

# Safe Schools, Healthy Students Conference Call Transcript

March 24, 2005, 2:00 p.m. ET  
Moderator: Valerie Outlaw

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 star then zero 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.

Valerie Outlaw: Good afternoon. My name is Valerie Outlaw, and I work for Aspen Systems in the Juvenile Justice Resource Center, which is the contractor for the Safe Schools, Healthy Students program. I am going to turn the proceeds over to the federal officers who will be in charge of this applicant teleconference. Karen, would you like to start?

Karen Dorsey: Actually, Michelle is going to start.

Valerie Outlaw: Okay.

Michelle Brechard: Hi. My name is Michelle Brechard. I am one of the federal project officers that works on the Safe Schools, Healthy Students initiative. I am with Samhsa [ph] in the Department of Health and Human Services. We're going to take a real brief period of time. We have a number of people that are going to be in on this call today that will give you the federal perspective. I'm, also, going to have them introduce themselves to you.

Patrick Duncourt: I'm Patrick Duncourt [ph]. I'm a project officer at the Office of Juvenile Justice and Delinquency Prevention.

Dora Stewart: I'm Dora Stewart, project officer of [unintelligible] Health and Human Services.

Susan Keys: I'm Susan Keys. I am Branch Chief floor prevention initiative in Samhsa.

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

Michael Wells: I'm Michael Wells, a federal project officer at the Office of Safe and Drug Free Schools with the Department of Education.

Unidentified Participant: [Unintelligible] -- Samhsa.

Ruby Kulsuva: Ruby Kulsuva [ph] -- Office of Juvenile Justice and Delinquency Prevention with the Justice Department.

Caroline Fernandez: Caroline Fernandez. I'm here with Samhsa CMHS.

Michelle Brechard: Great. So we are all here and ready to answer any and every question that you could possibly have regarding the Safe Schools, Healthy Students application. So with that, let's open it up to questions.

Operator: Thank you. Ladies and gentlemen, if you have a question or a comment at this time, please press the one key on your touch-tone telephone. If your question has been answered, and you wish to remove yourself from the queue, please press the pound key. Once again, if you have a question, comment or concern at this time, please press the one key on your touch-tone telephone.

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Our first question comes from Tammy -- excuse me if I pronounce this wrong -- Bartasavich of Union City, Pennsylvania. Your line is now open, ma'am.

Our next question comes from Renee Blumstein.

Renee Blumstein: Yes. Hello. We're interested in our project in paying mentors. Is that an allowable expense? I know sometimes we're allowed to pay mentors, and sometimes, by definition, you want the mentors to be volunteers. Do you have an opinion about that?

Michelle Brechard: Are the mentors adults, or are the mentors students?

Renee Blumstein: We have both categories, and I would be interested in your answer to both.

Michelle Brechard: I don't think that there is anything that prohibits payment to mentors. There are regulations that you cannot provide cash to students. That would be considered an incentive, and that's not an allowable cost. But I don't think there is anything specifically that disallows payment of mentors. Department of Ed?

Karen Dorsey: If you decide to pay them, then you would need to have job descriptions. You would need to track their time and attendance and treat them as regular contractual employees.

Renee Blumstein: Right. And if we were going to, say, have older students tutor younger students and say that this was a job?

Michelle Brechard: That would not be allowed. Would you could do is think of other incentives to provide to them as they're doing the mentoring.

Renee Blumstein: Okay.

Michelle Brechard: You know, a gift certificate to the local bookstore -- something like that. I would not provide cash for doing it.

Renee Blumstein: And would it have to be if it was an incentive -- as you have suggested, a gift certificate to a local bookstore -- does it have to be educationally related, or could it be something to appeal to a kid who may not be going to the bookstore. Because we're targeting kids who might not be interested in that, but who might be very receptive to getting a gift certificate to Sport's Authority, for example.

