

Post Award Overview for SS/HS FY 2009 Grantees

**July 23, 2009
2:00 pm EST**

Michelle Bechard: Hi, this is Michelle Bechard, I don't know that I've ever heard so much excitement before when we've downloaded these webinars.

Again, my name is Michelle Bechard and I work for the Department of Health and Human Services. I'm one of nine Federal Project Officers working the Safe Schools/Healthy Students grant program.

With me today is another Federal Project Officer, Eve Birge who with the US Department of Education.

Working behind the scenes, I'm sure you've already heard from our Technical Assistance staff from the National Center for Mental Health Promotion and Youth Violence Prevention.

You've already been talking to (Jim Vetter). Also in the background are (Loren Gillman) and (Kyland Rivera) and they are on - right now they are all sitting in Newton, Massachusetts and here with Eve and I is Ben Spooner, who is also from the National Center.

Starting last year, we began to use this webinar format to provide you with information that you need to manage administrative grants. By taking (unintelligible) technology we think that we are better able to assist you with getting started.

After this webinar you're assigned Federal Project Office will contact you to schedule a post-award call. This call will address any specific issues or concerns about your application and its attachments as well as the budget.

Your FPO - FPO stands for Federal Project Officer will work with you to determine who else should be invited to participate in this post-award process.

In a minute (Jim) will guide you through some basic instructions on how to use the GoTo Meeting webinar technology. In addition to basic navigation skills you will be shown how to ask questions either by telephone or in writing.

We will pause several times during the webinar to answer any questions that you might have, so please do not ask questions that are specific to your grant or award.

Also, Eve and I want to make sure that we are giving you correct and accurate information and sometimes there could be a question that may take some additional time to answer.

If this happens we will post the question and answer on our technical assistance provided Web site, along with this PowerPoint presentation.

An electronic copy of the PowerPoint will be sent to all registered webinar participants and as a PowerPoint and audio description, as well as a written

transcript and answers to any questions we did not answer today will be posted on our technical assistance provided Web site and later on in this presentation we will give you that Web address.

Our experiences show and many current and previous grantees concur that the post-award orientation process is a critical component leading to the successful implementation of your Safe School Project.

The topics to be addressed in today's presentation are a brief overview of the program, administrative information and requirements, information about the Safe School Award and Performance Reporting period. The roles and responsibilities of the school district, the Project Director and core management team. The Safe School supports that are available to you and next steps for you to take.

As I said earlier, at various points during the presentation we will pause to reply to any questions you might have.

At this point in the presentation I'm going to turn it back to (Jim) so he can guide you through some navigation instructions.

(Jim Vetter): Great. Thanks Michelle.

Because there are now over 60 people, almost 70 people participating with you on the conference call, you'll notice that at this point, your line is muted. That's because if we had all the lines opened, we'd hear lot's of background sounds happening during the call.

But just because your line is muted, it doesn't mean that Michelle and Eve are not (unintelligible). They are very eager to hear your questions. So at any time

as this webinar is going on, even while one of us is speaking you can just on your telephone, if you press star 1, you can use that as a way to raise your hand and let us know that you have a question.

And Michelle and Eve have planned quite a number of breaks through the course of this webinar to give you a chance to ask your questions and them to respond.

But if you decide that you've got a question, press star 1 to put your hand up and then as things go on, you hear your question already being answered, you can just press pound and that will put your hand down.

Or if you forget to do that and we come to you, you can just let us know that we've answered the question. No problem at all.

So you can press star 1 to ask questions, but also if you notice over on the right hand side of your screen, there is a Control Panel. You may have seen this when you came in. That because your hearing my voice right now, I'm assuming that you have already called in the audio portion, but that's just a reminder if anybody's just (unintelligible) Web right now. What you will see is that this little Control Panel will open and close itself.

So after a couple of minutes, if you don't click on the Control Panel it will automatically close. But if you click on these little arrows up on the top here, it will open up again. And here's the reason you might want to do that.

As many of you have already done, you can use this Enter Questions for Staff box. This question answer box at any point to type in any of your questions and then just hit Send and that will also send your questions to us.

So if you do that, then again it can be a question of anything to do with this grant. It may be something that comes up directly out of something that Eve or Michelle have just said, but even any other questions that you've got feel free to type it in there.

If your question is one that is really very specific to your grant sight and not generally applicable, then what we'll also do, is we'll be able to get that question directly to your particular Federal Project Officer for your sight, who can then follow-up with you in much more detail about your specific question.

So, at any point as this webinar goes on, just feel free to press star 1 or type a question into this question box and Michelle and Eve will be very eager to respond to your questions.

Michelle Bechard: Thanks (Jim). It looks like the map is pretty much filled up. This map identifies the location of all 29 sights that were awarded Safe School funds this current year.

We would like to congratulate all of you who were successful in being awarded Safe Schools/Healthy Students funds. This year we received 422 unduplicated applications, 29 of which resulted in actual grant awards.

These 29 grants represent 19 states and the average student (unintelligible) populations a little over 9,000 students.

