

Safe Schools, Healthy Students Conference Call Transcript

April 21, 2005, 2:00 PM ET
Moderator: Ruby Qazilbash

- 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 touchtone telephone. As a reminder this conference call is being recorded.
- I would not like to introduce your host for today's conference Ms. Ruby Qazilbash, Federal Project Officer. Ma'am you may begin.
- Ruby Qazilbash: Good after callers my name is Ruby Qazilbash I'm a Federal Project Officer with the Safe Schools Healthy Students Program. I'm employed with the Federal partner the Office of Juvenile Justice and Delinquency Prevention. We also have four other Federal Project Officers on this program here to answer calls today. I'm going to let them go around the table and introduce themselves and we can start taking questions all of which I hope we can answer in full. If by chance there is a question that we can't answer while we're on the phone today then we will be sure and post the complete question and the complete answer when the transcript goes online to the website which is www.sshs.samhsa.gov.
- Patrick Weld: Hi this is Patrick Weld [ph] a Project Officer from the Center for Mental Health Services part of SAMHSA.
- Evalia Masa: Hi this is Evalia Masa [ph] CMHS SAMHSA.
- Patrick Duncourse: Patrick Duncourse [ph] Office of Juvenile Justice Delinquency Prevention, Federal Project Officer.
- Michael Wells: And Michael Wells I'm a Federal Project Officer from the Department of Education Office of Safe and Drug Free Schools.
- Ruby Qazilbash: Okay I think we're ready to take 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 touchtone 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 touchtone telephone.
- Our first question comes from Bruce – forgive me if I pronounce this wrong – Boeck of Bloomington Illinois.
- Bruce Boeck: Actually it's Boeck but you got it right. I just have a quick question I work with a substance abuse agency that is working with the regional office of education on developing a grant and we have a federal indirect rate of 37 percent and I think last year there was a cap on the amount of indirect rate that could be used and I'm curious as to whether anything like that exists this year?

Safe Schools, Healthy Students Conference Call Transcript

Michael Wells: There's not a cap on the indirect rate for this particular grant, folks may use either the regulated or un – or restricted or un-restricted. It depends on whether or not you want to put more money into programming or into that indirect--.

Bruce Boeck: Absolutely.

Michael Wells: Cost.

Bruce Boeck: Yeah.

Michael Wells: But would be – as long as it's negotiated with the Department of Education or whatever your agency is you can use either one.

Evalia Masa: Ruby?

Bruce Boeck: I'm sorry?

Evalia Masa: And just to add to that later on you may have to provide some documentation of then where you get that number from, that percentage of indirect cost.

Bruce Boeck: Sure, okay, now I think that answers the question, thank you very much.

Evalia Masa: You're welcome.

Operator: Thank you, our next question comes from Heather Miller.

Heather Miller: Yes this is Heather Miller. We wanted to establish a volunteer parent reward program and we wondered if we could use some grant funds to reward parents for volunteer hours at schools by giving them educational books, software games and then for a very large number of hours a computer loaded with educational software?

Evalia Masa: [inaudible] usually they're not used for entertainment activities.

Heather Miller: Okay and that would be educational also.

Michael Wells: You can use educational incentives with students but with parents and teachers it's not allowable.

Heather Miller: Okay thank you.

Operator: Thank you, our next question comes from Steve Keith.

Steve Keith: Yes, we had our meeting with private schools and they're all very excited about this grant so my question is do we need to factor in the budget separate costs for the private school participation or just kind of include that as a lump sum?

Evalia Masa: No you include it in just one budget that will include all your partners and the partners meaning all the public and the private schools if they are part of the area that you are serving.

Steve Keith: Okay so I don't need to separate out what elements that we'll be providing for private schools?

Michael Wells: Private schools are not able to cherry pick which elements they want to be involved in. If they're going to be involved the comprehensive program across all six elements needs to apply to them as well. If they're going to account for some of those or cover those in

Safe Schools, Healthy Students Conference Call Transcript

ways that are not provided by the grant they would still need to provide information for it when progress reports come in that sort of thing.

Steve Keith: That's correct, from what I've heard before. Do private schools need to list how they're currently addressing the six elements?

Michael Wells: That would be a part of your comprehensive plan.

Steve Keith: Do I need to separate it out school by school or can I speak in general terms?

Evalia Masa: Well first of all you need to include it in your budget as one budget. If you are providing services to a private school then you may want to have whoever is the Director of that school or the Superintendent to sign an agreement saying that he is willing to participate in these grants. So you do need to have something in writing to provide information about what they are willing to be their share in this grant and that would be part of the Memorandum of Agreement, the first Memorandum of Agreement.

Michael Wells: But back to your question in the comprehensive plan, if they're all going to be doing it in the same way you can certainly speak about it in general, if they're going to be different you need to specify which.

Steve Keith: Okay I have a final question, may I ask it? Could we use a portion of this grant money to provide scholarships for students to attend full day kindergarten? In Indiana only half day is reimbursed by the state so the parent has to pay a separate tuition amount for the full day kindergarten.

Patrick Weld: I guess you would have to justify how that fits into your prevention and safety plan.

Michael Wells: Yeah I agree, it couldn't be just to provide additional academic time it would need to be directly related to the goals and objectives of the grant and of your comprehensive plan.

