in our community. I know that in terms of your criteria and grading, we need to evaluate both areas. And I'm just wondering sort of where you stand related to domestic violence?

Karen Dorsey: That is, again—the best that we can tell you is to look at the design, the selection criteria, that you address all six elements, and your comprehensive plan, your proposal, should be responsive to the assessment of your community. I can tell you that if you decide to do domestic violence related activities within your schools in your communities, that would be an allowable activity.

Suzanne Bohnett: That would not?

Karen Dorsey: That would be an allowable.

Suzanne Bohnett: Oh, it would be. Oh, okay. All right. Thank you.

Operator: Our next question comes from Rick Loseth. Your question, please.

Rick Loseth: Yes. I have a question referencing the ED 424 Title page, and one of the requirements that's listed on there, question 13, referencing human—or exemption for research. In the instructions, following on page 44, it talks about including whether you check, yes—we need to include the answers to the yes or no as it's indicated on page 44 for the instructions.

Karen Dorsey: Yes, you do. Don't number the pages. Don't include in it the numbered 40 pages.

Rick Loseth: So that—what is page one? The other instructions say that the application should be number continuous, one of whatever the totals are. So, I guess, as we looked at it, page one then becomes ED 424.

Karen Dorsey: No. I mean I would start page one with the narrative. The other pages I've seen people use lower case letters or roman numerals even. But your abstract page you don't have to number, but the first page of your narrative should be page one.

Rick Loseth: All right. So, okay, I think we understand. Because last time as we—that was not how that was discussed in a prior application. So we were instructed to start numbering at the front of it. So we just wanted some clarification. So that the narrative portion becomes page one, the title, the 424, the exemption to research, the table of contents and the abstract could all be lower case or roman numerals.

Denise Middlebrook: Lower case or roman numerals. Correct.

Rick Loseth: Okay.

Karen Dorsey: And not to confuse it, but if you decide to start with numbering a page one with the application, please know that when your narrative starts is where we begin to—we will begin to count.

Rick Loseth: Well, okay. Because that's not what happened for us last time. So we're—

Karen Dorsey: Okay. But I'm telling you that's what's going to happen this time.

Rick Loseth: Great. Great. Thank you.

Operator: Our next question comes from Kim Niemietz. Your question, please.

Kim Niemietz: Yes. This is in relation to attachment C and what kinds of documents go in there. In other Grants that we've written before, we've done like activity pages where we have a goal objective and then the activities that you do, and then line it out as far as people who are responsible, and, again, we use it as a framework for the Grant. I didn't know if that needed to be within the 40 pages of the narrative, or if it could go in attachment C.

Karen Dorsey: Attachment C should speak strictly to the organizational structure, the timeline and staffing patterns.

Kim Niemietz: Okay. So otherwise the way I stated it, that would go in the 40 pages.

Karen Dorsey: Yup.

Kim Niemietz: Oh. And on the budget—one more question. On the budget narrative, we downloaded the sample you had on the website. And is that the level of detail that you're looking for?

Karen Dorsey: Yes. Correct.

Kim Niemietz: Okay. Thank you.

Operator: Again, if you have a question at this time, please press the "1" key. I'm showing no further questions at this time.

Valerie Outlaw: Okay. We'll hold for a few minutes.

Operator: Certainly.

Valerie Outlaw: Karen and Michael? Can you think of anything that you want to emphasize to them that they need to make sure that they include in their applications? I mean I know they should know to follow the solicitations to the letter, but in every solicitation there's always a component that is so crucial to the actual applicants' solicitation.

Karen Dorsey: As long as the applicants meet the requirements, make sure they have the—on page five there's a check list, and there are five items in which everyone needs to at least meet those five items to get to peer review. They have to be an eligible applicant. They can't exceed the amount that they are eligible to apply for. They have to have the signed memorandum. And it has to meet the absolute priority. That is addressing the six elements being a community wide plan, and it has to meet the deadline. So it has to be postmarked no later than April 29. So that, to me, are sort of—that will get you to peer review. And I would also encourage people to look at the resources that we have on that website that I mentioned earlier on the www.sshs.samhsa.gov.