The Safe Schools/Healthy Students initiative is an unprecedented violence prevention collaborative effort led by three federal agencies. One of those agencies is the Office of (Unintelligible) Schools within the US Department of Education. Another is the Center for Mental Health Services within the US Department of Health and Human Services and the third is the Office of

Juvenile Justice and Delinquency Prevention with the US Department of Justice.

In 1999, which was the first year of the program, 54 communities were awarded Safe Schools/Healthy Students grants. With each succeeding year, new grantees have been added.

With this year's newest cohort a total of 365 awards representing 49 states have been funded.

Since its inception in 1999, the total funding for Safe Schools excludes the (unintelligible) support has been approximately \$1.7 billion. The most important thing to remember is that the entire Safe Schools/Healthy Students team, as well as our technical assistance provider are here to help you.

Our goal is to help you succeed.

(Eve Birge): Thanks Michelle.

Welcome 2009 Safe Schools/Healthy Students cohort.

My name is Eve Birge. I work in the office of Safe and Drug Free Schools at the US Department of Education.

I'm going to talk briefly about the federal management structure of this grant and its three levels.

The most senior level of our federal management structure is the inter-agency policy team, we call it IPT. This team is comprised of the senior level officials from each of the partnering agencies and these folks have overall

responsibility for providing direction and making the policy programmatic and administrative decisions.

Their tasks include resolving outstanding issues, reviewing and approving recommendations for new and continuation award funding, reviewing grant concerns and decision making on issues that are not addressed by other federal regulations.

The next level of management is the inter-agencies supervisory team, known by the acronym IST. The IST includes supervisory staff from each of the federal partner agencies. They provide oversight and direction for both monitoring and support components of Safe Schools/Healthy Students and they are responsible for insuring that staff monitor all grants in a manner consistent with regulations.

The third level is the Federal Project Officer's team. Each of you has been assigned a Federal Project Officer or FPO who will serve as your primary contact. The Federal Project Officer will either be from the Department of Education or from Health and Human Services.

The FPO is responsible for monitoring your progress, for providing ongoing technical assistance, resolving problems with you and ensuring compliance with program and federal rules and requirements.

Federal Project Officer monitoring includes regularly scheduled telephone calls. It includes E-mails and the occasional site visit.

Any questions or needs for clarification regarding your Safe Schools/Healthy Students initiatives should be directed to your Federal Project Officer.

There are a few critical components of the Safe Schools/Healthy Students project.

The first is that your proposals met the absolute priority in order to get funded. This means that your grant activity should respond to your communities existing needs in areas related to the five Safe Schools/Healthy Students comprehensive plan Elements.

I'm going to go into each of these in more detail in just a moment.

The second project component is the project period for Safe Schools/Healthy Students grant which is four years. All projects include a Memorandum of Agreement signed by the required partners and a preliminary agreement was included with your application. A final Memorandum of Agreement will be due six months into the project.

All projects will develop a logic model. This will be a tool you and your partners will come to rely heavily on and the last component we'll talk about today is that every Safe Schools/Healthy Students project must address is the Grant Performance Results Act or GPRA indicators.

Okay, let's now discuss each component in more detail.

The five the Elements represented on this slide are one is a safe school environment and violence prevention activities. Element two is alcohol, tobacco and other drug prevention activities. Element three is student behavioral, social and emotional support. Element four is mental health services and the last Element 5 is early childhood social and emotional learning programs.

For a grantee to meet the absolute priorities, your proposal demonstrated that the school district was capable of implementing a comprehensive community wide plan. These plans need to be designed to create safe, respectful and drug free school environments and promote healthy childhood development.

Grants need to focus on activities and services that respond to the communities existing needs and areas related to the five Safe Schools/Healthy Students Elements.

The second project component that I mentioned has to do with the project period and funding. In 2007 the overall project period was increased from three to four years. With the additional year, we expect that this first year, year one will focus on start up activities and smart planning around implementation.

This first year offers and opportunity for new grantees to refine your Memorandum of Agreement and logic model, to purchase curriculum and to hire and train the right staff.

There is the option of a 12 month extension at the end of the grant. We refer to this as the no cost expansion year. The maximum amount of funding a grantee is eligible for is determined by the total student population, as you all know.

The school district with less than 5000 students are eligible to receive up to \$750,000 per year. School districts with between 5000 and 35,000 students can receive up to \$1.5 million per year and school districts with more than 35,000 students can receive up to \$2.25 million per year.

Michelle Bechard The third component that Eve mentioned was the Memorandum of Agreement which will be referred to as the MOA.

All applicants are required to include a preliminary MOA and logic model with their application. This preliminary MOA was to demonstrate the commitment of all the required partners that is local education agency, local public mental health, local law enforcement and local juvenile justice.

The application represented a consortium for districts, the MOA would have also needed to be signed by all members of that consortium. The preliminary MOA should have included basic information about the partnership, the project design, identify the members of the core management team and include a logic model.

Within the first six months of this grant, you will be asked to review and revise the MOA. This final MOA will update any information contained in the preliminary MOA, include a final project model and provide a complete description of the mental health, referral, treatment and follow-up procedures for children in need of mental health services.

The final MOA should be submitted to your FPO within six months from the date of your grant award, therefore for all 2009 sights you would be expected to submit a final MOA not later than December 31, 2009.