Steve Keith: Okay.

Evalia Masa: The idea of Safe Schools Healthy Students is to provide services to prevent violence in some students.

Steve Keith: Okay.

Evalia Masa: So you may want to make sure of that in your application you are addressing the need for prevention of violence and have a comprehensive plan. Do we answer your question?

Steve Keith: Yes ma'am thank you.

Evalia Masa: You're welcome.

Operator: Thank you, our next question comes from Anne Leggett.

Anne Leggett: I have three questions that I would like to ask. One is in the proposal on page 17 when it talks about the Memorandums of Agreement and the Public Mental Health Authority to provide administrative oversight of mental health services. Does the Public Mental Health – they don't provide oversight of Mental Health Services that we might get from a private agency do they?

Michael Wells: Not necessarily it's not a matter of supervisions it's the state entity that is there to provide the oversight as a regulatory and state agency.

Safe Schools, Healthy Students Conference Call Transcript

- Anne Leggett: Okay, all right, and do we have to – do all programs or agencies that will be receiving money from the project, do they all have to each sign the Partnership Agreement?
- Evalia Masa: If they are getting funding they need to be included in the Memorandum Agreement as far as I understand because they are an active partner.
- Anne Leggett: Okay.
- Evalia Masa: For the Memorandum of Agreement you need to have at least two of the four partners.
- Anne Leggett: Right.
- Evalia Masa: But if you are indeed providing them funding, meaning they are an active partner, then you do need to provide something in writing to let the government know what is their participation.
- Anne Leggett: Right, but one of our partners would be the local YMCA so – and I know that they're not one of the required partners, so do I need to have their signature on the MOA?
- Michael Wells: It wouldn't be a bad idea.
- Anne Leggett: Okay, and for the GPRA reporting requirements it says in the criteria, it says that the extent to which the applicant provides baseline data, do we need to include our attendance rate, it's attendance rates and whatever the other requirements are, do we need to include that in the narrative?
- Michael Wells: Yes.
- Anne Leggett: Okay. Okay and then one other thing. We have some programs that are being funded by other funds that we anticipate will be cut and in order to maintain and expand those programs we need – we would like to use this funding is that okay?
- Michael Wells: If you look on page three one of the things that the grant talks about is that there's a critical feature of this whole project is to link existing and new services, so it's not a matter of everything having to brand new or not done before. So if you have something that's existing that you're going to link in with your comprehensive plan and it addresses your goals and objectives then it would be fine to pick those up. It's important however to look at the grant that was supporting that program initially.
- Anne Leggett: Yes.
- Michael Wells: If there was some provision in that grant that you were going to sustain that program past the grant funding at some point then you would be responsible for that rather than using these grant funds but otherwise you could use these for some of that activity.
- Anne Leggett: Okay you mean if we were going – had promised to sustain it locally?
- Michael Wells: Right, yes.
- Evalia Masa: Yes.
- Anne Leggett: Okay, all right thank you.
- Patrick Duncourse: One other thing, I would also work into your budget reporting that if you don't get cut with this prior funding that you don't end up with what we call double dipping using

Safe Schools, Healthy Students Conference Call Transcript

from this on top of the money that you're getting from this other grant just in case that doesn't happen.

Anne Leggett: Okay so that would be – that would go in the budget reporting after the fact or do I need to say something about that in the narrative?

Michael Wells: I would include that in my narrative.

Patrick Duncourse: Yeah.

Anne Leggett: Okay, and as far as reporting timelines and some of these conferences that we're required to attend is there any – we don't have any details about that so do we just say in our narrative that we'll do it according to grant guidelines?

Michael Wells: You'll need to put some money in the budget to cover those activities and it's for everybody it's going to be an estimate or a best guess.

Anne Leggett: Right, I'm just talking about in doing the program timeline, the project timeline.

Michael Wells: Yes.

Evalia Masa: Yes, that is part of the application package so my advice to you is you really want to have a complete application package and if they're asking you to submit a timeline then you may want to include a timeline because when you develop the application you are letting the government know what kind of activities you're going to implement.

Anne Leggett: Right, I know that I have a timeline, my question is do I, you know, need to, you know, in November or whatever attend a required conference that kind of thing and you know reporting – like I don't know if they're quarterly reports or what the reporting process is?

Michael Wells: The timeline is more about project implementation and so you would need to include conference attendance on the timeline.

Anne Leggett: Okay, all right, thank you.

Operator: Thank you, our next question comes from Rebecca Cerna.

Rebecca Cerna: Yes actually I have a question – I have two – one of them based on the previous caller. She mentioned about the baseline data for the evaluation section of the GPRA performance indicators and if some of those baseline data is in the narrative section can it be referenced in the evaluation section or should it be mentioned again in the GPRA section?

Michael Wells: If you've included it in your, for instance, in your community needs discussion and so forth--.

Rebecca Cerna: Right.

Michael Wells: It would be fine just to reference it there.

Rebecca Cerna: Okay, and my question that I was calling for originally was I wanted to make sure that we didn't miss this in the RSP but if we have some of the measures that we will be using for the evaluation should we include them in one of the appendices or they don't need to be included?

Michael Wells: No, those don't need to be included.

Safe Schools, Healthy Students Conference Call Transcript

Rebecca Cerna: No, okay, all right great thank you very much.

