

## Safe Schools, Healthy Students Conference Call Transcript

*April 7, 2005, 2:00 p.m. ET*

Moderator: Valerie Outlaw

- Operator: Good day, ladies and gentlemen. Welcome to the Aspen Systems Safe Schools for Healthy Students applicant conference call. At this time, all participants are in a listen-only mode. Later we'll conduct a question-and-answer session. Instructions will follow at that time. If anyone should require further assistance, please press star then zero on your Touch-Tone telephone. And, as a reminder, this conference call is being recorded.
- I would now like to introduce your host for today's conference, Ms. Michelle Bechard and Karen Dorsey. And, ladies, you may begin.
- Karen Dorsey: Thank you. Good afternoon, callers, this is Karen Dorsey. I am with the U.S. Department of Education in the Office of Safe and Drug-Free Schools and I am one of the three federal staff from the Safe Schools/Healthy Students grant program that will be answering questions during this call. Also joining me is--
- Ruby Qazilbash: Ruby Qazilbash from the Office of Juvenile Justice and Delinquency Prevention.
- Michelle Bechard: And Michelle Bechard. I'm with Department of Health of Human Services in the Substance Abuse and Mental Health Services Administration.
- Karen Dorsey: And we'll be on the call for about an hour or so, until you run out of questions, answering-- answering your questions. Before we open up for questions from callers, I just wanted to review-- I've been getting lots of phone calls and e-mails about the requirement that programs be evidence-based and what particular list we're looking for you to choose from. I would just like to say that there are several evidence-based lists that are available. We give you as a few as suggested references on page 34 of the application.
- Michelle Bechard: Right.
- Karen Dorsey: OK? And then I would like to point folks to the requirement-- the criteria under Project Design on page 17 that talks about the extent to which applicants can demonstrate that the programs, trainings, curriculums and other activities selected for the project reflect current research and use evidence-based and effective practices. If you opt to use a program that is not on this list but that you have some-- you have some research findings that demonstrate that the program is effective, then you're free to put those programs in, but you would also need to refer to that evidence base in the narrative of the program.
- So I'm hoping that that will clarify questions regarding a specific evidence-based list, that there's not a specific list. There are several lists that you should just really be aware of the sub criteria B under Project Design.
- Having said that, we will open up the lines for questions.
- Michelle Bechard: Are there any questions?
- Operator: Our first question comes from Anne Leggett from South Boston, Virginia.
- Anne Leggett: Hello?
- Operator: Ms. Leggett, you may begin.

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Anne Leggett: Can you hear me?

Karen Dorsey: Yes.

Anne Leggett: Can you hear me?

Karen Dorsey: Yes.

Michelle Bechard: Yes.

Anne Leggett: OK. I have a question about-- on the last conference call, you all said that mini grants were not-- you couldn't use mini grants to community agencies and we had looked at one of the grantees from previous years and they had used what they called mini grants or RFPs to community agencies that supported their objectives and we were looking at that to help build up our partnership, our community partnerships. So is-- are RFPs not acceptable?

Karen Dorsey: You can contract and some of our applicants may have interchangeably used the word "mini grants" and "RFPs" and we clarify with folks after funding that mini granting is not allowed, but if you would like to use your school district contractual process to contract for service providers, you can.

Michelle Bechard: See if you were-- This is Michelle. I'm sure you're looking at the application that was reviewed. That does not necessarily mean that after the award is made that-- there are things that-- there are costs that could be disallowed or things that are in the application that are not allowable. So then the grantee would be asked to change that or to clarify that.

Anne Leggett: Right. OK. Thank you.

Michelle Bechard: Yep.

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key. Our next question comes from Roxanna Hartline from Holland, Michigan.

Roxanna Hartline: Hi. I have three questions. The first question is on the community policing officers, the 10 percent cap. Can that be used to pay overtime for current community policing officers to be used at football games, proms and things like that that they aren't being used for now?

Karen Dorsey: Yes. But it would come within that 10 percent cap.

Roxanna Hartline: Right. Right. Because right now they don't-- we don't have the money to extend them beyond the school. OK.

