

Safe Schools, Healthy Students Conference Call Transcript

March 31, 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 phone. As a reminder, this conference call is being recorded.

I would now like to introduce your host for today's conference, Ms. Kelly Dressler. Ms. Dressler, you may begin.

Kelly Dressler: Thank you. Hello, everyone. My name is Kelly Dressler. I am a staff person at the Office of Juvenile Justice and Delinquency Prevention, which is an agency within the U.S. Department of Justice. My agency serves as one of the federal partners on the Safe Schools, Healthy Students initiative.

I would like to take this opportunity to welcome you to this conference call today. I want to let you know that the purpose of the call today is for myself and my colleagues from the other federal partnering agencies to address questions and issues that you have around the application and the application process.

So be prepared with your questions. I want to note that the questions are tape-recorded, and a transcript is made available. Also, if at any time you want to have the opportunity to hear this call again or other calls that we're doing, these calls are, also, available by audio replay. Information on how to access the replay and the transcripts is available on the Safe Schools, Healthy Students Web site, and that address is www.sshs.samhsa.gov. And on that Web site, you will find a variety of other resources, as well, that will assist you in your application process.

At this time, I would like to introduce my colleagues from the other partnering agencies. Jane Hodgen [ph] is here today from the Office of Safe and Drug Free Schools U.S. Department of Education. Jane, do you want to say hi?

Jane Hodgen: Hi, everyone.

Kelly Dressler: Michelle Brechard is with the Substance Abuse and Mental Health Services Administration, which is part of the U.S. Department of Health and Human Services.

Michelle Brechard: Hello.

Kelly Dressler: And Michael Wells is also with the Office of Safe and Drug Free School U.S. Department of Education.

Michael Wells: Hi.

Kelly Dressler: Okay. I think we're ready to start taking questions. Come on, you've got to have questions.

Operator: Ladies and gentlemen, if you have a question, please press the one key on your touch-tone phone. Our first question comes from Patricia Maley from Rockland, Massachusetts.

Patricia Maley: Hi. Thank you for having this session. I greatly appreciate it. We are in the process of looking at the application, and I had a question regarding the evaluation component. We have seen some of the samples, and we see one of the samples of our application merely included an RFT for the type of evaluator they would be looking for. There would be components of that, but not the actual

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name. Is that something that is recommended -- not recommended, but is it acceptable, or do you specifically want an actual firm and --

Kelly Dressler: I'm going to refer you to -- first, to the selection criteria for evaluation on page 18, and letter C under there says the extent to which -- first, you'll notice, it's one point. Second, the extent to which the individual organization that has been selected or will be sought to serve as the local evaluator. You are not required to have contracted with or to have named a local evaluator. But you must do a very good job of talking about what the qualifications you will be looking for in an evaluator will be. Those qualifications are going to need to tie in with the evaluation plan that you are including in your application.

Patricia Maley: Great. That's very comforting, because being a significant portion of the funding, and you want it to be the right match for your project. You didn't want to rush into something, and our coalition is very much anxious to do an RFR and get the right match, and not rush into an evaluation.

Kelly Dressler: Absolutely. And you're, of course, going to want to keep the previous selection criterion for evaluation in mind as you prepare that section.

Patricia Maley: Right. Okay. May I ask a second question or do you have another person?

Kelly Dressler: Sure. Go ahead.

Patricia Maley: We know that you are recommending that the curricula should be Samsha-approved curricula that's implemented. And one of the initiatives that everyone is very interested in looking at in our area is the Communities of Concern. And I wasn't sure if you're familiar with that program or whether that has Samsha approval.

Kelly Dressler: First of all, you're not required to implement Samsha-approved curriculum or programs. You are required to implement evidence-based programs, curriculum, strategies, activities. If you look on page 12 of the application, it provides some general information about the use of evidence-based activities curriculums and programs.

Patricia Maley: All right.

Kelly Dressler: It's important that you note that we're not looking for a Samsha-approved curriculum.

Patricia Maley: Great.

Kelly Dressler: In terms of the particular curriculum that you've just sited, our advice to would be that in your application if that's the curriculum you are selecting, that you justify the selection -- provide us with the information as to why you selected the curriculum and, also, provide in your application the evidence, the research that supports this curriculum as one that is grounded in research.

Patricia Maley: Okay.