Evalia Masa: In the section E of the application which is at the end of the 40 pages where you have to provide some language in terms of how you will meet your application – your evaluation of the program. So you may want to briefly include some information on how you're going to measure, it's up to you.

Rebecca Cerna: In appendix – in one of the appendices?

Evalia Masa: No, the narrative.

Rebecca Cerna: Oh yes, yes we were – we do mention the measures that we're going to use I just didn't know if we had to include the actual measures that we have already?

Michael Wells: No not at all.

Evalia Masa: No.

Rebecca Cerna: Okay, all right thank you.

Operator: Thank you, our next question comes from Renee Blumstein.

Renee Blumstein: Yes hello, I was – I had a question about the Mental Health Agreement. On the Safe Schools Healthy Student's website there's an example of the Partnership Agreement but I wasn't sure exactly on – we have our Mental Health Authority signing off for oversight and the various agencies that are going to be providing service and I'm just not sure what the school would be signing off on in that agreement. Would there be some specific language that you would be looking for in terms of the school district in the Mental Health Agreement?

Michael Wells: You're referring to the Memorandum of Agreement that are described on page 6 and 7 correct?

Renee Blumstein: Yes.

Michael Wells: Okay, the school's responsibility in a lot of those is going to be including the monitoring and handling of administrative and coordinative activities, the fiscal activities, also the fact that they are participating in the partnership as a primary partner then they would need to include that as well. Access to students, access to staff, those kinds of things, you can see those listed and just make sure that whatever part of that the school would be asked to participate in or to facilitate that that would be included in your Memorandum of Agreement.

Renee Blumstein: Okay great, one more question. This is a community where it's difficult to get those people, those families that are most needy in to see social workers and counselors and the school district wanted to lease a van that would go into the community that would provide a place, a safe and private place, where people might come in for counseling and it would be driving through the community. Would this be something, if it's been deemed by the community as something that was a part of the need and part of the comprehensive plan, would that be allowable?

Evalia Masa: Yes, you can lease a van you cannot purchase the van.

Renee Blumstein: Okay, thank you.

Safe Schools, Healthy Students Conference Call Transcript

Operator: Thank you, our next question comes from Pam Strouse.

Pam Strouse: Good afternoon. I have a question regarding the equitable participation of private schools. Do we need to approach and invite the private schools within our physical geographic boundaries or do we need to go beyond that?

Michael Wells: The application talks about those schools that are within the boundaries of the districts that are going to be applying.

Pam Strouse: Okay.

Michael Wells: If students are served in that area then those private schools that are physically existing there as well as any private schools that students who live in that area might also be being served by.

Pam Strouse: So if we have a student that lives in our district but attends a school outside of our geographic boundaries we must also invite those private schools to be a partner with us as well?

Michael Wells: No it's the other way around, if you have students from outside your district that are attending private schools in your district then those students would need to be included.

Pam Strouse: Okay, so we only have actually two private schools within our geographic boundaries we would only be required to ask those two not – we do have students that go to schools outside of our geographic boundaries, we are not required to include them?

Michael Wells: Correct.

Pam Strouse: Correct, okay thank you very much for your time.

Operator: Thank you, our next question comes from Luanne Littlefield.

Patrick Weld: Can you tell us where they're from – these calls are coming from please?

Operator: Yes sir, from Danville, Kentucky.

Patrick Weld: Thank you.

Luanne Littlefield: Hello, I'm Luanne Littlefield I have a question related to a question earlier about the Memorandum of Agreement for the mental health providers. We have a good working relationship with our mental health facility but we are struggling understanding what overseeing is and you mentioned earlier that it's regulatory and the regulatory part of what a state agency does but we still do not know what that means?

Michael Wells: You would need to contact – your best bet is to contact your State office of Mental Health or which ever office in your state provides mental health services and ask who they designate as your local mental health authority and that would be the one that we would be talking about.

Luanne Littlefield: Well we did that and we do have our local person but we just don't understand the idea of what overseeing is. We understand it is not direct supervision of what our counseling services are, is it just overseeing the big picture and best practice?

Michael Wells: It has to do with being ultimately responsible for the fact that services were delivered and where state funds were spent.