The other question I have is that I'm with an intermediate school district and I know-- I read the first set of questions. You talked about administrative and all of that. It is 95 percent administrative. We do have a school for severely developmentally disabled students, for-- And we do that for our 11 public school districts. And we're kind of the umbrella over it and we're the ones that provide all the consulting, the technical assistance and all of that and are the ideal one to apply for the grant.

However, because we do have a school for developmentally disabled, we're listed as a school with-- with the National Center for Education Statistics and are classified as an urban school. Two of the school districts that are part of this collaborative that want us to be the applicant and administrative unit over this grant both qualify for the urban or the

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\$3 million. Are we-- can the ISD apply and is it absolute that they have to apply for the urban versus the other?

Michelle Bechard: Can I-- can I just get you to clarify? You said-- when you were talking about you as the ISD, you said that in the NCES database that you're classified as urban.

Roxanna Hartline: Right.

Michelle Bechard: And then the other two schools, two of the school districts that are going to be-- that you're proposed to work--

Roxanna Hartline: Well, we're the administrative kind of umbrella over 11 public school districts.

Michelle Bechard: OK. But you do show up in the system as urban, correct?

Roxanna Hartline: Right, because we have a school for develop-- severely developmental disabled, but none of those students would actually be part of this grant application.

Karen Dorsey: I guess our-- our concern is, if you qualify as urban, that's \$3 million, so--

Roxanna Hartline: No, we've got two-- public school districts under our ISD that do.

Karen Dorsey: So as the ISD you are something other than urban.

Roxanna Hartline: Right.

Karen Dorsey: OK, if the ISD--

Roxanna Hartline: We're rural. I'm sorry, we're rural.

Karen Dorsey: OK. If the ISD applies as the applicant, the maximum amount that could be awarded is \$1 million, because it's based on your locale code. If you would like to apply for the urban amount, then you would need to apply as a consortium and one of the school districts that has an urban--

Roxanna Hartline: Right.

Karen Dorsey: --definition would have to be the lead applicant.

Roxanna Hartline: OK. The other question is, if one of the public school districts does apply as the lead applicant, can they contract out with the ISD the administrative oversight and financial management of the grant?

Karen Dorsey: No. As the applicant, they are responsible for administering the grant and financial management.

Roxanna Hartline: OK. The other question I have is under the Community Readiness section, there-- on sections C and D, it refers to the MOAs and I was wondering if points will be awarded for those two sections solely on the information provided in those two sections or whether the readers will actually look at the MOAs to award points for that section, because it seems very redundant to me?

Michelle Bechard: Reviewers will be looking at the memorandums of agreement.

Roxanna Hartline: So just a brief overview? We don't need to go into detail on Sections C and D, because they'll also look at the MOAs? Is that correct?

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Michelle Bechard: For the criteria, D addresses the memorandum, the larger memorandum, between all the partners in C. They would be looking specifically at the-- your inclusion of those attachments. They'd be looking at those.

Roxanna Hartline: OK. Thank you.

Michelle Bechard: Um-hmm (affirmative).

Operator: Our next question comes from Kim -- and pardon me if I mispronounce this -- Niemietz from Edwardsville, Illinois.

Kim Niemietz: Hi. I have one question and a colleague who's with me has a couple, but mine is, can you lease office space with this grant?

Karen Dorsey: Yes, as long as costs are reasonable and it's related to the implementation of your Safe Schools/Healthy Students project.

Kim Niemietz: Yes, it-- all right. That's what I wanted to know. And then we have two other questions. Thank you.

Lynda Andre: This is Lynda Andre. I'm the assistant superintendent. In the RFP, you refer to something that appears to be a document called "Supporting and Connecting Schools and Communities" and we're having trouble-- having difficulty locating that and I was wondering if you can tell us how we can obtain either a copy or what that is?

Karen Dorsey: I'm sorry. You were breaking up. Can you repeat your question?

Lynda Andre: Sure. In the RFP you refer to something that appears to be a publication called, "Supporting and Connecting Schools and Communities." And we're having--

Karen Dorsey: Number, please?

Lynda Andre: I don't have the page.

Michelle Bechard: It's on-- I think she's referring-- Karen, she's referring to page 11 and under Element 5, supporting and connecting schools and communities--

Lynda Andre: That sounds like it.

Michelle Bechard: --the second paragraph has in italics that "Supporting and Connecting Schools and Communities" and it sounds as if you're thinking that that-- because it's in italics it means that it's an actual publication.