The fourth project component was the logic model. The intent of the logic model was to was included as a part of the preliminary MOA was to provide a graphic representation using each of the five Elements of the overall comprehensive plan and allow for easy cross referencing between the project narrative, the preliminary MOA and the budget.

Many Safe School grantees think of the logic model as their roadmap for project implementation. It is important that everyone involved in the initiative,

the school district, the partners, the service providers, all be familiar with the logic model and its content.

The logic model on this slide follows the format that was included in the application package. During the first several months of the grant, it is likely that you will be asked to work with your FPO and Technical Assistance Specialist in revising and refining the logic model and it is possible that some changes to the format will be suggested.

Our webinar on logic models and their refinement is scheduled for September 9 and an invitation to register to participate will be sent to you in the coming weeks.

GPRA stands for the Government Performance and Results Act. This act requires all federal agencies to collect and report data related to their mission and to report to congress that progress is being made.

For Safe School grantees there are six (unintelligible) performance measures. Two that address student (unintelligible) perception of school safety, two that address substance use and abuse and last two that address the provision of mental health services.

If they find out that the GPRA measures were not included in your grant application, you will need to collect this data during the first year. Please note - and I want to emphasize this, that GPRA measured baseline data must be collected before you begin to implement any strategies, activities or services related to the GPRA measures.

For instance, if you propose to implement the Life Skill curriculum to middle school students, you must first collect baseline data on alcohol and tobacco use before you implement the Life Skills Program.

If you have any questions about this, please contact your Federal Project Officer.

Later in year one and every year after that, you will be expected to collect actual performance data and report on that data in a performance report. An issue that has been raised by previous grantees is what should they do if some GPRA data is only collected only two years, not annually.

In this case you and your evaluator will need to work together to determine a way to collect the data every year.

(Jim) at this point I'd like to open the phone lines to any questions.

(Jim Vetter): Great.

Okay, so there's a lot of information that is coming in about these grants and we know that when folks were calling in that folks were very excited about them as well as having a number of questions.

So here's your first opportunity.

If you've got a question, you are on mute right now, but if you press star 1 on your telephone. That's the way to raise your hand to let us know that you've got a question or you can use that Questions box to the right hand side of your screen. So just type your question into that Enter Question for Staff box and hit send and we'll be able to see it that way as well.

We'll take just a moment right now to see if anybody has any questions. So just think about anything that you might want to know about your grant or any of the things that Eve and Michelle have just talked about.

(Mara): Hi everybody. This is (Mara). (Unintelligible) type a question in the Question box at any point during the presentation and it will stay there and then we'll just read that out when (unintelligible) question break.

(Jim Vetter): There are about 70 folks on the phone right now.

Okay. It seems like the first question has come in from (Wanda Pierson) I see.

(Tonya): Regarding the logic model do you anticipate changing the format to include process measures?

Michelle Bechard: This is Michelle, yes very definitely. The logic models - during the logic model webinar we'll go over that, but process measures are extremely important, so it is very likely that yes, we will ask you to add that in.

(Tonya): Thanks. We have several questions. The next one is will there be any on sight visits?

Eve Birge: It's possible. We typically do sight visits as Federal Project Officers only when there are some questions about the success of the grant if we feel like we need to be there in order to move things forward.

However, your Technical Assistance Specialist will conduct a sight visit and your Communications Specialist will also conduct a sight visit and so there

will be an opportunity to be face to face with some Safe Schools/Healthy Students support.

Michelle Bechard And also, we just actually just finished a planning meeting for training for this year and one idea that has been put on the table that I think will move forward is doing a - having the Technical Assistant Specialist do an initial sight visit during the first year of the grant.

We're not sure if they'll be able to get to all 29, but that's - that's pretty much what we're aiming for. So you might not see your FPO during a sight visit, but you are likely to see at least your Technical Assistance Specialist sometime during the first year.

(Jim Vetter): Great and I see that we actually now have someone on the telephone line who wants to ask a question and (Tonya) could you let us know who that person is and introduce them?

(Tonya): You do have a question from (Gretchen Ellis).

(Gretchen Ellis): Hi, this is (Gretchen Ellis) from (unintelligible) in terms of collecting baseline data do we have to have our evaluation in place before we do that?

Eve Birge: The answer to that - this is Eve Birge. Hi (Gretchen). The answer to that question is no. If you have baseline data, that's an important first step and often time's baseline data will be included in the original application. So, if you can get that data collected, we encourage it.

(Gretchen Ellis): Thank you.

Woman: We have another question that was just typed in here from (Unintelligible) who asked is the (unintelligible) data collected in Spring of '09 at middle and high school levels considered sufficient baseline data?

Eve Birge: I think that's a more specific question that they should direct to their Federal Project Officer and the Federal Project Officer will look at their scope of work and determine whether that is acceptable.

Woman: Okay. Thank you.

Another question that came in is how soon will we know whether or not our logic model needs to be revised and will our FPO go over that with us?

Eve Birge: Absolutely.

That will be something that will get covered in the post-award call and your - not only will your Federal Project Officer be working closely with you, but we have technical assistance that can be provided if you have questions or concerns about developing because it can be a complicated process but the tool pays off if you do it, if it's thoughtful.

Woman: Okay. Thank you.