Safe Schools, Healthy Students Conference Call Transcript

- Luanne Littlefield: Okay my other question is, is there a piece of this – should we budget – should we budget money to compensate for this overseeing and what percentage of that should it look like?
- Michael Wells: No, there's no money that would need to be done that's what the state's function is anyway and that's what the local authorities function would be.
- Evalia Masa: Ideally you already have a relationship, a working relationship with them that is in place.
- Ruby Qazilbash: If not this ensures that they're aware, responsible and approve of what services are going to be delivered.
- Luanne Littlefield: Okay, we understand that now and we do have that in place, we are all on the same page as philosophy of implementation. The Memorandum of Agreement that we've been looking at have contracting the Mental Health counselor from the Mental Health facility where we want to hire the therapist to be on our school staff and that's where we're kind of struggling with the language.
- Michael Wells: Oh that's not a problem, the mental health authority can still sign off and you can finance your service delivery from private contracts or from staff within the school system.
- Luanne Littlefield: And does it look better one way or the other whether we have those people on staff or whether we contract a therapist through the mental health provider?
- Ruby Qazilbash: No, so long as it reasonably fits into your comprehensive plan as it works best within your community. So long as you demonstrate that that would work that that's for your community that's fine.
- Evalia Masa: Yes, and ideally you need to be thinking in sustainability when you're writing a proposal so you – ideally you will keep those staff, you're going to hire them, or you're going to look the way – you're going to continue the services after the therapists are gone.
- Luanne Littlefield: Right, we do have a therapist already on staff, we are looking at expanding our services so thank you very much.
- Evalia Masa: You're welcome.
- Operator: Thank you, our next question comes from Heidi Schnell of Santa Anna, California.
- Heidi Schnell: Hello, our question is in regards to the 10 percent cap for a possible SRO. I wanted to make sure that that was 10 percent of your overall budget and not 10 percent of just element one.
- Michael Wells: It's the overall budget.
- Heidi Schnell: Okay, and also is there a more specific announcement date for the possible award?
- Michael Wells: What we're hearing is it's probably going to be middle to late August. The latest it could be is September 30th that's all we know.
- Heidi Schnell: Oh so there's no possible June announcement then because that's what we had heard?
- Michael Wells: Probably not no.

Safe Schools, Healthy Students Conference Call Transcript

- Heidi Schnell: Oh, okay well that then takes – I guess my other question is lets say it was announced in August would we be able to start funding the implementation immediately or does it have to go according to the fiscal year in October?
- Michael Wells: I'm not sure when funds would actually be obligated but in terms of your timeline and scheduling your start date you could use either August 1st, September 1st, or October 1st and that would be correct.
- Heidi Schnell: Okay, thank you very much.
- Operator: Thank you, our next question comes from Heather Miller of Rockport, Texas.
- Heather Miller: Yes I was wondering if we need to list detailed job descriptions of all positions in the grant?
- Michael Wells: They're not required but those could be attached as a part of your organizational structure which would be attachment C if you look on page 23.
- Heather Miller: Okay.
- Evalia Masa: Do you have the booklet?
- Heather Miller: Yes.
- Michael Wells: It's not required that it be there but that's where you would put it if you wished to include it.
- Heather Miller: Okay it wouldn't have to be a part of the 40 page narrative?
- Evalia Masa: No.
- Michael Wells: No.
- Heather Miller: Okay, thank you.
- Operator: Thank you, our next question comes from Stephanie Root of Greenwood, California.
- Stephanie Root: yes, related to the same section, I wondered if you could just tell me what those three parts mean the what is – I should have had this in front of me – you ask for the structure and the staffing – a word that's escaping my mind.
- Michael Wells: The organizational structure, timeline and staffing patterns?
- Stephanie Root: Right, right, could you explain what the two staffing ones are?
- Michael Wells: Staffing patterns. That was something that if you wished to include it that's where you would include it in. It might involve if you were using different shifts or someone working part-time, after school programs, that's sort of thing, when they would be working and how many people would be there. How many people might be working on a particular site, how many would be Outreach, those kind of activities and information.
- Stephanie Root: So putting there your FTE count by site for different functions would be appropriate?
- Michael Wells: Yes ma'am that would be a part of it. You also may want to look at your supervisory patterns that came to be part of your organizational structure or the staffing pattern.

Safe Schools, Healthy Students Conference Call Transcript

- Stephanie Root: Is an Org chart actually a requirement or would you – can you put that verbally? I'm not much of a charter.
- Patrick Duncourse: It depends, sometimes a chart is the best way to show it sometimes it's not.
- Stephanie Root: Okay.
- Patrick Duncourse: So whatever makes sense. I think for the review process there are going to be people looking at your application that don't know anything about your program.
- Stephanie Root: Right.
- Patrick Duncourse: What ever you can do to make it clear is going to help you.
- Stephanie Root: Okay, and then in terms of what actually goes into the program management in the narrative, can you just refer to your attachments for basically that whole – well maybe the communication needs to go in the narrative but the rest seems to go in the attachments.
- Michael Wells: I think the overall way in which you plan to oversee the program, manage the program and so forth needs to go in the narrative. You could refer to the chart for additional information but you certainly would need to make it clear in your narrative how you planned to manage – this is a pretty good amount of money and quite a bit of activity that might go on and it's important to let folks that are reviewing this know how you're going to handle and manage that.
- Patrick Duncourse: Right, and management is more than someone – then knowing what organization you're attached to and who is above you and who is below you. It's a lot of – a lot of other stuff that needs to go into that narrative.
- Stephanie Root: Like auditing and--?
- Evalia Masa: You may want to read the Application Package--.
- Michael Wells: Page 11.
- Evalia Masa: In page 11 where we provide--.
- Michael Wells: I'm sorry 18.
- Evalia Masa: Eighteen where we provide language in terms of what it means, what should be included under the program management. Eighteen yes, that would be the role for responsibility of the key staff including the full-time Project Director, [inaudible] and so forth.
- Michael Wells: It would also include the way in which you're planning to include your partners in the activities and communicate between partners since you're using lots of different agencies that may not have been communicating at a level that would be necessary to manage this program.
- Patrick Duncourse: Yeah it has a lot more to do with information flow whereas the structure is going to show you the infrastructure and the structure for it but the management plan is going to show where the information is going to go and in what direction and how often those sorts of things.
- Stephanie Root: Okay, and I'm sorry I didn't – the only language I was finding was on page 18 was there something else?