Michelle Brechard: Safe Schools, Healthy Students is about prevention of youth violence and healthy youth development. So we would hope that whatever the incentive is has some tie-in with healthy youth development.

Unidentified Participant: And federal funds cannot be used for entertainment purchases even if they're incentives.

Renee Blumstein: Okay.

Unidentified Participant: Tickets to the movie theatre, to a record store -- those are primarily entertainment kinds of activities or purchases, and that would be unallowable.

Renee Blumstein: Okay. Okay. I think I'm clear now. Thank you.

Michelle Brechard: You're welcome.

Operator: Thank you. Our next question comes from Jan Thomas.

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Jan Thomas: Thank you. Good afternoon. Are applicants required to only select evidence-based programs and strategies from an approved federal or state listing?

Michelle Brechard: No. We encourage you to use evidence-based services, but if -- I think there is some language in the application on that. They don't all have to be evidence-based, but you have to be able to substantiate that they're in some form or fashion be it that you've got the data to support that it's a promising program or that it will get you the results that it needs. Hold on.

Unidentified Participant: It's under project design. Sub-criteria B talks about the extent to which the applicant can demonstrate that the program's trainings, curriculum and other activities selected reflect current research and use evidence-based and effective practices.

Jan Thomas: Yes, ma'am. And it does not have to be one that has already been listed as promising at some federal or state level.

Michelle Brechard: No. But there are a number of lists out there. I think it would certainly be worth the effort to take a look at all the different websites that have lists of those promising or evidence-based or exemplary programs.

Jan Thomas: Yes, ma'am. Thank you very much.

Unidentified Participant: You might, also, want to look at the surgeon general's report on you filing, because that report identifies practices that are effective and some that are ineffective that schools frequently use.

Jan Thomas: Yes, ma'am. Thank you both so very much.

Operator: Thank you.

Michelle Brechard: As you introduce people, can you, also, ask them to identify where they are from?

Operator: Yes, ma'am.

Michelle Brechard: Great.

Operator: Our next question comes from Heather Miller of Rockport, Texas.

Heather Miller: Hello. This is Heather Miller. If we have a school/community partnership that has been in existence for 12 years, and we have been addressing safe and drug-free schools and community schools, do we need to write a new mission and goal specifically for this grants? Or can we use those that we've been [unintelligible]?

Unidentified Participant: When you say write a new mission, can you talk a little bit more about that?

Heather Miller: Well, I just had noticed that in the memorandums of understanding it mentioned that we need to have a mission and goals for this grant. And I'm wondering can we use the ones that we've been operating under?

Unidentified Participant: I think that if it's within the scope of your application, you certainly can. I wasn't sure if you were talking about the application or you're talking about the memorandum of agreement.

Heather Miller: The memorandum of agreement.

Unidentified Participant: Okay. I would certainly take a look at what you've got as your mission and your goals and objectives and see if it fits under what you're proposing to do under Safe Schools, Healthy

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Students. Just be careful about the dates on those agreements. There is a requirement at the [unintelligible] somewhere in the time period between October 29, 2004 and April 29, 2005.

Heather Miller: And I had a couple of more quick questions. One is I noticed that in the any town sample that you had on the web that prevention counselors could be used. And I wondered if other school counselors could be used or just prevention counselors?

Michelle Brechard: No. Are you talking about the memorandum agreement sample or the budget sample --which one?

Heather Miller: I was looking under the budget sample, particularly. And it's listed prevention counselors as --

Michelle Brechard: Yeah. But that's just a sample, and in that sample, it was showing prevention counselors being used. Now, there's no reason why you can't use other kinds of counselors.

Heather Miller: Okay.

Michelle Brechard: They tie back into what you're proposing to do.

Heather Miller: Okay. And then we have had the elementary and secondary school counseling grant, which will run out at the end of this year, and I'm wondering if that will in any way keep us from getting consideration for this grant?

Michelle Brechard: No. No. No. If you look at the eligibility requirements [unintelligible], there's nothing in there that says if you're the recipient of other federal funds from other programs that it would impact on you.