There are a couple of questions here about training and I think that we should probably hold off on those because those will actually be answered later on in the presentation.

Eve Birge: Okay.

(Jim Vetter): And (Tonya), do we have any other questions waiting on the phone right now.

(Tonya): Not at this time.

(Jim Vetter): Okay, I think we've answered all the questions right now.

Eve Birge: Okay, thanks (Jim).

By now you also received your grant award notifications. We call that the GAN and I'm going to take a quick minute to review the Grant Award Notification. This is the official document sent by the Department of Education that verifies funds have been awarded and other actions.

The GAN is generated from the information entered into the Department's Grant Administration and Payments System. We call this our GASP system, but I'll just stick with Grant Administration and Payments.

I suggest that you have your GAN handy when you have that post-award call with your assigned Federal Project Officer. Your Federal Project Officer will review each box or section and its significance with you.

And if you review the GAN and find that there is an error you can just strike through the incorrect information, write the correct information in and FAX the GAN back to your assigned Federal Project Officer. We would appreciate that.

One of the items that is covered in the GAN, in Box 8 is Attachment Z and Attachment Z is important because it requires grantees to obtain prior approval for budget adjustments that exceed 10% of the award amount.

For those of you who have histories with the Department of Education, you might recall that several years ago we revised our grant regulations and provided grantees with additional administrative authority. We call that the expanded authority.

Not only did they have expanded authority, but also discretion over grant funds - most notably we gave authority or discretion to grantees to make budget adjustments without prior approval from the Federal Budget Officer and this is still true for many Department of Education grants except those that include Attachment Z with the GAN. So Safe Schools/Healthy Students is one of those programs.

In the next slide, I'll talk a little bit more about budget changes that do or do not require approval from your Federal Project Officer.

(Jim Vetter): I just wanted to offer that that (Jane Unintelligible) has written in with a couple of clarifications. She notes that baseline data should not be collected prior to IRB review. I think it's not archival data so we need to have the IRB review before anyone collects any baseline data and she's also just mentioning about sight visits that sometimes, I guess you folks do sight visits to successful sights or when a grantee has requested you to come and give them some extra support.

Eve Birge: That's true, that's true and we'll cover the information about the IRB. So thanks (Jane). For everybody's information is another Federal Project Officer. So thanks (Jane).

(Jim Vetter): She says you are welcome.

Eve Birge: Okay, let's see.

So, we're looking at Attachment Z and I just wanted to bring peoples attention to some budget issues. We include a budget transfer memo which provides additional explanation with Attachment Z and basically a projective directive has the discretion to transfer money within a single budget, but not across two budgets without prior approval from the Federal Project Officer provided that the amount to be moved is less than 10% of that budget's total amount and the activity supported by this adjustment is within the scope of the application.

New expenditures or expenditures that require a budget adjustment for more than 10% need prior approval from your Federal Project Officer. Transfer of costs across the Element budget is not permissible. So we'll make that more clear as we move forward together, but that's important information to cover up front.

My advise and I'm sure that (Jane) and other Federal Project Officers would support this advise is that if you have any questions or your considering moving funds, please touch base with your assigned Federal Project Officer and run it by them. If it doesn't require formal approval, then we can let you know and you can ensure that way that you're making the right decision.

These questions you'll find are welcome and appreciated by your Federal Project Officers. So a good rule of thumb is if you're not sure what to do contact your Federal Project Officer and we will help you.

We've already mentioned just a little bit about all the partners involved in the Safe Schools/Healthy Students initiative and over the years our experience has shown us that the complexity of Safe Schools/Healthy Students makes the need for clear and accurate communication critical.

We request all communication from the school district, from your partners and others go through your Project Director to the Federal Project Officer. The Project Director will initiate and request information regarding your project to their Federal Project Officer directly and similarly your Federal Project Officer, that's us, will communicate to the district through the Project Director.

So I hope you are getting an idea of how important the Project Director's role is to the success of your project.

In rare cases the Project Director of the Safe Schools/Healthy Students project is a contracted position with the district and under these circumstances the district as the grantee must designate a school district employee to serve as a district contact for the grant.

This person must be copied on all written correspondence between the contracted Projected Director and the federal partners.

This school district will need to have responsibility for monitoring these communications to ensure program administration meets with the approval of the district or the LEA.

Okay at this time, I will take another quick break for questions and I'm just going to remind you your assigned Federal Project Officer will schedule post-award calls with each of you and will review this information and more and will also provide an opportunity to answer all your sight specific questions.

So this time now is for broader general questions and the follow-up call will be the time for discussion about your particular sight.

(Jim Vetter): And they can ask specific questions now and type that in the Questions box now so that we can forward it to FPO's?

Michelle Bechard: That would be great.

(Jim Vetter): I see that (Sally Collinson) had a question right now.

(Tonya), if we could open her line and invite (Sally) to ask her question.

(Tonya): (Sally), your line is open.

(Sally Collinson): Yes, on the 10% transfer limit, is that in one fiscal year and as long as we stay below 10% we don't need approval, but when we exceed 10% if we need to do more than one transfer, that would require approval?

Michelle Bechard: Okay. This is Michelle, let me see if I can break it down.