Safe Schools, Healthy Students Conference Call Transcript

Patrick Duncourse: Oh yeah that's what we had corrected ourselves to be from 11, sorry about that.

Stephanie Root: Okay, okay I think that's my question, thank you.

Operator: Thank you, our next question comes from Mark Whitacre of Kerine, Nebraska.

Mark Whitacre: Hi, I have a question regarding budgets. One of our partners has submitted their budget request for this grant application and they included an indirect cost rate and they're one of the four required partners. Is there any guidance as far as how much an indirect cost rate can be charged by a partner who is not the fiscal agent?

Evalia Masa: Well as far as I know – we can get back to you on that one – but as far as I know the indirect cost is negotiated among entities, among the school negotiator indirect cost with whoever is the entity, the public entity or the private entity providing services.

Mark Whitacre: Okay.

Evalia Masa: And you should provide some documentation of that amount of that percentage.

Mark Whitacre: We have to provide documentation as far as what the negotiated indirect cost rate is between the school and say in this case it's the Public Mental Health Authority?

Michael Wells: No between the entity and the Federal Government.

Mark Whitacre: Well, okay we have documentation on the fiscal agent--.

Michael Wells: Right.

Mark Whitacre: As far as the indirect cost rate but the school district plans to contract out for certain services such as mental health services with the local public mental health provider.

Evalia Masa: Could you just hold one second?

Mark Whitacre: Sure and it's--.

Operator: Thank you.

Mark Whitacre: Hello?

Ruby Qazilbash: We're going to get a complete answer and include that in the transcript when it's posted on the website.

Mark Whitacre: Okay, well I stumped you, okay thank you.

Operator: Thank you, our next question comes from Sally Bowyer of St. Bernard, Ohio.

Sally Bowyer: Hi, I have a question about the – we're going to propose some minor repairs like replacing doors. Should I include that in the construction line item or should that be in another budget line item?

Patrick Duncourse: It depends on why you're fixing the doors.

Sally Bowyer: Well they don't – they won't lock so for safety and security.

Safe Schools, Healthy Students Conference Call Transcript

- Michael Wells: I wouldn't think that would be construction, that's going to be more like security equipment.
- Sally Bowyer: Okay.
- Michael Wells: And the installing of that equipment might involve some construction type activities but it's not really construction.
- Patrick Duncourse: Yeah so it would go under – yeah – based on what it's being used for would determine what element it goes under, that's what I meant to say. Does that answer your question?
- Sally Bowyer: If I'm supposed to put it in equipment and not construction it does?
- Michael Wells: Yes.
- Sally Bowyer: Okay, and I have a second question. We have a couple of programs as previous callers do that are going into step-down funding or funding has ended. How do you want us to tell you that in the budget presentation? Do you want it only in the narrative or do you want to see actual numbers in the detailed budget?
- Michael Wells: There would need to be numbers in the budget and also a narrative explaining why they're there. If you don't put them in that initial budget they would not be able to be added later.
- Sally Bowyer: Okay.
- Evalia Masa: You also need to make sure that you explain how they relate back to the scope of work.
- Sally Bowyer: Right.
- Evalia Masa: Of what you are doing with the Safe Schools Healthy Students funding.
- Sally Bowyer: Okay.
- Evalia Masa: There should be a direct connection in terms of the program, in the Safe Schools Healthy Students Program.
- Sally Bowyer: And I have a third question, we have some providers who are not under the authority of the Mental Health Board or the Juvenile Court who we've asked to submit letters of commitment rather than being part of the Memorandum of Agreement. Based on what you said earlier that it's a good idea to have them, these are people that are – these are organizations that we're looking at maybe \$10,000 a year to provide a program. Is it okay to have them just as a reference – oh excuse me a commitment letter or do we really need to have them as part of the MOA?
- Ruby Qazilbash: If they're a crucial part to your overall strategic plan and comprehensive plan it would be a good idea to include them in that MOA if they're a key partner to that process.
- Sally Bowyer: Okay.
- Michael Wells: If you're simply contracting for a particular service then that's just a contract that's not required.
- Ruby Qazilbash: Right, and a letter of support is not necessary.
- Michael Wells: No.

Safe Schools, Healthy Students Conference Call Transcript

Sally Bowyer: All right great, thank you very much for your time.

Operator: Thank you, our next question comes fro Judy Ryan of St. Louis, Missouri.

Judy Ryan: Hi, my question is about the requirements for an evidence based program. I'm actually the service provider but I was sent this link to make this call in from the school district – I'm working with an entire school district, it's a small rural district – and we're also working with a mental health institute and it's clear that the program is something that they both feel very strongly is the answer to their challenges in this particular district but we are not currently on the SAMSHA list as an evidence based company and we didn't know if that meant we were disqualified automatically or if it meant that we could actually provide research from our own project metrics that we've collected and also research in the industry to back-up you know the approaches that we've provided – the psychology approaches that we're using in our project?

Evalia Masa: Yes, if you're including a program that is not at least say under the evidence based on the SAMSHA, you may want to back up actually why they're needed and if you have some research that supports their usefulness and the benefits of those programs then yes you can include that.

Judy Ryan: Okay, so we don't actually have to be on the SAMSHA list to qualify – to be a participant--.