Heather Miller: Okay.

Michelle Brechard: This particular competition.

Heather Miller: And in our community school partnership, we've had a number of other groups that are interested in working with us on this grant such as the Neighborhood Conference Committee, [Unintelligible] La Familia and Star Connections. And I wondered if it would help to have additional memorandum of agreement with them included in the grant, or should we just stick to the ones that are required by the grant?

Michelle Brechard: I would stick to the ones required by the grant, but it doesn't mean that you have to only -- there are certain partners that required to be included in the memorandum agreement.

Heather Miller: Right.

Michelle Brechard: If there are additional partners, you can certainly include them also in that memorandum of agreement. I wouldn't do separate agreements with these other folks. I would find a way to -- whoever your partners are, make sure that you've got the required partners. And if there are additional ones, that you've included them in the memorandum of agreement.

Heather Miller: All right. And then, do we have any idea when this will be awarded. And if the school is to get, when people could be hired?

Michelle Brechard: We are projecting probably mid to late summer, but we don't have a hard and fast date.

Heather Miller: Okay. Okay. Thank you all very much.

Michelle Brechard: You're welcome.

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Operator: Thank you. Our next question comes from Ken Packer of Middletown, New York.

Ken Packer: Hi. Actually, you've just answered my question before, but I couldn't remember how to get out of the queue. I was interested in whether programs on state lists, but not on Samhsa lists were eligible, and you did say yes.

Michelle Brechard: Yeah. I think you just need to -- there are so many lists out there, and take a look at them. But the key thing is that how you justify using the programs that you've selected. Do they make sense? When the reviewers take a look at what you've set out as your comprehensive integrative strategy, does the selection of your programs tie in to that?

Ken Packer: Right. Okay. Thank you.

Michelle Brechard: You're welcome.

Operator: Thank you. Our next question comes from Tammy -- excuse me if I pronounce this wrong -- Bartasavich of Union City, Pennsylvania.

Tammy Bartasavich: Yes. I was wondering in terms of the funding. I know there's like rural funding or urban funding. What does it mean if you're an urban fringe?

Michelle Brechard: Go to page 21, and urban fringe means that you're classified as a suburban applicant.

Tammy Bartasavich: Suburban -- okay. Okay. Thank you.

Michelle Brechard: So you would not be eligible to ask for more than \$2 million per year.

Tammy Bartasavich: Okay. Thank you very much. I have another question.

Michelle Brechard: Okay.

Tammy Bartasavich: We were wondering about -- we're partnering with the Boys and Girls Club here in Union City, Pennsylvania, and we were wondering if there was anything in the grant that would allow us to maybe put in for a lease of a building with a capital campaign to sustain that -- or to purchase that building later for sustainability?

Unidentified Participant: Certainly you can use grant funds to lease space to have activities that are responsible, but as it relates to a capital campaign and future purchase, that would not be allowable.

Tammy Bartasavich: No. But that would be our sustainability. Okay. Thank you.

Operator: Thank you. Our next question comes from Renee Blumstein of Dix Hills, New York.

Renee Blumstein: Yes. Hi. Another question about allowable expenses -- would the grant pay for the leasing of a van that could be used as a health mobile that could provide health information around the community and secure space for confidential counseling for kids and families in the community?

Michelle Brechard: Yes. Leasing is an allowable cost.

Renee Blumstein: Thank you.

Michelle Brechard: Purchase of vehicles is not.

Renee Blumstein: Okay.

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Our next question comes from Ellen Wolfe of Cookeville, Tennessee.

Ellen Wolfe: Yes. We're wondering if we can hire a nurse. We already have one full-time nurse and a part-time nurse, but we need another part-time nurse that will also be a social worker. Is that allowable?

Unidentified Participant: As long as it relates to what you're proposing is not an isolated activity or hire, it would be an allowable expense.