It's a cumulative 10% for each grant year. So if it's still within the scope of the grant, it's within one of those two Element budgets and cumulatively what you are moving is less than 10%, then you can do it without getting FPO approval.

You should still notify, at some point and time, probably when you do your performance report that you've made those changes.

If it's over 10% you definitely have to get approval.

My rule of thumb is it probably doesn't take much time to just drop a note to your FPO to just double check before you make that change, just to make sure that you're not - that you're following the rule that you need to follow.

And I would say that's especially true in the first year as you get your mind around this grant, which is pretty unique in many ways and also to ensure that these changes that you are making is within the scope that you originally proposed.

Woman: There's a question just came in. Please just clarify 10% of what?

(Jim Vetter): Ten percent of what -- that's a good -- 10% of what -- (unintelligible) services...

Michelle Bechard: The 10%, you have two budgets - a budget for Elements 1, 2, 3 and a budget for 4, 5. When we say 10% it would be the amount for that - for one of those two Element budgets.

So let's say your Element 1, 2, 3 budget was totaled \$100,000. You could transfer - again as long as it's within the scope, you could transfer funds from one cost category to another as long as it did not exceed a total of \$10,000. Because that it 10% of \$100,000.

So, I'll give you an example. So for instance let's say in your original plan you decided to instead of contracting for a service, you instead decided to make the person who is providing that service a school district employee and the cost for doing that is \$9000. In this example you are not changing what you are doing, you're just moving the funds from one cost category to another and you could do that without getting approval from your FPO.

Woman: One related question here, it says isn't it true that if you make budget changes you cannot change the bottom line for the category of Elements 1, 2, and 3 and for Elements 4 and 5?

Michelle Bechard: That's an incredibly important point to reiterate. That's right again, you cannot change that bottom line for Elements 1, 2, 3 and the second budget with Elements 4 and 5.

(Jim Vetter): Okay, looks like those are the questions we have right now. So I think we're ready for the next section.

Michelle Bechard: Now that you've received the physical grant, you may begin to receive telephone calls if you haven't already and E-mails from others who would like to obtain a copy of your grant application.

It is up to the school district to determine if this information will be shared with others. If you decide not to share you application, please be aware that others can still request a copy of your application from the Department of Education via the Freedom of Information Act which is also know by the acronym FOIA.

Any information that is considered to be in the publics domain will be eligible for release and this would include grant applications. The Department of Education is required to release information to the requestor if that information is not exempt from disclosure and the full text of FOIA exemptions and exclusions are available at the Web site that's on this slide.

If there is a request for your application through the FOIA process, you will be contacted and given an opportunity to identify any information you would like to have withheld. However, note that the Department of Education's FOIA Officer is the one that makes the final determination about what information will be released.

Another issue we want to make you aware of is that in the past vendor's and others have contacted Safe Schools/Healthy Students grantees by phone or by E-mail with requests for information or to sell you something related to violence prevention or some other aspect of the Safe Schools Program.

They may have even identified themselves as being a part of the initiative. If you are contacted by someone and are unsure if they are or are not a part of the Safe Schools initiative, please feel free to contact your FPO. Requests made to you by the general public, any vendors, researchers or the school districts that are not directly associated with this program should be handled in the same way that your school district normally handles external requests and inquiries.

When you submitted your Safe Schools application you were asked to do two things. First you needed to address in writing seven basic principles or areas that relate to confidentiality and participant protection.

These seven principles are listed on this slide.

If the confidentiality and protection document that you submitted did not sufficiently address these principles, you would have been contacted by a member of the Safe Schools/Healthy Students team and asked to make revisions.

Now that your project has an assigned FPO and as he or she reviews your application and asks for clarification on the project design, this statement will be reviewed again and there may be a request for additional information.

You were also asked to indicate if any part of your Safe Schools Program involved human subjects and research. Based on our experience, we have

found that the initial response grantee applicant's provided may not have been accurate or the level of detail provided in the application was not sufficient to support that initial determination.

For this reason, there is a form called HS3 which is attached to your grant award notification. The HS3 form simply tells you that at the time of the award we were not sure if human subjects, regulations were applicable to your proposed evaluation plan and project.

We are strongly encouraging all fiscal year 2009 grantees to obtain IRB approval because the determination of whether a grantee is or is not conducting research has been very much narrowed this past year.

If you decide not to secure IRB approval because you do not think you are engaged in research, your application and evaluation plan will be forwarded to the Department of Education's Protection of Human Subjects coordinator, who will determine if he concurs.

If the coordinator does not agree with your determination, you will be asked to obtain IRB approval, but it is important to resolve this issue early since you are not allowed to initiate the evaluation, including data collection until you have obtained IRB approval.

You should take some time review and add information on human subject regulations which can be found at the URL on this slide.

The Department of Education contact for human subjects is (Jeffery Rodemar) and his contact information is also on this slide and you should feel free to contact (Jeff) with any questions you might have.

The question we hear from grantees is when do I need to contact my Federal Project Officer for review and approval of a certain action involving this grant?

And here are some of those times.

First you will always need FPO approval when hiring key grant staff. Key grant staff serves positions that are critical to the implementation, operation, administration and the success of your Safe Schools grant.