Michelle Brechard: Also -- this is Michelle -- take a look at page 34 and question 24 on the frequently asked questions, it lists a number of Web sites that you can refer to for evidence-based programs. The model program for Samsha is listed there, but there are a number of others that you can also take a look at to see what other types of -- the programs might not be on all these Web sites, so certainly feel free to take a look at these other Web sites.

Patricia Maley: Great. Thank you very much.

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

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Heather Miller: Yes. Hi. I have two questions. One, I'm wondering about how much detail we need to put in in describing programs. I do understand that you want some of the evidence and research. But just in trying to condense everything, I'm wondering do we list particular details of programs or specific speakers if we're requesting speakers?

On purchases, do we go into detail on, you know, what we're going to be selecting and how much, or do we give an overview?

Kelly Dressler: I think that -- let's see-- first, it's not that you are providing this information for us at the federal level. You have to keep in mind that there will be a panel of three independent reviewers.

Heather Miller: Okay.

Kelly Dressler: And our advice to you about that is that you need to not make any assumptions about what they know about programs for your community. So your application has to be tight enough that they can become familiar with your community, the needs, the strengths, the resources and how this comprehensive plan addressing the six elements is going to meet those.

So it certainly isn't coming to us in how much information do we need from you. I think that as far as how much information, you're going to have to make a judgment to make sure that what you're providing would be acceptable to an independent reviewer that may not be familiar with those programs or your community.

Heather Miller: Okay. Thank you. And I did have one other question. In talking about the MOU, or Memorandum of Understanding, with the mental health organization representing our community. We do have an MHMR in our community, but we, also, have another mental health organization that does family counseling and a lot of things that MHMR no longer serves. And I'm wondering do we need the Memorandum of Understanding to be with a state supported mental health organization such as MHMR, or can it be any counseling organization?

Michelle Brechard: This is Michelle. You need to, at least, have your state level or state --

Kelly Dressler: Or local.

Michelle Brechard: -- or your local agency that might be connected to the state. They should, at a minimum, sign it. There is nothing that says, though, that you cannot have other signatures from other mental health providers that are not necessarily directly related with the state, but do provide services. There [unintelligible] will be on the MOA, but you must have that most local mental health authority's signature on there.

Heather Miller: All right.

Michelle Brechard: Okay?

Heather Miller: Thank you.

Operator: Our next question is from Chris Bosworth from Tuscon, Arizona. Ms. Bosworth? Ms. Bosworth, your line is open.

Chris Bosworth: Hello?

Operator: Your line is open, Ms. Bosworth.

Chris Bosworth: Hello? Can you hear me?

Kelly Dressler: Yes. We can hear you.

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Chris Bosworth: Sorry. I have been working with another Safe Schools, Healthy Students grant that is about four years old, and there is a great deal of emphasis in that and continues to be on the communications plan and social marketing. And I'm not seeing that as much in this RFP. Has that aspect been down played in this RFP?

Kelly Dressler: Well, first of all, communications, plans and social marketing has never been a requirement in the Safe Schools, Healthy Students grant application package. In previous years, we may have had some language in the application that encouraged applicants to consider communications plans and marketing strategies. I just want to make that point that there is no requirement around that so that no one feels misled about that.

And I'm going to -- yeah -- it appears that in this year's application, there is limited language in it around that particular topic. But if you look on page nine, the description of Element 2 and examples that are given in the second paragraph, I think you can find some areas there that do talk about social marketing, at least in theory about reshaping attitudes and beliefs. But you really need to respond to the selection criteria for your comprehensive plan.

Chris Bosworth: Thank you very much.

Operator: Our next question comes from Sharon Wlsniewsky from Glendale, Wisconsin.

Sharon Wlsniewsky: Hi. Can you hear me?

Kelly Dressler: Yes. We can.

Sharon Wlsniewsky: Hi. I've got two really quick questions. One of them, I'm looking at the printed sample of memorandum of agreement. There are six pages. Can we submit it in this format? Do you have to have them on individual pages, or can they flow as on these six pages?

Kelly Dressler: Can you rephrase the question? We're not quite sure we understand your question.

Sharon Wlsniewsky: Okay. I printed out the sample memorandum of agreement --

Kelly Dressler: In the sample, there is a signature lying on each page.

Sharon Wlsniewsky: That's correct.

Kelly Dressler: And you're asking can you just draft the entire MOA, and then, at the end have all the signatures.