Lynda Andre: Yes. It refers to elements of it. We were wondering if that is a publication we should be consulting.

Michelle Bechard: No, it's not.

Lynda Andre: OK. And then my other question, we are attempting to do many of these things, which is why we're writing this grant, and one of them is possibly adding a high school guidance counselor this summer to our high school. My question is, if we find out at the end of the summer, if we were a successful candidate, could that person's salary be included? Or is this strictly for all new staff that would have to be hired after the award of grant?

Karen Dorsey: I'm sorry. Whenever you talk you kind of break up. So can you repeat that again?

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- Lynda Andre: Sure. I'm sorry. I was on a speaker phone. We're in the process of attempting to hire one more guidance counselor at our high school for many of the reasons that will be in this grant. My question is, if we were the successful candidate, would the cost of that person's salary be able to be included as one of the personnel or do all of the people hired have to happen after that award, if we were, you know, obviously, funded?
- Karen Dorsey: It's--
- Lynda Andre: Go ahead.
- Karen Dorsey: If the district is planning to hire personnel, separate and apart from the grant, then they shouldn't be moved to the grant's budget. So your budget should reflect those positions that are needed to implement the program. And it sounds like-- that this decision to hire this new staff is superseding your grant award.
- Michelle Bechard: Despite-- I mean, from what you're saying, it's clear that there is a tie-in, that that person, if you hire him before an award is made, is still working towards the same goal, but the purpose of the grant is to add on to what you already have and to more comprehensively address what your needs are.
- Lynda Andre: OK. And then my other question is, we're looking at how to phase the three years. Our concern is with the possible timelines. Those particular staff members may not be available in the fall. In other words, we have a real shortage of guidance counselors, social workers and people like that. So I guess what I'm hearing you say is we should structure that in as a phasing in if we don't think those staff might be available, let's say, in early fall to take a position? And we're just, again, looking at structuring the three years of the program.
- Karen Dorsey: I would recommend that you put together a budget for 12 months for each-- each budget year.
- Lynda Andre: OK.
- Karen Dorsey: And in the event-- we've had grants that have had delays in start up in general because they haven't been able to hire staff in a timely fashion, but there are-- there is the possibility that then the grant could be extended at the end to make up for the additional time that's missed.
- Lynda Andre: OK.
- Karen Dorsey: The expectation is that this will be a full three years of service.
- Lynda Andre: I understand. That answers my question. Thank you very much.
- Operator: Once again, ladies and gentlemen, if you have a question, please press the one key. Our next question comes from Carolyn Hunt from Rochester, New York.
- Carolyn Hunt: Good afternoon. I have two questions. One is fairly specific. We applied for this grant in July and scored fairly well, so we'd like to reapply. And one of the reviewer's comments, which he mentioned several times, was that we mentioned that we used all approved research and evidence-based programs but that that needed elaboration. And all of the programs we -- I'm sorry -- put into our grant were SAMHSA, from their list.
- And so we weren't sure if we need to go in and put in program profiles. You know, like we mentioned life skills training and put that in italics and said that it's, you know,

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evidence-based, but it sounded as if this reviewer wanted more explanation of the research behind that.

Karen Dorsey: I would recommend that parenthetically after your evidence-based program, particular if you get them off of a list, that you mention that it was listed as an effective practice on the SAMHSA list or listed as, you know, evidence-based on the Blueprints list. I wouldn't give the specific research for each of the programs, but I would provide references to which list and provide that as a point of reference.

Michelle Bechard: And make sure that that ties into what you're proposing to do. I know-- and all reviewers are different, but some of them just-- they just-- You might-- I don't know what you put in your application. If you just put, "This is an evidence-based program," then that is not quite enough, which is what Karen's getting at. But I think the other thing that reviewers definitely look at is well, so it's an evidence-based program, you've got the citation that it is, but we're not quite sure why you selected that particular program.

Carolyn Hunt: OK. Because I think what we did, we put in one blanket line that said, "All programs and activities proposed in this application are, you know, research and evidence-based," and we did mention the SAMHSA list, because those are the only-- as a district those are the only programs we'd even implement.

Michelle Bechard: OK. Well, probably be a little bit more specific, but don't-- don't-- you don't have to go in great, great depth.