Operator: Pardon me, Ms. Outlaw? We do have several questions if you would like to take those from the phone line.

Valerie Outlaw: Sure. We're ready.

Operator: Our first question comes from Rena Beyer. Your question, please.

Rena Beyer: Good afternoon. I have just one question, and then a clarifying question from a previous caller. My first question is I'm not clear on what type of involvement you're looking for us to demonstrate from the private schools. Is it just—would it be meeting those criteria by just including them in the planning process and ongoing committees? Or are you looking for something really specific there?

Karen Dorsey: There just needs to be some sort of demonstration that you've made outreach to the private school communities. And if they would like to take a—to be participants, then you would include them.

Rena Beyer: Okay. So as long as we demonstrated that we have offered to have them as partners—I guess what I'm looking for is if our—is it mandated that we offer those services through the Grant funds?

Denise Middlebrook: Yes. Yes it is.

Karen Dorsey: Yes. If they opt to be a part of your Safe Schools Healthy Students partner, then you would make sure that you would budget to include in providing them with services as a partner. I would not say that they could pick and choose, but they would have to have a comprehensive plan and be a part of your comprehensive plan.

Rena Beyer: Okay. Great. And then my second question is just a clarifying—I think I understood from an earlier call that attachment C—the organizational structure, timeline, staffing patterns—is part of the 40 pages?

Karen Dorsey: No, that's an attachment.

Rena Beyer: Okay.

Karen Dorsey: It's not part of the 40 pages.

Rena Beyer: Okay. Thank you.

Operator: Our next question comes from Sylvia Jones. Your question, please.

Sylvia Jones: Yes. In reference to SRO—is the Cops Grant still part of the Safe Schools Healthy Student thing that you do?

Michael Wells: No, maam. There is no funding this year for the Cops program. If you want to include an SRO in your program plan, it could come under the 10% part of your element one for security equipment and personnel and modification. But it would have to come under that 10% cap.

Sylvia Jones: Thank you.

Operator: Our next question is a follow-up question from Kim Niemietz. Your question, please.

Kim Niemietz: I had one more question about whether or not—whether we are supposed to show a coordination of funds with other Grant programs we might be involved in.

Karen Dorsey: Not a requirement.

Kim Niemietz: It's not a requirement?

Karen Dorsey: Correct.

Kim Niemietz: Thank you.

Operator: Our next question comes from Michele Murchison. Your question, please.

Michele Murchison: Good afternoon. I have a question regarding the evaluation section. It says—we want to know if there's an essentially located place. We're looking for evaluation partners, and we did go to the website and looked at the different evaluation protocols. But we were looking—is there a place where we should look—we have universities, but we wanted to see if there were people in New Jersey who had done evaluations for the funders that we could access.

Denise Middlebrook: We really don't have a central located—a centrally located place that you can go and look at that information. And we can't really be recommending that to you either.

Michele Murchison: Is there a list then, to follow up, of the evaluators that have been used by other grantees.

Denise Middlebrook: No.

Michele Murchison: Thank you.

Operator: Our next question comes from Norma Verner. Your question, please.

Norma Verner: Good afternoon. The Memorandum of Agreement with the four required partners is something that we have drafted, and the four required partners will be signing. But I have two questions pertaining to that. We are Orange County, Florida, and the Orange County Sheriff's Department, obviously, covers Orange County, Florida. But there are 11 different municipalities that are cities and towns and townships. Are they—the cities, towns and townships have the exclusive authority over their city, town or township. Most all 11 of those law enforcement NCs also be included?

Karen Dorsey: Are those city, townships law enforcement entities the ones that would respond to an emergency if there was one at one of the schools in the comprehensive plan?

Norma Verner: Unfortunately.

Karen Dorsey: Well, they would need to be included.