Your FPO will identify for you who those key grant staff are. The position of Project Director is always a key grant person and therefore the resume of the person you propose to be the Project Director will need to be reviewed by your FPO, who will either approve or disapprove this person for the position.

For all other grant funded positions identified as key, resumes will also need to be submitted to your FPO for review and approval before an offer of employment can be made. Please note that the local education agency that was awarded this grant must always follow their established (unintelligible) procedures and processes for all grant funded positions.

Second, another time that you will need to get prior approval from your FPO is when you make certain kinds of budget changes. Earlier Eve talked about Attachment Z and when FPO approval is needed if changes to the budget are proposed.

Just a reminder that for Safe Schools, you must receive prior approval when you make a budget adjustment or transfer that exceeds 10% of the award amount and the cost adjustment is within the scope of the project based on the original application.

Third, approval is needed if you propose changes to program activities, services and curriculum, even if they are not in the associated budget changes and a revision to the grant scope, objectives or activities requires the prior approval of the FPO.

The reason for this is that your application was reviewed, scored and funded based on what was originally submitted. All proposed changes must be within the scope of the grant and be supported by the goals and objectives that were in the original application. There can be no approval for changes that are outside the scope of the original application or changes that represent a significant major change in the strategy and direction of the grant.

Eve Birge:

Okay, I'm going to talk a little bit about performance reporting and I know this is a lot of information so I also want to just take this opportunity to let everybody know that this information is going to be reiterated in a number of different ways, through a number of different communication vehicles. This is wonderful technology, but these webinars can be a lot of information packed into a very small amount of time.

I'm also going to also just - speaking of this technology, I wanted to encourage other Federal Project Officers to join Michelle and I with questions and comments. It's very helpful and we're doing our best to get all this information out to you, but it can always be better.

So back to performance reporting and one of the vehicles for this communication will be a New Grantee Conference. That conference will take place at the beginning of November and we'll talk with you then more specifically about performance reporting. But the main things that you need to

know now are that two performance reports will be submitted each year for grants.

Performance reports are always due 30 days after the reporting period ends and remember that information contained within a performance report must always relate back to the goals and objectives of your original application.

So again, more information about performance reporting will be shared at the New Grantee Conference and during a webinar on performance reporting which we'll share more with you soon.

Safe Schools/Healthy Students as we mentioned is a four-year grant program and annual continuation and awards are made subject to the continued availability of the funds and the level of progress you have achieved.

The amount of each continuation award is determined by your Federal Project Officer in consultation with the inter-agency supervisory team and the inter-agency policy team.

The recommendation to reduce a continuation award might be made if less than substantial progress is being demonstrated and a grantee does not develop a plan to work toward achieving a more adequate level of progress.

Under the Department of Education expanded authorities, a grantee may extend the project period for up to 12 months at the end of the fourth year of the grant, as long as they request and extension of the project 45 days before the end of the project period.

The grantee must provide a written statement before the end of the project period that includes the reasons why the extension is needed, a proposed new

end date and a proposed budget showing how the remaining funds will be spent.

This no-cost extension cannot involve the obligation of any additional federal funds and can only be used to carry out and complete approved activities.

Any funds remaining in the no-cost extension year cannot be used to support any new activities.

In your proposed budget, all of you identified the use of grant funds for contracts and consultants. When using your grant funds for contractors and for consultants, you must follow and adhere to the school districts procurement procedures. These should reflect state and local laws and regulations.

These procurement procedures meet certain standards that have been established in EDGAR AD.36. Now EDGAR is the Education Departments General Administrative Regulations. So when we refer to EDGAR, that is what we are talking about - our administrative regulations.

The requirements in Section AD.36 of EDGAR concerning procurement applies to all Safe Schools/Healthy Students grantees. These regulations require that among other things, procurement transactions must be conducted in a manner that provides for full and open competition.

So what does this mean for new grantees?

First, if a grantee included information about specific vendors or contractors in your grant application, you must still use appropriate competitive procurement procedures consistent with the requirements in AD.36 to select a vendor or a contractor.

A contract cannot be awarded to a vendor or contractor simply because they were identified or named in the application. In fact if a vendor or contractor assisted the grantee in preparing an application or was involved in the application process in other ways and subsequently is interested in providing contract services, the grantee should carefully examine their interaction with the vendor to ensure that they did not violate the full and open competition requirement.

Second, a grantee cannot restrict competition by including language that identifies unnecessary requirements that relate to eligibility or experience or include unnecessarily prescriptive requirements that could limit the competition.

And third, a grantee can only award a sole-source contract for persons or services when they are available only from the single source or in other very limited circumstances.

All grantees should review and be aware of your own procurement policies and procedures to be sure that they meet the requirements of EDGAR AD.36 and we do understand that conducting a competitive bidding process takes a significant amount of time. So we suggest you take this into account when you are developing your timeline and include this contracted service piece.

There will be more information related to AD.36 and procurement. It will be elaborated on and you'll be able to have conversation during the post award call with your Federal Project Officer.

This next slide lists the Web addresses for the Department of Education and for other federal resources that govern grant activities. This includes financial

management, record keeping, reporting. Grantees should refer to EDGAR to (unintelligible) circulars and to grant policy bulletins from the Department of Education.