Ellen Wolfe: Okay. And on the budget where it says we need to do two budgets with different elements on different budgets, I'm a little confused on that. Can you explain that?

Unidentified Participant: You're going to do two budgets. One is going to be for those interventions and strategies you're proposing for elements one, two, five and six. And the second budget is for the interventions and strategies and personnel and everything else that you're proposing to do for elements three and four. And then the sum of those two budgets is what you're requesting in annual funding.

Ellen Wolfe: Okay.

Unidentified Participant: Okay?

Ellen Wolfe: Okay. Thank you.

Unidentified Participant: Does that help?

Ellen Wolfe: Yes.

Unidentified Participant: Okay.

Operator: Thank you. Ladies and gentlemen, if you have a question or a comment, please press the one key on your touch-tone telephone. We have follow-up question from a Ms. Renee Blumstein of Dix Hill, New York.

Renee Blumstein: Yes. Hello. It's not really a follow-up question, but I was interested in -- if you know -- what was the minimum score of the funded projects in the last competition? The cut score?

Michelle Brechard: I'm not sure.

Renee Blumstein: Just to get an idea.

Michelle Brechard: I'm not sure. But I don't think you can compare one competition with another, either.

Renee Blumstein: Well, just because we had submitted an application last year -- just to get an idea. We were not funded.

Michelle Brechard: Yeah. Off the top of our head, we don't know.

Renee Blumstein: Okay.

Michelle Brechard: We don't know.

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Renee Blumstein: Thank you.

Operator: Thank you. Our next question comes from Corey O'Neal of Wheatland, California.

Corey O'Neal: Hi. I was wondering about the SRO. Last time in the questions, it was asked whether or not an SRO could be paid for out of grant funds. And it was said that that would come out of the 10% security cap?

Michelle Brechard: Right.

Corey O'Neal: Now, if a probation officer was hired more under element two for alcohol and drug prevention, could the money come out of a different pot, or would it still be considered that 10% cap?

Michelle Brechard: It would depend on what that probation officer is doing. If the majority of his tasks were related to law enforcement like activities, it would be included in the 10%. If not, then you could just include it in that first budget for elements one, two, five and six.

Corey O'Neal: I see. Thank you.

Operator: Thank you. Ladies and gentlemen, if you have a question or a comment, please press the one key on your touch-tone telephone. Once again, if you have a question, comment or concern, please press the one key on your touch-tone telephone.

Our next question comes from Heather Miller of Rockport, Texas.

Heather Miller: We were just wondering about the possibility of using bicycles for a police officer that went to various schools. I know we can't purchase a car, but we thought that might allow him some transportation in working with the different campuses.

Michelle Brechard: There is no problem with that. We've got a couple of grants right now that do use that for law enforcement personnel do use bicycles to get around neighborhoods around the schools, so there is nothing prohibiting you from using bicycles. Just hope that he knows how to ride a bike.

Heather Miller: Right. Okay.

Michelle Brechard: Excuse me. Or she.

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I'm showing no further questions at this time.

Michelle Brechard: Okay. Let's hang on for a couple more minutes just in case.

Operator: Our next question comes from Ellen Wolfe of Cookeville, Tennessee.

Ellen Wolfe: Yes. Hello. I'm wondering if there are other grants that were awarded in Tennessee and if we would have access to where those are to visit those sites.

Michelle Brechard: There have been some grants awarded in Tennessee. What I would suggest that you do is go to the Safe Schools, Healthy Students website, and you will see a listing and a short synopsis on each of the grantees that have been awarded since 1999. And, actually, you should be constantly checking the Safe Schools, Healthy Students website anyway for additional information as it becomes available. So to get to that website, it's going to be [www.sshs.samhsa.gov](http://www.sshs.samhsa.gov).

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Ellen Wolfe: Thank you.

Michelle Brechard: Yep.

Operator: Thank you. Our next question comes from Chris Schmid of Wilmer, Minnesota.