Carolyn Hunt: OK, thank you. And then I did have a question about how it would be reviewed because just in the last cycle it seemed as if -- for instance, one of the reviewers said everything past page 60 is missing -- and we did submit a paper copy and we also included the voluntary three extra applications, so we knew they all came in intact.

Are-- I don't know if you can share this information, but are the reviewers meeting via phone conference or are they actually meeting in a room? And do they receive all the appendices, each reviewer?

Michelle Bechard: The-- there are three independent peer reviewers for each application. They form a panel. They review -- I don't remember how many last year, maybe eight to 10 applications in total. The applications are sent to them. They're given-- they were given so many days to review them, score them and write up their comments.

A conference call was then convened with a facilitator plus one federal staff to serve as a technical monitor and each application was reviewed. Many times as the three reviewers talked with each other comments might have changed and scores might have also changed.

Did the note that you received, it said that items were missing or that they were not allowed to read beyond a certain page?

Carolyn Hunt: The bullet says, "Everything past page 60 is missing," period. That was only from one reviewer, though.

Michelle Bechard: OK. In that same section, what did the other two reviewers say? Anything?

Carolyn Hunt: Yes. Reviewer Two gave us very detailed comments on strengths and weaknesses and cited specific page numbers.

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Michelle Bechard: If-- if an app-- it was determined-- if a reviewer said that something was missing, it-- perhaps it could, but then that would have been corrected by the contractor who was handling the review.

Carolyn Hunt: OK. OK. I just wanted a little insight into-- will the process probably the same this year?

Michelle Bechard: It'll be-- we'll be-- They will all-- This year it will be three reviewers, the same as last year. It will be done telephonically, the actual review. The actual process is changing a little bit because it's a different contractor, but how your application gets read and scored and then discussed will, pretty much, be the same.

Carolyn Hunt: OK. Thank you very much.

Michelle Bechard: Um-hmm (affirmative).

Operator: Our next question comes from Laura Lyons.

Laura Lyons: Hi. I'm the grants coordinator in Fort Bend ISD and my question is about the 10 percent cap on Element 1 funding for law enforcement and security devices. We are-- we are working on a partnership with an outside juvenile justice agency, as well as the county sheriff's department, and I was-- my question was, does that cap for officers within the ISD, is it just for the-- for the school district officers under Element 1 or would it also include the probation officers or county officials that we would include?

Karen Dorsey: The cap relates to security equipment and personnel and it would depend on the roles and responsibilities of the probation officers and the other staff that you mentioned, if they would be included in the cap. But if they're performing primarily security-related activities, it would be within the 10 percent cap.

Laura Lyons: OK, but if they're doing prevention or early intervention?

Karen Dorsey: Then it would not be included in that 10 percent cap.

Michelle Bechard: But you would need to make it crystal clear in your budget that that's what they were doing.

Laura Lyons: OK.

Michelle Bechard: If after-- let's say you scored high enough to be-- to have your application be reviewed, the budget to be reviewed, if it just says "Probation Officer," it's not clear what that person's going to be doing, it's likely that the folks that do that budget review would cut that cost.

Laura Lyons: So we would have to make it clear in the budget narrative as well as in the program description?

Michelle Bechard: That would be my recommendation, yeah.

Laura Lyons: OK. OK. That was my only question. Thank you.

Karen Dorsey: Do we have any other questions?

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key. One moment. I do have a question from Rick Loseth from Wilmer, Michigan.

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Rick Loseth: Yes. My question is similar to an earlier one about attachment B, the MOU for mental health services. We have a consortium of schools working together on this application. On page seven it indicates, "Applicants submitting a consortium of LEAs must demonstrate partnership with the relevant public mental health authority" -- or authorities, in our case. It's just a question of what detail that that would need to be described in that MOU document itself versus an earlier description, as well, in the narrative section. Ours gets complex because of the number of partners we're involving.

Michelle Bechard: So you have-- you have, in addition to multiple LEAs, you also have multiple public mental health authorities?

Rick Loseth: Yes.

Michelle Bechard: OK.

Rick Loseth: I'm sorry. Pardon me. Ms. Bechard?

Michelle Bechard: Yes?

Rick Loseth: I believe your line is causing a little bit of feedback.