Sharon Wlsniewsky: Yes. Is that a [unintelligible]?

Kelly Dressler: That's fine. And I, also, want to point out that those are simply samples. You are not required to follow that format as long as you have the information in there that responds to the selection criteria for MOAs. And that can be found on page 17 of the application, and then, there is, also, information about the memorandums of agreement on pages 6 and 7 of the application package.

Sharon Wlsniewsky: Great. And my second question is in regard to the budget. The sample budget -- there were references to year two and three without detail. Are we submitting one detailed budget for just the first year right now?

Kelly Dressler: No.

Michelle Brechard: No.

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Michelle Brechard: You will be submitting two detailed budgets for each year that you're requesting funds. So in year one, you will submit a detailed budget for elements 1,2,5 and 6 and a detailed budget for elements 3 and 4. In year two, you will do the same. In year three, you will do the same.

Sharon Wlsniewsky: Thank you.

Kelly Dressler: There is information about -- on page 20 -- about completing the budget forms and preparing your budget narrative.

Michelle Brechard: And it actually says right there under the heading, Detailed Budget -- applicants will need to submit two detailed budgets for each year of the grant.

Sharon Wlsniewsky: Great. Thank you very much.

Kelly Dressler: You're welcome.

Operator: Our next question comes from Kathi Ellis from Mora, Minnesota.

Unidentified Participant: Actually, we have two questions, and the first question is we have a lead school and another school that is going to be part of a consortium. But then, we, also, have a private academy that resides just a little bit outside the school district boundaries. And so we're just curious how to integrate them into this application if they're part of the consortium or they're in a lead agency or what this --

Kelly Dressler: Can we back up just for one second? I want to clarify something. When you say that you have one lead school, do you mean you have a lead local educational agency?

Unidentified Participant: Yes.

Kelly Dressler: Okay. And then, you said that you have a second local educational agency?

Unidentified Participant: A second public school that their district is right next door to the first public school. And then, we have a third academy that is separate from those two schools.

Kelly Dressler: Okay. I'm looking around, and I think we're getting a little bit confused. The only eligible applicants for this grant are local educational agencies, which the definition is included in the application package, but generally, it's determined by the state, and it's often something like a school district, not an individual school building.

So if you have a local education agency that is going to be the primary applicant, that's fine. And if you want to serve and have a partnership with another school district or local educational agency, that's also fine, and you can partner with a private school, as well. You should know that all of those consortium members will need to address their efforts to prevent youth violence and alcohol and drug abuse and promote healthy childhood development through the six elements. They cannot come to this and select certain services, but neglect others.

Let me go on to also say that doesn't mean that they need to use federal funds for every single service. It can be that they already have certain services that might address Element 4, for example, but they do need the federal funds for prevention curricula in Element 2. In doing this in a comprehensive way, though, they would need to coordinate their existing efforts with the new efforts that would be funded through this grant.

Michelle Brechard: But let me just clarify -- was your question that you would -- let's say, you are the lead educational agency, but then, included in your comprehensive strategy might be a school from another school district, as well as, this private academy? Is that what you are asking about?

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Unidentified Participant: No. We were just wondering how to integrate this private academy into the grant.

Michelle Brechard: Okay.

Kelly Dressler: Okay. Did your response make sense to you?

Unidentified Participant: Sure.

Kelly Dressler: Okay.

Unidentified Participant: May I just follow-up with a second question -- just bring up home schools and how they're related to this process? Are you there?

Kelly Dressler: Yeah. We were just -- this is a new question for us, so we were, kind of, talking amongst ourselves a little bit. I think that you would certainly want to provide access to services for children that are being home schooled that reside in your school district.

Michelle Brechard: I think it's great that you're taking a look at that. I think that there are some services that you might do that in somewhat in a knowing way in the sense that this is not only -- it's not a school initiative. It's community-wide initiative that centers around the schools. So I think you would probably be doing activities that could impact or could be utilized by a home-schooled kids anyway. But if you're asking if you need to specifically address in your plan home-schooled youth --

Kelly Dressler: Only if they are part of the needs assessment and your target population that you're trying to reach.

Michelle Brechard: Right.

Unidentified Participant: Okay. It's our experience that some home school situations are quite independent, and we would hate to build some programs and whatever, and then they wouldn't participate.