Chris Schmid: Hi. Could you give some examples of the mandated mental health screenings that you're talking about where parent permission either is or isn't given ahead of time?

Michelle Brechard: A screening that's mandated? We're trying to understand -- I'm not sure where on the application with mandated that screenings occur.

Chris Schmid: If I can find it. Sorry. I lost my page.

Michelle Brechard: That's okay. Take your time.

Chris Schmid: On page 10 -- at a minimum, schools must, one, provide screenings and assessment in the school setting in both screening programs to detect depression and other mental health disorders.

Michelle Brechard: Okay. I apologize. I didn't see that. Can you ask your question again?

Chris Schmid: I'm wondering if you can give some examples where -- if we're required to do screenings, there is just a lot of controversy about where that line is of parent permission and having any screenings that be done require parent permission first.

Michelle Brechard: I think that we're going to have to get back to you on that one.

Unidentified Participant: Our intention is not to endorse a particular screening.

Michelle Brechard: Right.

Unidentified Participant: I think this paragraph under element three talks about the provision of mental health services in general and the various activities that go in on providing those services in which screening could be one of those activities. But it would really be dependant on how you develop your mental health agreement and how to deliver those services.

Chris Schmid: Okay. So it wouldn't be a universal kind of a thing, but more a targeted screening?

Michelle Brechard: Yeah.

Chris Schmid: Okay.

Michelle Brechard: Yeah.

Unidentified Participant: It would be probably for kids that you have identified in some other way and have referred them for further screening.

Michelle Brechard: That's how we would propose that you look at it.

Unidentified Participant: And that assessment would require parental permission.

Chris Schmid: Okay. Got it. Thank you.

Operator: Thank you. Our next question comes from Diana Buchanan of Sheridan, Wyoming.



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Diana Buchanan: Hi. I have a question on the lead agency. Does the LEA have to be the fiscal agent for the grant?

Michelle Brechard: No.

Operator: -- on your touch-tone telephone. Once again, if you have a question, comment or concern, please press the one key on your touch-tone telephone.

Our next question comes from Ellen Wolfe of Cookeville, Tennessee.

Ellen Wolfe: Hi, again. Our school psychologist is credentialed to be the evaluator or would like to be the evaluator. Would that be a full-time position, or could we use the grant to pay, say, 20 or 25% of his salary?

Michelle Brechard: Well, I think there are a couple of answers to that question -- or things that you need to be mindful of. One, you've got to make sure that you're not supplanting.

Ellen Wolfe: Yeah.

Michelle Brechard: Two, there is a requirement in the application that at least 7% of the requested amount a year be set aside for evaluation. So I think those are just two things you need to keep in mind. There's nothing in the application that says that your evaluator has to be an external person or an external body.

Ellen Wolfe: We just thought that would be better for sustainability, because this person is already 100% paid for by the school system. But being a small school system, he would have time and is credentialed to be an assessment or an evaluator.

Michelle Brechard: I think the question might be is he might have expertise in evaluation, but is it the type of evaluation that needs to be done for this particular grant?

Unidentified Participant: Generally, evaluators for these projects are specialists in evaluation --

Ellen Wolfe: Okay.

Unidentified Participant: -- in program evaluation.

Unidentified Participant: Program evaluation.

Unidentified Participant: Not individual or federal [unintelligible].

Ellen Wolfe: Okay. So it's a program evaluator that would be paid 7% and be a separate person.

Michelle Brechard: Or it might not be a person. It might be an organization that provides evaluations --

Unidentified Participant: That you subcontract with.

Ellen Wolfe: Okay.

Unidentified Participant: In our experiences, the local evaluator is generally a team of people; not a one person.

Michelle Brechard: Right.

Ellen Wolfe: Okay. Okay. Thank you very much.

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We have a question from Heather Miller of Rockport, Texas.

Heather Miller: I'm just wondering if there is a website or somewhere where we can find evaluators that are qualified -- or groups of evaluators?