Michelle Bechard: OK.

Karen Dorsey: It's better now.

Rick Loseth: Yeah, it's fine.

Michelle Bechard: OK. I'm-- all right. If it does it again, let me know. I might have to hang up and call back in.

Rick Loseth: Not a problem.

Michelle Bechard: The-- I think for the second MOA, you're certainly-- all your LEAs and your mental health authorities are going to have to make sure that you all agree on how you're going to handle what that MOA requires.

Rick Loseth: Correct.

Michelle Bechard: And as long as that's sufficiently addressed -- and I'd refer you back, I guess, to the criteria -- as long as-- even though you're talking about multiple entities, as long as that agreement addresses Criteria E under partnership and community readiness, you should be OK. You're going to have make sure that each of LEAs signs that, as well as each of your public mental health authorities. You might want to use some of that agreement, some of the-- some of that-- Within that agreement, you might want--

Speaker: Michelle?

Michelle Bechard: Yeah?

Speaker: You're really breaking up. I'm not sure if the person with the question can hear you.

Michelle Bechard: I'm going to-- Karen, maybe you can finish up that. I'll hang up and try dialing in again and see if that helps.

Rick Loseth: I was hearing about every other word.

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Karen Dorsey: OK. Michelle, we'll just wait until you get back on the call.

Michelle Bechard: OK. Let me try.

Operator: OK. Ms. Bechard has rejoined the conference.

Michelle Bechard: Karen?

Karen Dorsey: Yes?

Michelle Bechard: Can I try to address the question? Is this any better?

Rick Loseth: It's much better, yes.

Michelle Bechard: OK. To go back to the question, it's multiple LEAs with multiple public mental health authorities?

Rick Loseth: Correct.

Michelle Bechard: You certainly need to make sure that all of your LEAs sign the agreement, as well as all of your public mental health authorities. What I would suggest you all should do, is even if you've addressed it in the narrative, is probably still address it in the MOA as to why you have multiple public mental health authorities and how they are all going to work together.

The other thing I referred you to was criteria-- hold on, page 17, criteria E, under Partnership and Community Readiness, addresses that MOA. So you should look at that and make sure that your MOA does address that.

Rick Loseth: OK. Thank you.

Michelle Bechard: Um-hmm (affirmative).

Operator: Our next question comes from Anne Johnson from Huber Heights, Ohio.

Anne Johnson: Hi. I didn't know if you addressed this in the first set of calls that we weren't able to call in to, but can you share with you how many applications you received last-- last year, in the last round.

Karen Dorsey: Last year we received 271 applications.

Anne Johnson: Two hundred and seventy-one?

Karen Dorsey: Correct.

Anne Johnson: OK. Thank you.

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one-- one key. Our next question comes from Bonnie Hunt from Rochester, New York.

Carolyn Hunt: Oh, hello. This is Carolyn, again, actually. I had another question. Under Element 5 on Page 11, applicants are encouraged to coordinate resources and activities with their Title I and other programs. In order to show evidence of that, will it simply suffice to say how various programs or activities work in tandem with a specific Title project or do we need to go into more elaboration of how they coordinate with those Title I programs?

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Karen Dorsey: I think you'll probably be the best judge on how elaborate you want to get, given that there is a 40-page limitation, and weigh it against the criteria that will actually be judged in that part of your narrative.

Carolyn Hunt: OK. Thank you.

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key. Our next question comes from Bonnie Houk.

Bonnie Houk: Yes. My question is on the memorandums of agreement on page six and page seven. On page six it says the first agreement must contain signatures of the school superintendent and the representatives from public mental health, law enforcement and juvenile justice. But then the second agreement is the school superintendent and the local mental health. Aren't they one and the same?

Karen Dorsey: The signers may be the same, but the content of the agreements are different.

Bonnie Houk: OK.

Michelle Bechard: And I think pages six and seven tell you what the content of the agreements are and if you go to page 17, under Partnership and Community Readiness, criteria D is the criteria that your MOA will-- that first MOA will be reviewed against and criteria E is the criteria that your second MOA will be reviewed against.

Bonnie Houk: OK.

Michelle Bechard: But really pay attention to what the requirement is.

Bonnie Houk: OK.

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key. One moment for questions. I'm showing no further questions.