Michelle Brechard: Right. But you are defining -- when you do your application -- you're defining your target population, and then, addressing how you're going to serve that target population, so you probably just want to keep that in mind as you're writing your application.

Unidentified Participant: That makes sense. Thanks.

Operator: Our next question comes from Mark Whitacre of Kearney, Nebraska.

Mark Whitacre: Yes. Thank you. I have three questions. First is I know that there a limitation on the purchase of security equipment. And we are looking to include an after school program at the high school that would focus on fitness and nutrition, and we would need to purchase athletic equipment -- exercise equipment to make that a well-rounded program. Is that permitted?

Michelle Brechard: Yeah.

Kelly Dressler: Within reason -- yes.

Mark Whitacre: Okay. Second question is on evaluation. If we have evaluators that evaluate certain portions of our project -- say like our after school program, and we may have another evaluator that evaluates our nutrition component. And then we would have another -- third evaluator that would, kind of, do a whole comprehensive evaluation. Is that permitted? Can you chuck up the evaluation money, or -- well, is it money in the services?

Jane Hodgen: While you can, it is not something that we would advise, because that really gets in the way of you getting effective feedback that will help you make changes to your overall and comprehensive and

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integrated plan. The more that it is chopped up, the more it stays chopped up. If your evaluation is looking at a lot of different segments and not the overarching, it's going to be very difficult for you to get helpful information back on the comprehensiveness and the partnership.

Michelle Brechard: And I think if you look at the evaluation criteria on page 18, if you start looking at that first section, which would give -- if you did this perfectly, you would get 6 points. I would have a huge question -- if I were a reviewer -- on number 5 and how the data would be analyzed. If you've got data coming in from a variety of sources and it's not from the one person who has been working on collecting. And I think it would be very, very difficult to analyze and get some results from.

Michael Wells: It would be difficult to have as a part of a strategic plan, as well. One of the things we found is that a lot times one program effects outcomes in others particularly when you have some of the same children attending more than one. And the comprehensive and integrative nature of this, that Jane mentioned is a big piece that helps you get a handle on that, and tweak one program based on what you know from another's evaluation.

Mark Whitacre: Okay. And my last question is we understand that we have to include any private schools in the delivery of services that would be provided. Is there any evidence that we are required to submit to that factor, or do we just state in the application all services will be made available to private and parochial and home school students residing in the district?

Kelly Dressler: This is addressed on page 24 and 25 of your application. What we would like for you to include in your application is a statement about how you consulted with private schools that are part of your target population to insure that they have an opportunity to participate.

Mark Whitacre: Okay.

Kelly Dressler: We have had grantees that often serve private schools and sometimes it was a result of early planning and sometimes it was a later outcome of finding out that there were some needs there. But also, keep in mind what I said earlier today about private need to be addressing the comprehensive six elements, as well.

Mark Whitacre: So beyond us making a statement that they were consulted and will be allowed to participate, that's all the evidence that you would need? You don't need letters from the schools indicating that?

Kelly Dressler: No.

Mark Whitacre: Okay. Thank you.

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

Heather Miller: Yes. I think that you've answered by question, but I just want to clarify about including home-schooled children. We do plan to, of course, include the private schools, but we had not planned to include home-schooled children, and they were not part of our needs assessment or targeted population. So if we do not make a statement about home-schooled children, is that all right.

Kelly Dressler: Yes. That's fine.

Heather Miller: Okay.

Operator: We have a question from Judy Brown of Torrington, Wyoming.

Judy Brown: Yes. Hi. Thank you. On page 22, Format Requirements, at the top, it says there is a 40-page limit placed on the program narrative section. We would like to know if that 40 pages is required of each program within our coalition who is going to jump onboard with us, or if that's a collective of all of our programs?

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Unidentified Participant: That is definitely collective.

Judy Brown: Okay. Thank you very much.

Unidentified Participant: You bet.

Operator: Again, ladies and gentlemen, if you have a question, please press the one key on your touch-tone telephone. We have a question again from Heather Miller of Rockport, Texas.

Heather Miller: Yes. Just a follow-up question on the private schools -- we have two private schools within our school district area. One of them has not participated in anything before that we've offered, but, of course, we will offer this again to them. Should we make a statement if they do not wish to participate --

Unidentified Participant: Yes.

Heather Miller: -- that that is the case? And then, also, you had mentioned that they need to be addressing the six elements that the grant covers. Do we need to have them agree to address those elements if they do participate?