Michelle Brechard: That question, actually, was asked last week. We can't recommend one evaluator or group of evaluators over another. I think there are certainly evaluators that are out there that do quite a good job, but we can't make any recommendations for that.

Heather Miller: Okay.

Michelle Brechard: Your question is there a website you can go to look for one.

Heather Miller: Yes. I'm just wondering where we start in --

Unidentified Participant: Maybe your local universities.

Heather Miller: Okay.

Michelle Brechard: You, also -- you might want to contact a few -- if you're in Texas, there certainly have been Safe Schools, Healthy Students grants awarded in the state of Texas. Look up on the Safe Schools, Healthy Students website for them, give them a call and see if they have anybody to recommend. It might, actually, be even the person who is currently evaluating them. Or they might even say don't work with this person. But, perhaps, start with local universities, but, also, some of the grantees that are within your own state.

Heather Miller: All right. Thank you.

Operator: Thank you. Ladies and gentlemen, if you have a question or a comment, please press the one key on your touch-tone telephone. Once again, if you have a question, comment or concern, please press the one key on your touch-tone telephone.

Our next question comes from Chris Schmid of Wilmar, Minnesota.

Chris Schmid: I had a follow-up question to something that was mentioned earlier, and I just wanted to clarify. Earlier, someone made the comment that no entertainment activities or purchases would be allowable expenses.

Unidentified Participant: Correct.

Chris Schmid: And yet, on page nine under element two, one of the things that are given as an example would be providing social and recreational activities and mentoring in developmentally appropriate manner as alternatives to substance abuse and violence. Can you just, kind of, clear that up for me a little bit?

Unidentified Participant: Some of our after school programs have sporting programs where they may have a tennis academy or soccer, which is very different than giving someone an incentive to go view a tennis match or watch a soccer game or tickets to a show or movie -- entertainment versus participatory activities that are promoting a healthy lifestyle.

Chris Schmid: Got it. Thank you.

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We have a question from Ms. Ellen Wolfe of Cookeville, Tennessee.

Ellen Wolfe: Yes. I'm wondering about buying physical education equipment for a playground. Is that an allowable purchase as long as it fits with goals and objectives?

Michelle Brechard: Yeah. There is nothing that would prohibit that.

Ellen Wolfe: Well, good. Okay.

Michelle Brechard: But you clearly understand that it has to tie back in to what you're proposing to do and into your strategy.

Ellen Wolfe: Okay. Thank you.

Operator: Thank you. Our next question comes from Heather Miller of Rockport, Texas.

Heather Miller: Yes. We were considering expanding our after school care program to include some churches in the area that would have recreational or planned after school care programs including all the elements that we need. Is that all right to hold it off the campus in sites like a church?

Unidentified Participant: We're actually encouraging community collaboration, and I think that would be a good example of that.

Heather Miller: Okay. Thank you.

Operator: Thank you. Our next question comes from Mark Whitacre of Kearney, New England.

Mark Whitacre: That's Nebraska, actually. But we were looking to put in a school health clinic and provide mental health counseling services there, but it wouldn't be a permanent structure. It would be a roving -- we'd go from one school to another -- like one night at one school and one night at another school. Is that allowable activity?

Michelle Brechard: Could you just define roving? You're talking about --

Mark Whitacre: A mobile. Our local college nursing program where they would set up shop in the school gym or something like that for an evening and then pack up and go to the next school then next night.

Michelle Brechard: Sure. There's nothing wrong with that at all.

Mark Whitacre: And are there any restrictions as far as the types of medical services that can be provided? For example, this has to comply with Title 20?

Michelle Brechard: I'm not familiar with Title 20.

Mark Whitacre: Title 20 -- whatever -- that deals with birth control and family planning and all that kind of controversial stuff. There's a Title 20 that prohibits grantees from talking about birth control and that kind of thing, and I didn't know if that restriction applied in this case.