Karen Dorsey: We'll hold on for a few minutes and see if it generates more questions.

Operator: Actually, we do have a question from Anna Belin Pyles from Plainfield, New Jersey.

Anna Belin Pyles: Hi. My question really pertains to formatting of the grant application, particularly the abstract. Is there a limit in terms of the number of words or pages?

Karen Dorsey: The abstract should be one page.

Anna Belin Pyles: The reason I ask the question is I did have an opportunity to look at the sample grants that were listed on the website and it appeared as if the abstracts were actually 2-1/2 pages so I just really wanted clarity on that.

Karen Dorsey: The abstracts should be one page.

Anna Belin Pyles: OK. My next question pertains to-- I know there is a required font size. Does that follow through the entire grant, including the budget section?

Karen Dorsey: The-- the font size only refers to the 40 pages of narrative. If you have the budget and your memorandums of agreements you can make the decision if you want to use a different font. But for the 40 pages of narrative, it has to be as laid out under the format requirement on page 22.

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- Anna Belin Pyles: Thank you very much.
- Operator: Once again, ladies and gentlemen, if you have a question, please press the one key. If your question has been answered and you wish to remove yourself from the queue, please press the pound key. Our next question comes from Gail Hecht from East Orange, New Jersey.
- Gail Hecht: Good afternoon. Our question deals with the memorandums of agreement and we know that there are four specific partners that are spelled out in that memorandum of agreement, but we have some other community partners that want to show the support for the particular initiative. Is it possible, then, in addition to the memorandum of agreement, to attach letters of support specifying what that particular community partner will be doing?
- Michelle Bechard: Letters of support are not going to be reviewed. I mean, I think if you have, in addition to the partners that are required, if you have other partners from the community that want to work with you on this initiative, then you should include them in the memorandum of agreement. I would not include them as an attachment. It really doesn't demonstrate that they're-- they're partnering with you.
- Gail Hecht: OK. To follow up, for example, if you look at the sample memorandum of agreement, they break it out from law enforcement, then they have the public mental health, then they have the school district, then they have juvenile justice. Could we then add, say for example, under public mental health if there is two mental health-- other mental health providers, because our mental health-- public health administrator does not provide direct services, but we have two other mental health providers that would be involved in the grant. Would we then bullet what they're going to be doing and have them sign under that particular section?
- Michelle Bechard: You could do it that way.
- Karen Dorsey: And, again, these formats are samples.
- Michelle Bechard: Right.
- Karen Dorsey: I mean, if there is a different format that would be more inclusive of all of your partners, as long as you have the appropriate signatures, then use your own format. I mean, this is just a sample.
- Michelle Bechard: OK. For example, one of our congressmen wanted to write a letter. Could we just put him in there on the memorandum of agreement, that he agrees to keep us abreast of whatever he's going to do or participate?
- Michelle Bechard: I'm not quite sure how he would-- he would-- how he would be a partner with you?
- Karen Dorsey: A member from his staff was going to participate on the partnership committee, like the monthly meeting.
- Gail Hecht: I mean, there is a criteria in which you talk about your partnership. I would include it in the narrative sector.
- Gail Hecht: OK. OK. All right. Thank you so much.

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Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key. Our next question comes from Clyde -- pardon me if I mispronounce this -- Naasz from Fort Yates, North Dakota.

Clyde Naasz: The question I have with the program is-- is could we write anything into the grant dealing with programs that would help kids-- What we're-- We're not only having suicide problems in the youth, but after they graduate from high school we're losing kids. Is there some way a person could write something in the program to help these students with schooling or anything after that?

Michelle Bechard: Post high school?

Clyde Naasz: Yes.

Michelle Bechard: The grant program's really intended for children and youth up through 12th grade and their families. I mean, I think-- I don't-- I think the answer is no.

Clyde Naasz: That's what I thought.

Michelle Bechard: Yeah.

Operator: Our next question-- actually, if you have any other questions, please press the one key. Our next question comes from Corey O'Neal from Wheatland, California. Mr. O'Neal, you may begin.

Corey O'Neal: I have a question regarding the memorandum of understanding or the MOA.

Michelle Bechard: OK.