Ruby Qazilbash: There is not one sanctioned list of evidence based programs. So long as rationale is provided about the research base that supports the selected programs and activities and I'm reading from page 12 in the application package--.

Judy Ryan: Okay.

Ruby Qazilbash: As well as the discussion about why the selected program or activity is appropriate for the target population and meets needs identified and the needs of [inaudible] process, that's the information you want to include.

Judy Ryan: Okay great, thank you so much I really appreciate that.

Operator: Thank you, our next question comes form Stephanie Root of Greenwood, California.

Stephanie Root: I am not finding this in the documentation but I seem to recall reading that we had to prove some how that our indirect rate had been negotiated with the Federal Government, does that sound familiar?

Michael Wells: Yes.

Stephanie Root: How would we do that? I'm in California, we get our rates from the State of California if – which I can print off a web page showing our district's rate would that be satisfactory?

Evalia Masa: Yes.

Michael Wells: Yeah I think that's fine.

Stephanie Root: Okay thank you.

Michael Wells: I would check with your business office to make sure that's the method they usually use.

Safe Schools, Healthy Students Conference Call Transcript

Evalia Masa: Where in California?

Stephanie Root: Where in California?

Evalia Masa: Yes.

Stephanie Root: Greenwood, it's in the Sierra Foothills.

Evalia Masa: Okay.

Stephanie Root: Very rural.

Evalia Masa: Yes, because I have four sites in California.

Michael Wells: I would check with your business office to see what the usual procedure is because I'm sure they've had to define this before for other grants.

Stephanie Root: Well actually I don't think that they have because I do the grant writing for the district and I've never seen the requirement that way before and are – so, and we're a very small rural district it's not a – I mean I – so that's why I don't think that anybody would know anything different than I know.

Michael Wells: Let me give you a phone number and this may be something the other folks would like to get as well that is directly to the Department of Education's Indirect Cost Group and they can answer lots of questions about indirect costs that we are not qualified to do.

Stephanie Root: Okay.

Michael Wells: That number is 202-377-3838.

Stephanie Root: 202-377-3838.

Michael Wells: Yes ma'am and we will include this in the transcript so if anyone else would like to find it can do that on the website. They are the individuals that are the experts on indirect cost figuring and they can answer questions for you.

Stephanie Root: Perfect, thank you so much.

Operator: Thank you, our next question comes from Mike Claire of Ottawa, Ohio.

Cathy Hartman: Hello, this is Cathy Hartman Mike couldn't be here today. We have several technical questions. We need to know do we need three years of objectives and/or just one year ending by September 30, 2007 I believe it is?

Michael Wells: Of objectives did you say?

Cathy Hartman: Yep.

Michael Wells: Your objectives should be for a broad plan that goes even beyond three years but certainly your funding is for three years but there shouldn't be a different set of goals and objectives each year.

Cathy Hartman: Okay thank you. Now the second question is also a technical question. We have one major overarching goal and then for each element we have a goal that helps support that overarching goal, are we correct in our thinking?

Safe Schools, Healthy Students Conference Call Transcript

Michael Wells: That's certainly one way to do it and I don't think that would be a problem.

Cathy Hartman: Okay thank you. And the last question is again a technical question. On forms they were asked for a PR/Award number and/or project name, do we fill the Schools Healthy Students or do we actually use our project name?

Michael Wells: This is on the 424 form that you're looking at?

Cathy Hartman: Yes.

Michael Wells: Okay let me get – which box are you referring to.

Evalia Masa: The PR number which is the number that is coming from [inaudible].

Cathy Hartman: I'm reading this for Mike I don't have that in front of me.

Michael Wells: Okay, I think what you're referring to is a number that's actually added once it gets here so that we can track it.

Cathy Hartman: Okay, so then we just use our project name?

Michael Wells: Sure.

Cathy Hartman: Okay, I believe that's the end of the questions thank you.

Operator: Thank you, our next question comes from Anne Leggett of S Boston, Virginia.

Anne Leggett: One of our activities or programs that we're looking at developing is a substance abuse treatment program at the local hospital and possibly funding a position there. The hospital is non-profit but they do bill insurance and Medicaid for services and of course they wouldn't turn anybody away for inability to pay but is that okay?

Evalia Masa: Could you say a little bit more?

Anne Leggett: Well the position that – we're looking at funding a position and you know funding a program for substance abuse treatment at the local hospital but you know the hospital will bill participants, you know bill their insurance or bill Medicaid or if they do not have the ability to pay then they wouldn't be turned away and I think we have lots of those. I just want to make sure that it's okay for hospital to bill for their services the way that they normally would--.

Michael Wells: Do they have funds what they use to pay the salary of this individual that would be working there?

Anne Leggett: Yes.

Michael Wells: And this is for services for children correct?

Anne Leggett: Yes, adolescence substance abuse.

Michael Wells: All right.

Evalia Masa: Well basically whether you want to hire like a psychiatrist?

Anne Leggett: Yeah or a therapist.

Safe Schools, Healthy Students Conference Call Transcript

Evalia Masa: That's okay.

Michael Wells: I think you're fine.

Ruby Qazilbash: So long as you can demonstrate how that fits into your overall comprehensive plan that is okay.

Anne Leggett: Okay great, thank you.