You will receive a hardcopy of EDGAR at the New Grantee Conference in November and on that note how about we take a quick break for questions.

(Jim Vetter): That sounds great.

(Gretchen Ellis) has a question that she would like to ask. So (Gretchen) feel free, you can go ahead and ask your question now.

(Gretchen Ellis): This is a question about procurement. Our proposal includes additional employees for mandatory partners (unintelligible). That's doesn't have to go (unintelligible) does it?

Eve Birge: No, if it's your local mental health agency and there is one agency in the district that provides those services, then you can work with your Federal Project Officer, but I think that you've got the right idea, that that would not need to be - to go out to competition - competitive bid.

(Gretchen Ellis): Thank you.

Michelle Bechard: Yes thank you, this is Michelle. I would work with your Federal Project Officer.

(Gretchen Ellis): Okay.

Michelle Bechard: However, I think Eve is right, but I would still double check with your Project Officer and there's probably some more specifics that you need to provide in order to make a final determination.

(Gretchen Ellis): Okay. Thanks.

(Jim Vetter): I can see another question came in about is there a place within the local school district where there might be a copy of EDGAR?

Eve Birge: Well, we'll provide that. Your business office might very well have a copy of EDGAR if you've worked with the Department of Education.

Michelle Bechard: The other thing you can do is you can go to the departments Web site and you can get it electronically, which actually is quite nice because then you can do a search on what you are looking for and all you have to do is go to www.ed.gov and there will be a pop-up box that you can just put EDGAR, put it all in caps, hit enter and it will pull it up for you.

If you receive any federal department, any federal (unintelligible) Department of Education grants, you should have already received a copy of EDGAR.

Eve Birge: Michelle is right, it makes it quite convenient to go on line and search that way.

(Jim Vetter): Great.

And it looks like those are all the questions that we have right now, so I think we're ready for the next piece.

Michelle Bechard: Great (Jim). Thanks.

Let's talk a little bit about the rules, requirements and responsibilities of the various players with Safe Schools/Healthy Students grant.

While Safe Schools is a partnership, the local education agency is the official applicant and grantee and thereby agrees to many things like accepting the grant award. The school district in cooperation with the grant partners will agree to perform the activities and work promised in the application, agrees to exercise proper stewardship of federal funds, agrees to comply with regulatory and programmatic requirements, will demonstrate measured progress toward the achievement of project goals, will also report all the required information to the Department of Education.

Our suggestion is that you include these rules and responsibilities in the position description for the Project Director. If you Safe Schools/Healthy Students project is a consortia of school districts, all the school districts in the consortia are required to adhere to these expectations.

The role of the Safe Schools Project Director is integral to the success of this grant. In addition to overseeing the implementation of all activities and providing the day to day management of the grant, the Project Director has responsibility for submission of all performance reports and ensuring that all grant activities are in compliance with Department of Ed and other - excuse me, federal grant regulations and requirements.

For the Safe Schools programs the position of Project Director is required to be a full time position. That is (unintelligible) and supports the project throughout the year, including the summer months.

The majority of Safe Schools/Healthy Student grantees, the Project Director is a school district employee. In some cases however, the position may instead be a contracted position with the school district and again as stated earlier, if the Project Director is a contractor, the school district must designate a school district employee to serve as a contact for the grant.

This person must be copied on all correspondence between the contracted Project Director and FPO will also have responsibility in ensuring that program administration by the Project Director meets with the approval of the school district.

The requirements of Safe Schools grantees to have a core management team was added to the initiative in the fiscal year 2007. The core management team should be comprised of senior level representatives from and at a minimum each of the required partners and the school district.

The core management team serves as the link between the Safe Schools Project Director and the partners. Key members should support the Project Director again in the day to day management of the grant and provide leadership.

Please note that member of the core management team are not paid staff nor can they be reimbursed for being a core management team member. They are also not a substitute for a full time Project Director.

Last, all core management team members and their affiliations should be included in the Memorandum of Agreement.

The Safe Schools program requires the school district to engage multiple endeavor sectors of the community in the design and implementation and

continuous improvement of the Safe School comprehensive plan. We believe that community partnership is essential to the program and that all partners are responsible for ensuring that the program is a success.

Therefore, we think the - we believe the partners are expected to contribute to the grant in the following ways.

One is that it will share all data related to the Safe Schools/Healthy Students program that would include program process and demographic data, as well as any other information related to the project. This should be shared with the Project Director and a local evaluator in a timely matter in order that (unintelligible) evaluation, performance reports and continued program adjustments.

They need to submit all financial and personnel data as related to the grant. They need to actively participate in the continuous review and planning for the Safe Schools program. This should not be restricted to only that portion of the project that a partner is responsible for. Partners should really participate in the review and planning for the entire initiative.

They should be responsible for attending, participating and in supporting training efforts, attending meetings as well as be available should a federal sight visit or other kind of sight visit occur and lastly they should contribute to building community support and sustain the project (unintelligible) after the grant funding has ended.

Last, it's the intent of your assigned Federal Project Officer to help you succeed in implementing, managing and sustaining your grant. To that end some of this person's responsibilities would include monitoring grant progress, approving key grant staff, providing TA, resolving any problems,

reviewing and approving key administrative decisions and sharing compliance and helping to build capacity.