Kelly Dressler: Well, if they are going to participate, they need to be working in a comprehensive way that addresses the six elements. That does not mean that they to use grant funds in order to have a program under each of those elements. They may already be doing things that meet those elements. The point is that they would need to coordinate the federal resources and programs with things that already exist.

Heather Miller: I guess what I'm asking is what if they just pick one element out of our plan that they want to take advantage of and --

Kelly Dressler: That's not acceptable.

Heather Miller: Okay. They would need to be able to show evidence that they're addressing the six elements in some way?

Kelly Dressler: Yes.

Heather Miller: And we need to include that in the actual narrative?

Kelly Dressler: Yes.

Heather Miller: Okay. Thank you.

Operator: Our next question comes from Maddy DeGieve from Lacey, Washington.

Maddy DeGieve: Hi. I have several questions, actually, and I'll try to organize them by elements if I can. The first is that my understanding is that there are no further grants available for student resource officers in schools. Is a law enforcement officer okay to build in if it's less than 10% of the total budget?

Kelly Dressler: Yes.

Michelle Brechard: Yes.

Maddy DeGieve: Okay. Secondly, on page 8 of [inaudible] section, it speaks to -- and I'm under evidence of preexisting partnership -- that one of the requirements is to include a list of partners in the narrative. In the abstract that is given as an example, a list of partners is part of the abstract. Is the

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expectation that we should, also, be including a list of both partners? And I'm speaking of partners above and beyond mental health, law enforcement and juvenile justice that are a part of our coalition. Does that list get incorporated as part of the narrative, as well?

Michael Wells: It would be a part of your discussion about the preexisting partnership and how it functioned in your community. The grant is meant to build in that partnership rather than to establish one newly. And in your narrative, you want to talk about the existence of the partnership, who is there and how they have been engaged with other?

Maddy DeGieve: So you would want to list those agencies that are partners who face communities and others who have been engaged in that?

Michelle Brechard: Well, you can list them, but that doesn't necessarily indicate --

Maddy DeGieve: No. I understand that we still have to provide evidence that they actually have worked together and been in existence over time. I understand that part.

Michael Wells: I would include that list -- yes.

Maddy DeGieve: Okay. My next question is on evaluation. There are several areas of evaluation that could be consolidated in a logic model. And I don't know whether or not that's something that is considered acceptable or if we have to play out each of those individual pieces in the narrative in a different fashion?

Unidentified Participant: In your program narrative, you have to address the evaluation criteria that is listed on page 18. So you would have to, within that 40-page program narrative, make sure that you've addressed the specific evaluation criteria.

Unidentified Participant: And if you want to do that in a logic model format, there is no reason you can't.

Maddy DeGieve: All right. There are several different logic model formats, which was, kind of, my question. Some of them do not necessarily include some of those entities, though.

Unidentified Participant: Right.

Maddy DeGieve: That's fine. Thanks.

Unidentified Participant: There are several hundred different kinds of logic models.

Maddy DeGieve: I know. And then I have two questions on the budget. I know that no in-kind match is required. Is there any benefit to including in-kind match dollars, and if this were to be funded, would a district also have to account for that in-kind match as part of the evaluation plan?

Michelle Brechard: The district -- if they note in their application that they're contributing in-kind funds -- yes. They would be held accountable for providing those in-kind funds throughout the life of the grant.

Maddy DeGieve: Okay. And finally, on page 19 under budget C, there is a [unintelligible] to provide evidence that or demonstrate, we have current fiscal control and accounting procedures to insure prudent use, etcetera. What kind of documentation would that look like? Or is it a statement to that effect showing evidence that other grants or similar kinds of outside funding have been dealt with appropriately in the past?

Kelly Dressler: I think that you're going to want to illustrate that the school district -- the lead local educational agency -- has what's included in selection criteria C. So those examples that you gave, those would be fine.

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Maddy DeGieve: Okay. Thank you very much.

Operator: We have a question from Patricia Maley from Rockland, Massachusetts.

Patricia Maley: I understand that after school programming and enhancing after school programming is acceptable under this grant. We were fortunate enough to be the recipient of a 21st century community learning center grant, which ended a year ago. And we are continuing that after school program. Since we had already received federal funding for that initiative, but we are continuing that initiative, are we permitted to now apply for additional money to enhance what we have going forward?