Operator: Thank you, our next question comes from Anne Johnson of Huber Heights, Ohio.

Anne Johnson: Hi thank you, we missed part of the question on the rate of indirect cost. Could you refer us to a page in the proposal please?

Michael Wells: Let me give you that number again to the Indirect Cost Group at the Department of Education they can answer your questions on that, that phone number is 202-377-3838. But basically what you're looking at is what indirect cost you have negotiated with the appropriate department and if you're a school system it would be the Department of Education to use for any indirect cost that you've had or will have during the year and that's the rate that you would use.

Anne Johnson: Thank you.

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

Our next question comes from Wanda Buckner of Burien, Washington.

Wanda Buckner: Hi, we are a four district consortium and the intermediate school district that is responsible for technical assistance and support to all of the school districts in our county has had a Safe Schools Healthy Student grant four years before and in an earlier discussion you had said that if there was a district such as this type participating that they should have a statement listed that they did not actually have any schools that benefited from the former Safe Schools Healthy Students grant?

Michael Wells: Right.

Evalia Masa: Which ESD was the one that received the funding?

Wanda Buckner: Puget Sound ESD.

Evalia Masa: Puget Sound.

Wanda Buckner: In Washington State.

Evalia Masa: Which is my site. Did you receive – you just need them to state that you are not getting services from them because I know Washington State the education system is different.

Wanda Buckner: Yes.

Evalia Masa: A unique system, they have the ESD system, and as long as you did not receive services from Puget Sound it will be fine but you need to clear that up.

Safe Schools, Healthy Students Conference Call Transcript

- Wanda Buckner: Okay I'm not sure I'm clear yet. The Puget Sound ESD was the fiscal agent on a grant four years before. They are providing technical assistance to us as we develop this grant and then we will be subcontracting with them for some services.
- Michael Wells: That should be okay.
- Wanda Buckner: Okay and so then do we still need to have a statement that Puget Sound ESD has not benefitted or does that just make them a subcontractor?
- Michael Wells: It just makes them a subcontractor if they're not going to be the fiscal agent.
- Wanda Buckner: I see, and so we do not – I mean we would – I would think it would strengthen the application to say that they were providing us with technical assistance but then I'm wondering if we need to list them as a partner on the MOU?
- Evalia Masa: Depending on what kind of technical assistance. If they are providing mental health or they are providing one of the main pointers then you would like to include them in the Memorandum of Understanding. If they're just a contractor then yes you would like to include them in narrative and in the budget but it depends on how does it fit with your goals and objectives and the scope of work.
- Wanda Buckner: I see, we anticipate that the system that's used for hiring prevention, intervention, drug and alcohol specialist the – generally what happens the money flows to the ESD and then from there is subcontracted to agencies. So the Puget – the ESD does not provide the services but what they do is oversee those people and collect evaluation data and so on because the program that they're running we're collecting sufficient data for it to become an evidence based program, so it's sort of unusual.
- Michael Wells: I think if you're going to make that contract at that level it would be important for them to sign the Memorandum of Agreement.
- Wanda Buckner: All right thank you.
- Operator: Thank you, ladies and gentlemen if you have a question or comment please press the one key on your touchtone telephone. Once again, if you have a question, comment or concern please press the one key on your touchtone telephone.
- Our next question comes from Sally Bowyer of St. Bernard, Ohio.
- Sally Bowyer: I have another question. When I'm developing the budget are you looking for – if we're asking for less than the maximum amount – are you looking for a flat amount across all three years?
- Michael Wells: No.
- Ruby Qazilbash: Not necessarily no.
- Michael Wells: No it may easily go up with salary increases and those sort of things, you would want to account for those so.
- Sally Bowyer: It can go up great.
- Patrick Duncourse: It can also go down.
- Michael Wells: Yeah.

Safe Schools, Healthy Students Conference Call Transcript

- Sally Bowyer: Well you know that doesn't happen.
- Michael Wells: If you purchase a lot of equipment early on and are planning to use it for three years it could go down so it could do either way.
- Sally Bowyer: Okay, thank you very much.
- Evalia Masa: As long as it is not more of what you are approving.
- Sally Bowyer: Oh I understand that.
- Evalia Masa: Okay good.
- Sally Bowyer: Thanks.
- Patrick Duncourse: Don't try to jam something into a budget, make your budget fit your program.
- Sally Bowyer: Right, okay thank you.
- Operator: Thank you, ladies and gentlemen if you have a question or a comment please press the one key on your touchtone 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 touchtone telephone.
- Our next question comes from Wanda Buckner of Burien, Washington.
- Wanda Buckner: On the 424 where you list the total amount of the grant and so on, is that a one year total or you know in everything there do you list the three year total?
- Michael Wells: Hang on we're looking at the form.
- Ruby Qazilbash: In the definition under that box where it says estimated funding, it says amount requested during the first funding or budget period.
- Wanda Buckner: So everyone there would be just a one year figure so if your budget did escalate or decrease over the three years there is no place on the 424 that would indicate the total cost of the grant.
- (Long Pause)
- Michael Wells: Did that answer your question ma'am?
- Wanda Buckner: No, it didn't.
- Michael Wells: Sorry, well try again then.
- Wanda Buckner: Okay thank you. So you're saying to me that it's just a one year amount on that first 424 and then so my follow-up question is so that means that in the – that there is no place on the 424 that lists the total amount of the grant of over three years – because if it goes up or down then it would not be a simple you know \$2 million times three for instance.
- Ruby Qazilbash: Ma'am?
- Wanda Buckner: Yes.