Unidentified Participant: This is federal money, so that restriction would apply.

Mark Whitacre: Okay.

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Unidentified Participant: [Unintelligible].

Michelle Brechard: Yeah. Okay.

Mark Whitacre: And, also, in another question -- I heard mentioned that the memorandum of agreement doesn't have to be signed -- it has been signed between October and April 29; is that correct?

Michelle Brechard: Yeah. I messed up on the date. It's within six months prior to your application.

Unidentified Participant: Yes. The idea is that you will develop a memorandum of agreement to support your comprehensive plan and not submit one that was developed five years ago when you first started working with your group, but one that was specific to what it is you're proposing in your application.

Michelle Brechard: You might have had an agreement that's been in existence for a long time, but we, also, want to make sure that you've reviewed it and update it in preparation for providing us with this presentation.

Mark Whitacre: So if we had an agreement that was signed eight months ago in preparation for this competition, and we've now, kind of, looked at it, and said we need to tweak some things around, we can redraft that and have people sign it up until the 28<sup>th</sup> or whatever?

Michelle Brechard: Sure.

Mark Whitacre: Okay. Thank you.

Michelle Brechard: You're welcome.

Operator: Thank you. Our next question comes from Michelle Murchison of East Orange, New Jersey.

Michelle Murchison: Hi. How are you today? We have a question as it relates to the utilization of mini grants for teachers under the element two and element five. Many times they want to do special projects with their students at their schools. Could we use grant funds to have them apply to do special projects that relate to those two elements?

Michelle Brechard: When you use the term mini grant, the important thing to understand with that is that it is allowable if the money is going within the school district.

Michelle Murchison: Yes. It would be within the school district.

Unidentified Participant: But if you're going to send something out to bid, and there's going to be a competitive process through your procurement process, then that would have to come under contracts. You cannot do a mini grant to community organizations.

Michelle Murchison: No. This would be just district staff to do school based projects with students.

Unidentified Participant: Okay. As long as that [unintelligible] being allocated within the school district.

Michelle Murchison: Okay. Thank you very much.

Operator: Thank you. Ladies and gentlemen, if you have a question or a comment, please press the one on your touch-tone telephone. If your question has been answered and you wish to remove yourself from the queue, please press the pound key. Once again, if you have a question, comment or concern, please press the one key on your touch-tone telephone. I'm showing no further questions at this time.

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Michelle Brechard: Okay. We'll give it another minute. If there are no further questions, then we'll stop.

Operator: Ladies and gentlemen, if you have a question, comment or concern, please press the one key on your touch-tone telephone. Once again, if you have a question, comment or concern, please press the one key on your touch-tone telephone.

Our next question comes from Ellen Wolfe of Cookeville, Tennessee.

Ellen Wolfe: Hello, again. How many applications do you expect?

Michelle Brechard: We wish we knew. The amount of funding that's available this year for new grants is certainly much higher than it has been the last couple of years. Last year, we had 271 applications and we made awards to 24. I would anticipate that we'll get -- since we have more funding this year than we did last year -- that we'll get more applications.

Ellen Wolfe: Okay.

Michelle Brechard: But we won't know -- we won't even have a clue until probably the day after the deadline.

Ellen Wolfe: Thank you.

Michelle Brechard: You're welcome.

Operator: Thank you. Ladies and gentlemen, if you have a question or a comment, please press the one key on your touch-tone telephone. Once again, if you have a question or a comment, please press the one key on your touch-tone telephone.

Michelle Brechard: I think if there are no further questions, we'll go ahead and end this call. For those of you who have been on the call today, I hope we've answered your questions. If there are no further questions, we'll go ahead and say goodbye.

Operator: I'm showing no further questions, ma'am.

Michelle Brechard: Okay.

Operator: Ladies and gentlemen, thank you for your participation in today's conference. This concludes the program. You may all disconnect. Thank you, and have a nice day.

Michelle Brechard: Thank you.

Operator: You're welcome.