Norma Verner: Okay, and then—thank you. The second question that I have is we have six mental health providers—not the mental health authority—we’ve got the entity already covered. But the mental health providers who currently deliver services in our schools have cooperative agreements through the school boards that their services would be enhanced and extended through the Safe Schools Healthy Students partnership. What is the best—is a cooperative agreement among those six providers something that should be in this—also as a part of this Grant application? Or how do we—other than describing the relationship in the narrative and then indicating them in attachment C, do you want evidence of—should they sign off on letters, or somehow formally pledge their involvement?

Denise Middlebrook: They should sign off on letters. And I think—and the MOA—if they have a significant role in this, and they’re going to be a part of it, then they should be a part of the MOA.

Norma Verner: The one in addition to the four required providers?

Karen Dorsey: No. That would be the—

Denise Middlebrook: The second MOA.

Norma Verner: I’m sorry?

Denise Middlebrook: The second MOA.

Norma Verner: The second MOA with the mental health authority—

Denise Middlebrook: Exactly. Yes.

Norma Verner: All right. Thank you.

Operator: Again, if you have a question at this time, please press the “1” key. Our next question come from Mary Jo Mcinerny.

Mary Jo Mcinerny: Yes. I’m from Greenville County Schools, Greenville, South Carolina. And we looked up our urbanicity, and it showed a 6 million level. There have been districts smaller in our state who have got 9 million. Is there a way to check that and make sure it’s current?

Karen Dorsey: You would need to check with your—the person in your state that provides the information to NCES.

Mary Jo Mcinerny: Okay. And do you know who that would be, maam?

Karen Dorsey: If you go to page 21—

Mary Jo Mcinerny: Okay.

Karen Dorsey: At the top—the nces.gov/bcd, you should get information from that web page.

Mary Jo Mcinerny: Okay. And second question, if I may. I’ve had our principal request that if we could lease a portable trailer. We’re going through like after school programs, and mental health counselors—

this is a school where we have joined two schools together, because they’re undergoing major construction in our district. Is that an allowable expense?

Denise Middlebrook: You can lease a trailer. You can't use money for construction. But you can lease a trailer.

Mary Jo Mcinerny: We can?

Denise Middlebrook: Yes.

Mary Jo Mcinerny: Okay. All right. Thank you.

Operator: Again, if you have a question at this time, please press the "1" key. I'm showing no further questions.

Karen Dorsey: We will wait a few more minutes before ending the call in case someone comes up with another question.

Operator: Pardon me. We do have one question on the phone lines if you would care to take that.

Karen Dorsey: Okay.

Operator: We have Janice Lau. Your question, please.

Janice Lau: Hi. Have you determined the maximum number of awards that you might be allocating? And is there any kind of regionalization in regards to that?

Karen Dorsey: We estimate 40 awards, and we do try to assure that there is geographic as well as urban diversity. So if 25 of them all came from New York, we wouldn't fund those 25. We would make sure that there was diversity among states and among suburban, urban, rural.

Janice Lau: Thank you.

Michael Wells: And Tribal.

Karen Dorsey: And Tribal.

Janice Lau: Thank you.

Operator: Our next question comes from Norma Verner. Your question, please.

Norma Verner: When you're alluding to geographic diversity, if a certain part of Florida has had a couple of Safe Schools Healthy Students Grants in the last two or three years, does that go against—might that possibly impact us? Is it the history or just geographic according to current applications?

Karen Dorsey: Current applications.

Norma Verner: Thanks.

Operator: Our next question comes from Renee Blumestein. Your question, please.

Renee Blumestein: Yes. I was wondering if—I'm sorry, I lost it.

Operator: Again, if you have a question at this time, please press the "1" key. I'm showing no further questions.

Valerie Outlaw: Okay. Well, at this time we can end the call. I'd like to remind participants that this will be a weekly event until the week of the 29th. And I encourage people to call in, if not with questions, at least to hear what other applicants are asking. It might assist you as you put together your application. So without further calls—questions—we will end the call. Thank you very much.

Operator: Ladies and gentlemen, thank you for participating in today's conference. This concludes the program. You may all disconnect. Everyone have a great day.

Karen Dorsey: Thank you.