Kelly Dressler: It's fine if you want to expand and enhance. I think it's on page 3 of the application where -- the first full paragraph there around a critical feature about linking and integrating existing and new services. There is some information in there that would support the idea that expanding those services with federal funds is fine.

Patricia Maley: Okay. Thank you.

Operator: Our next question is from Cynthia Boubier of Arlington, Massachusetts.

Cynthia Boubier: Yes. We were wondering whether or not an Intranet for agencies involved with the purchasing of computers would be allowed through this grant. And, also, would Web site management be allowed through this grant?

Jane Hodgen: Could you ask your question again? I missed the beginning.

Kelly Dressler: Intranet.

Cynthia Boubier: Intranet.

Jane Hodgen: So is the idea that the partners will be able -- would have a way to communicate with one another one on an ongoing basis?

Cynthia Boubier: That is correct.

Jane Hodgen: So it would be, maybe, part of your management communication?

Cynthia Boubier: That's exactly right.

Michelle Brechard: I think if they're supporting documentation in your comprehensive strategy on how this would work and you can justify it, I don't see any issue with it.

Cynthia Boubier: Okay. Thank you very much.

Operator: We have a question from Sharon Wlsniewsky from Glendale, Wisconsin.

Sharon Wlsniewsky: Hi. Could you elaborate just a little bit on what your expectations for a sustainability plan might be?

Unidentified Participant: On page 17 of the application, there is selection criteria C to the extent to which the proposed short and long-term strategies allow for a systemic development of infrastructure that builds organizational community and individual capacity to sustain outcomes beyond the life of the grant. So we would be looking for you to address how you would be sustaining your partnerships, the changes, the activities beyond federal funding.

Sharon Wlsniewsky: Great. Thank you.

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

Heather Miller: To that last question, we have quite a few of the plans that would be sustainable, but not all of them. Is it permissible to just list those that we feel like we could sustain beyond the life of the grant even though --

Unidentified Participant: What you don't want to do is you don't want to put information in your application so that it looks like you're viewing your programming in silos. This is a comprehensive, integrated program.

Heather Miller: Okay.

Unidentified Participant: So I'm just going to caution you there. In presenting a sustainability plan, for your Safe Schools, Healthy Students strategy, you would want to present a plan that still gets at the comprehensive, integrative nature of Safe Schools, Healthy Students.

Heather Miller: Okay.

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key on your touch-tone phone. I'm showing no further questions at this time.

Kelly Dressler: Could we wait a few minutes?

Operator: Certainly. We have a follow-up question from Cynthia Boubier of Arlington, Massachusetts.

Cynthia Boubier: I have a question on the early intervention program in element 4. I'm wondering if you could give me some examples of what might be allowable through this grant and some examples of what other communities have used for early childhood psycho, social and emotional development programs for ages 0 through 5, especially when the local LEAs accept students as of age 5?

Kelly Dressler: This is Kelly. I think one thing I would direct you to do is to take a look at the Web sites we've listed on page 40 under the evidence based definition. On that Web site you'll find a variety of programs, and I believe on some of these Web sites, anyway, you should be able to search on them and look for early childhood or early intervention programs. That would be one way to identify them.

Also, on pages 10 and 11 of the application, there are a number of examples of the kinds of services that you could use. It includes prenatal nurse home visitation, etcetera. And at the end of that paragraph, it wisely says -- to address your question about if it's the local educational agency that starts age 5 -- that activities can include ways to overcome barriers to identifying and serving those families in need.

Cynthia Boubier: Okay. Thank you very much.

Unidentified Participant: [Unintelligible].

Unidentified Participant: Are we live? Howard?

Unidentified Participant: [Unintelligible].

Jane Hodgen: Howard?

Operator: Yes.

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Jane Hodgen: This is Jane. I'd like to follow-up on a question that we had earlier during today's call. The question was about providing information in a logic model format -- that that would be an easy way to provide a substantial amount of information and less space. The one caution that I want to give on that is on page 22, we include the format requirements. And the second bullet down says all text in the application must be double-spaced. And then, it goes on to say that charts and tables can be single-spaced, but we do ask that people use that exception judiciously. And remember that any of those charts need to be included as part of their 40-page narrative.

Other than the attachments that are listed on page 23, nothing else will go to reviewers. So a separate attachment as a logic model or something would not make it into the review process. So it would not be good to count on something like that to help respond to your selection criteria if it's beyond your 40 pages.