Corey O'Neal: What I think I heard you just say was on the MOA that has all the four partners signing on, if you also are including, say, a YMCA or Human Health Services, you need them to sign on that agreement, as well, to show that everybody's aware and everybody's collaborating together. Is that correct?

Karen Dorsey: That's an option.

Corey O'Neal: OK. Not necessarily a preference.

Karen Dorsey: No, but I would draw you back to the criteria under Partnerships Community Readiness and those sub-criteria which talk about engaging-- particularly B that talks about engaging multiple and diverse sectors of the community in the strategic planning process and then we give you some examples of organizations that you might want to be including.

Corey O'Neal: Right and we have referenced them in the narrative as part of our collaborative, because we have a fairly extensive collaborative, but I was saying instead of just including a letter of support that maybe they actually need to sign off on those memorandums to show that they're saying that, it's not just me saying that they're partners.

Karen Dorsey: That would be a judgment call on your part, depending on the role that they're going to be playing if you wanted to include them in the agreement or not.

Corey O'Neal: OK.

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Michelle Bechard: Can I just-- There are two things I just want to-- well, one thing I want to clarify and then I want to go back to an earlier question. That is, letters of support are not needed for this application and will not be reviewed. So if you've got somebody that is willing to work with you, then make sure that you somehow include them, but to add lots and lots and lots of letters of support from your Congressman, from your next-door neighbor, from whoever, it's not going to make any difference.

Corey O'Neal: OK, thank you.

Michelle Bechard: OK.

Operator: Ladies--

Michelle Bechard: Is the gentleman from North Dakota still on the line? Do we know? Who asked the question about serving youth that had already left high school for issues of suicide?

Karen Dorsey: Let's assume that he is, Michelle.

Michelle Bechard: OK. I just-- as far as-- It might not be appropriate for him to apply Safe Schools. There are other resources out there that he should certainly take a look at and I would definitely go to the SAMHSA website. There's currently a suicide prevention initiative that has grant funds available, so you should take a look at the -- it's [www.samhsa.gov](http://www.samhsa.gov) -- and look at the grant opportunities there, also.

Operator: Once again, ladies and gentlemen, if you have a question at this time, please press the one key. One moment for questions. I'm showing no further questions.

Karen Dorsey: Why don't we hang on for another minute?

Operator: We have another question from Clyde Naasz from Fort Yates, North Dakota.

Clyde Naasz: Now dealing with the grant application -- I did hear this other and you said there was other things that I could look at.

Michelle Bechard: Definitely.

Clyde Naasz: Now going back to this-- the grant that we're dealing with on this conference call, we're looking at bringing numerous-- what we're looking at is writing-- the grant I'm going to be writing is for the whole Standing Rock Reservation. We're looking at, probably, six schools that would be involved in it as a partner, along with our different-- the justice and the mental health and the police department.

Now dealing with the grant-- the partnerships-- the more you have could be fairly beneficial? Like if we had-- if you have one or two schools compared to probably five or six? I know how we're going to do things is going to be very important.

Michelle Bechard: I think that's the-- that's the key point -- not how many you're dealing with, but that you're-- you're making sure that your strategy is comprehensive, that it's-- that you've clearly defined your target population and you've built your-- your comprehensive strategy around it.

I don't-- I don't think, you know, that you have 20 partners makes-- means anything more than if you have just the required four. But I do think the comprehensive-- comprehensiveness of what you're trying to do makes the difference and how it's integrated with each other makes a difference.

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Does that answer-- does that help answer your question?

Operator: I believe he just dropped off.

Michelle Bechard: OK.

Operator: Once again, any other questions, please press the one key. Once again, ladies and gentlemen, if you have a question at this time, please press the one key. I'm showing no further questions.

Michelle Bechard: Karen? Ruby? You want to stop?

Karen Dorsey: Yes. I mean-- it's been over 45.

Michelle Bechard: OK. Well, thank you very much for participating in this call. There will be a transcript posted-- of the call posted on the Safe Schools website and for those of you who don't know that website address, it's [www.sshs.samhsa.gov](http://www.sshs.samhsa.gov). And I believe we have three--

Karen Dorsey: Three calls left -- on the 14th, 21st and 28th.

Michelle Bechard: Three more calls. OK. Thank you.

Operator: Thank you. Ladies and gentlemen, this concludes today's conference. You may now disconnect. Have a great day.