Safe Schools, Healthy Students Conference Call Transcript

- Ruby Qazilbash: We believe that that answer that we've just given you is correct. What we're going to do is go back and check with the powers that be at the Department of Education and clarify that 100 percent and we will have the full answer on the website when the transcript is released.
- Wanda Buckner: Thank you very much.
- Ruby Qazilbash: You're welcome.
- Patrick Duncourse: Okay.
- Operator: Thank you, our next question comes from Steve Keith of Indianapolis, Indiana.
- Steve Keith: Yes I'm seeking additional clarification on what we need from our private schools. It seems like on our previous Q&A we didn't really have to have a Memorandum of Understanding or Agreement with the private schools and then I think I heard it said today that we did.
- Michael Wells: Only if they are a partner in your comprehensive plan. If they're not going to participate then your document that they're not going to participate, how you approach them about offering their participation and that's all.
- Steve Keith: Okay thank you.
- Operator: Thank you, ladies and gentlemen if you have a question or a comment please press the one key on your touchtone telephone.
- Our next question comes from Nancy Cochran from Tiffin, Ohio.
- Nancy Cochran: Hi, I have three questions, very simple. What is the mileage rate that is accepted? What percent can we charge for administrative costs? And will reporting requirements be given once we've been awarded the grant?
- Ruby Qazilbash: Let's take this one at a time. First you asked about the mileage reimbursement rate?
- Nancy Cochran: Yes.
- Ruby Qazilbash: It's whatever that has been approved within your local jurisdiction.
- Nancy Cochran: Okay thank you.
- Ruby Qazilbash: Second question was?
- Nancy Cochran: I asked what we can charge for administration?
- Ruby Qazilbash: I assume you're talking about indirect costs?
- Nancy Cochran: Well if we were to contract for someone who does the fiscal reporting is that just a contract rather than an administration cost?
- Patrick Weld: I believe that's negotiated locally. If you're going to contract something out like that you'll have to negotiate with whatever administrative agent that you're talking about, what their indirect cost would be. Yeah that would be under contracts of the budget.

Safe Schools, Healthy Students Conference Call Transcript

- Ruby Qazilbash: A local procurement policy as for what is the acceptable indirect cost rate for services that you're procuring from another organization.
- Nancy Cochran: Okay thank you. And then my final question is reporting requirements, as I understand there's three entities, the Department of Ed, Department of Justice and Health and Human Services. Do we have different requirements for each of these?
- Ruby Qazilbash: No because the granting Federal agency is the Department of Education, we go by their reporting rules and regs.
- Nancy Cochran: Okay thank you.
- Operator: Thank you, our next question comes from Heather Miller of Rockport, Texas.
- Heather Miller: Yes I just have a follow-up on the question about private schools. If we've notified all of them by letter about the grant and requested – you know it's a certified letter – and they do not reply to us or say they want to participate, can we just make a statement that none of them have replied or do we need to go further in contacting them about the grant?
- Michael Wells: Just make a statement about what your efforts to contact them were and that they declined and that's all you need to do.
- Heather Miller: And if we don't get any response at all that's considered declined?
- Michael Wells: That's how I would assume it.
- Ruby Qazilbash: State the facts.
- Michael Wells: Just state what's going on.
- Heather Miller: State that we got no response, okay.
- Patrick Weld: And depending on how central their activities may have been to your goals explain how you're going to work around them not being involved or something like that in your narrative.
- Heather Miller: I'm not sure what you mean by that, can you be a little more specific?
- Patrick Weld: If you were planning on having – I'm just trying to think of an example – if you were planning on having one of the private schools be a major part of the grant activity and they ended up not being to you would want to write in how you were going to change – how your program has changed to not have them be a part of the collaboration.
- Heather Miller: Okay and let me just clarify here. If we had not written anything in specifically about our private schools participating and we get no response then do we have to make a statement like that or can we just say that we invited them to be included and got no response?
- Patrick Weld: Yeah that's fine, that's fine, like I said my comment was just that – if they were going to be – whatever part they may have played if they weren't going to play that part you would just need to kind of write them back out of the story that's all.
- Heather Miller: All right.

Safe Schools, Healthy Students Conference Call Transcript

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

I'm showing no further questions at this time.

Ruby Qazilbash: We'll wait a half a minute.

Operator: Our next question comes from Clyde Nassz of Fort Yates.

Clyde Nassz: Now dealing with the competition is that national competition or are you competing in a region or how is that being done with the grants?

Michael Wells: It's nationwide.

Clyde Nassz: Okay.

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

Once again, if you have a question or a comment please press the one key on your touchtone telephone.

Ruby Qazilbash: Okay, I think if we have no more questions we can end the call.

Operator: Yes ma'am.

Ruby Qazilbash: I would just like to reiterate that the final call will be next week April 28th which is Thursday at 2:00 pm, same phone number. Also that the transcript will be available on the Safe Schools Healthy Students website and one last time that web address is www.sshs.samhsa.gov. And if that's all we'll say good bye.

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.