Operator: Thank you. We do have a follow-up question from Kathi Ellis from Mora, Minnesota.

Kathi Ellis: You spoke about after school programming being permissible. I'm wondering about summer school programs. I'm wondering about academic programs and athletic programs.

Unidentified Participant: Summer schooling is allowable. I think the after school programs are noted primarily under elements 2 and element 5 descriptions in the application package. We want to remind, though, that the overall focus of this initiative is to prevent violence, alcohol and drug abuse and promote healthy childhood development. So these funds should be used in a very coordinated way, and you should keep those issues in mind.

Kathi Ellis: Okay. Thank you.

Operator: Again, if you have a question, please press the one key on your telephone. We have a question from Patricia Maley from Rockland, Massachusetts.

Patricia Maley: This is a follow-up question to the use of federal funds to enhance and expand existing initiatives that may have been funded under federal funds before. We currently have an elementary counseling grant and I would like to know if in the future we could expand and enhance that and what kind of evidence would we have to show for a level of commitment from the LEA to demonstrate that there actually was some commitment from them for the sustainability of that initial grant?

Jane Hodgen: Can you clarify what you mean by commitment by the LEA?

Patricia Maley: Well, let's say the grant was ending this year, and now, we're applying for new federal funding. If that funding had ended, are we permitted to look for additional funding under this source, or would there have to be a demonstration that they actually contributed to, at least, a portion of that initiative?

Jane Hodgen: All of the positions that you include in your Safe Schools, Healthy Students comprehensive plan need to be integral to this Safe Schools, Healthy Students comprehensive plan. So it would not be preferable or acceptable for you to pick up and move an elementary school counselor into this grant and not have them working as part of your comprehensive plan.

Patricia Maley: But if they were part of the comprehensive plan, because they were focusing on at-risk behaviors and depression and mental health issues, and they are part of the plan to continue that initiative, would that be permissible to do that -- to continue where the first funding had ended?

Jane Hodgen: Just one second, okay? Sorry about that. We wanted to have a little dialogue amongst ourselves for a second on your question, which is a good one. Our first question around an issue such as this would be what were your commitments to the previous grant -- to the elementary school

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counselor's grant -- and what was said about would those positions be sustained with district dollars or how?

As far as knowing that funds are going to end for a program that is going to be part of this larger Safe Schools, Healthy Students comprehensive program, in the past, we have said that it is acceptable to use Safe Schools, Healthy Students dollars. But what you need to be careful about is living up to commitments about the earlier grant and activities that your district was awarded.

Patricia Maley: Okay. So we have to check back on what the actual commitment was in the initial application for that grant and live up to those commitments. Okay.

Operator: Again, ladies and gentlemen, if you have a question, please press the one key on your touch-tone phone. We have follow-up question from Patricia Maley of Rockland, Mass.

Patricia Maley: The question that I think my coalition wants to be sure that they're ready to go in and [unintelligible] this application in, I think there is a level of discomfort as to whether we are actually putting our best foot forward. So are some members who say should we wait a year to do a better job. And those who say, "Well, there may not be any money next year." Can you give me any indication as to whether you believe that there actually will be an application process next year if we pass by this to get our coalition stronger and our grant stronger?

Michelle Brechard: This is Michelle. I'm taking it that you've never applied for Safe Schools before.

Patricia Maley: No. We haven't.

Michelle Brechard: Okay. I do think this year is a great opportunity to apply for Safe Schools, because the amount of funding we do have for new brands is quite a bit higher than we've had in the past two years. And now we have a President's budget for '06, but we don't know for sure what the funding is going to look like for '06, so we can't anticipate what's going to happen in the next fiscal year. I do think that this fiscal year is a great opportunity.

We're looking at funding possibly 40 to 46 new grantees. Last year, we were only able to fund 24, and the year before that, 23. So we're looking at funding double what we've been able to [unintelligible] last few years.

Patricia Maley: And we would not be -- if we were not successful this year -- if our grant wasn't as strong as -- you know, as best we can do by the deadline, and it was not as strong, there would be no penalty for us. We would just -- if there is a new application round next year, it's seen as a brand new --

Michelle Brechard: No. There is absolutely no penalty. And in fact, that's why I asked the question, too, if our grantees apply and are not successful -- sometimes one, two or three times before they get to the point where their application and their coalition is strong enough in order to be successful. So I think you, also, in writing the application, even if you're not successful in the sense that you receive grants funding, you are successful in identifying issues within your community. You are successful in moving your coalition forward. And in fact, a lot of unsuccessful grantees will sometimes decide to, at least, initiate even without the federal funding some parts of what they proposed to do. So I don't think you lose -- you might lose some sleep over writing the application, but you certainly don't lose anything for your community and your kids by doing it.

Michael Wells: And you should know that when the reviewers do review the grants application, you do get a copy of the reviewer's comments. And even if you're not successful, that might help to lead you in terms of your next year's application if you decide to do that.

Patricia Maley: Right. Thank you.

Operator: I'm showing no further questions right now.

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Kelly Dressler: We'll give a couple of minutes.

Operator: Okay. We have a follow-up question from Kathi Ellis of Mora, Minnesota.

Kathi Ellis: We are wondering how diversity in regard to socio-economic issues -- diversity -- maybe racial -- fit into the grant.

Kelly Dressler: Do you mean in how grant awards are made or in your actual application that you're submitting?

Kathi Ellis: Both.

Kelly Dressler: Both. Okay. Well, as far as your application goes, you can only talk about the community that you have. So it's good to provide information about what your community is like as far as racial, ethnic, socio-economic characteristics and linguistic characteristics to help paint a picture of what your community is like. So as far as your application goes, that is important to do in your community assessment, and then, to continue to go back to as you are creating your comprehensive plan, to make sure those are the same folks that you're planning to serve throughout this program. As far as our funding and creation of a slate -- ou want to jump in?

Michelle Brechard: As far as funding on a slate, I think you -- the other party's request, you might be referring to page -- what's described on page two in how a final determination would be made as to who received the reward. We put this language in here, because we do may consider geographic distribution and diversity of the applicant when making final decisions regarding rewards.

Kathi Ellis: Thank you.

Operator: Again, ladies and gentlemen, if you have a question, please press the one key on your touch-tone phone. We have a follow-up question from Sharon Wlsniewsky from Glendale, Wisconsin.

Sharon Wlsniewsky: Is leasing of equipment an acceptable expenditure?

Jane Hodgen: Yes. As long as it supports your comprehensive plan.

Sharon Wlsniewsky: [Unintelligible].

Operator: We have a follow-up question from Maddy DeGieve from Lacey, Washington.

Maddy DeGieve: Hi. And I don't know that you can answer this question, but -- and this relates, again to the future in terms of fiscal capacity. If the awards that are given this go around on this grant cycle, does that guarantee that those recipients will have enough dollars to play out their three-year comprehensive strategy?

Unidentified Participant: No. It does not guarantee it. Safe Schools, Healthy Students is contingent on congressional appropriations. I can tell you that the federal partnering agencies -- their commitments to safe schools are to honor continuation grants as long as grantees are demonstrating progress towards goals and objectives. But again, we are contingent upon congressional appropriations. Our history since 1999 under this program has been good. We've been able since 1999 to honor continuation grants, and from year to year, make new awards.

Maddy DeGieve: Thank you very much.

Operator: Again, ladies and gentlemen, press the one key on your touch-tone phone if you have a question at this time. I'm showing no further questions.

Kelly Dressler: Howard, we'll go ahead and conclude the call, then.

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Operator: Okay. Ladies and gentlemen, this concludes today's conference. We appreciate your participation. And everyone may disconnect their lines and everyone have a great day.

Kelly Dressler: Howard?

Operator: Yes?

Kelly Dressler: This is Kelly. I just wanted to say something real quick.

Operator: Okay.

Kelly Dressler: I just wanted to thank everyone today for their participation and remind you of a few things. A transcript of this call will be available on the Safe Schools, Healthy Students Web site. Also, on that Web site, you can get information on how to dial up a phone number and replay this call.

Also, this is the third conference call that we've conducted. I encourage you to look at transcripts from prior calls. They might be helpful to you. I want to remind you that we still have a number of calls yet that we'll be conducting. I think we still have four more that we'll be doing Thursdays 2 o'clock Eastern Time. We encourage you to continue to join us and participate. Safe Schools, Healthy Students Web site has got a lot of good resources on it and places for you to go, and we encourage you to visit there, as well. And the Web site is www.sshs.samhsa.gov. Thank you very much everyone.