As we have said throughout this presentation, do not hesitate to contact your FPO with any questions or concerns.

And (Jim), we're going to pause briefly and open it up for questions once again.

(Jim Vetter): I see that (Frank Morgan) has a question.

Woman: Yes, it says some paid staff and contractors are responsible for implementing project initiatives, shouldn't the lead person overseeing the (unintelligible) initiatives be (unintelligible)?

Eve Birge: I think that he is asking if the Project Director should be on the core management team and the answer to that question is absolutely yes.

Woman: I think it was more than just the Project Director. I think also any staff or contractor's who are implementing parts of the project. So people who are I guess lead people who are overseeing the activities or parts of the projects. Should they be on the core management team?

(Frank) if you hear this and I'm not asking that correctly, by all means press star 1 and ask the question yourself.

Eve Birge: I think it would be another question that saved for the FPO, I think - you would need to take a look at how the application has been - how the plan is designed and how everyone works with each other. We only require it in the

application announcement that the core management team, at a minimum, include representatives from the required partners.

So there is nothing that says that additional people can't be added. However, we also believe that if the core management team gets too large it no longer becomes, nor can it function as a core management team.

So I think this is an instance where the sight really needs to work with the Federal Project Officer to determine who else might be appropriate members of the CMT.

Woman: Okay. Thank you.

There is another question that just came in from (Brenda Carlson). Can the Project Director spend time on other assignments or must the person be dedicated to this grant 100%?

Michelle Bechard: Great question. One we get all the time and the answer is they cannot be doing other assignments. Full time means full time. They should not be doing other things. So again, full time 12 month position.

Eve Birge: And you will find that this job requires that and more.

(Jim Vetter): And you had invited before other fellow Project Officers to chime in with additional comments.

Michelle Bechard: Absolutely.

(Jim Vetter): And (Patrick Wells) mentions that contractors are also on yearly contracts and provide deliverables, but not direction of the project per se.

I think he is just clarifying the role the contractors may play,.

Eve Birge: Okay. Thanks (Patrick), that's great.

(Jim Vetter): And it looks like those are all the questions we have right now. So maybe the question is what kind of supports are available?

Eve Birge: And I can answer that question.

There are a number of support services available to all Safe Schools/Healthy Students grantees and in the next few slides we'll tell you a little bit about each of them.

In running a Safe Schools/Healthy Students grant and by accepting the grant award you agree to participate in national evaluation activities. This includes collecting and reporting data on the GPRA measures that we talked about early.

In addition to GPRA, the national evaluation team will be asking you to participate in a number of evaluation activities which include surveys related to the project and school climate. It also includes a partnership inventory, Project Director and group interviews and sight visits as well.

More information about the national evaluation or the NEC and the data collection instruments are going to be provided at the New Grantee meeting in November and the topics will also be covered in detail during the New Grantee Evaluation meeting that will occur in January or February of 2010.

In addition to support and assistance that will be provided by your Federal Project Officer, the Safe Schools/Healthy Students initiative will provide you with access to two technical assistance service providers.

One is the National Center for Mental Health Promotion and Youth Violence Prevention. To make it easier, we call them the National Center.

The National Center is a technical assistance provider that's a collaborative effort of two organizations. The Education Development Center based in Newton, Massachusetts and the American Institute for Research which is located in Washington DC.

Each grantee will be assigned a Technical Assistance Specialist, also known as a TAS who will work with you throughout your Safe Schools/Healthy Students grant. The TAS will develop a in depth understanding of your schools, assets and interests and can offer many types of support, including an assessment of assets and assistance needs, recommendations for appropriate services, Web based and print resources, assistance in establishing peer-to-peer networks with other Safe Schools/Healthy Students programs. Assistance with the (unintelligible) planning and the national - pardon me, the National Center also provides training and teleconferences, meetings and other kinds of training.

So as you face challenges and make important decisions regarding the direction and sustainability of your project, you and your TAS can work to determine how to best to meet your needs for technical assistance and this will happen through E-mails, over the phone and in person during site visits.

You can learn more about the National Center at the Web site listed on this slide, www.promoteprevent.org.

The second support provider is the Safe Schools/Healthy Students communication team. This is a collaborative effort between ICS in Rockwell, Maryland the Gallup organization in Washington DC.

Similar to the National Center TAS, each grantee will be assigned a communications specialist who will be available to assist you in developing and implementing your communication tools and strategies to support your program.

The communications team offers many resources as well. They can help you with issues such as communications planning for promoting your programs and sustainability, public and media relations, planning of social marketing campaigns and also a spokesperson and presentation training.

For additional information about the Safe Schools/Healthy Students communications team you can visit www.sshscom.org and remember that these support services are free of charge for all Safe Schools/Healthy Students grantees. So it's a valuable resource.

As I mentioned earlier, there is going to be a New Grantee meeting and it is scheduled for November 2 through the 4 in Washington DC.

The federal team is going to pay for the travel and per diem expenses for three people to attend this meeting. The three people are your Project Director, your immediate supervisor, which is often your Superintendent and a representative from your fiscal or business office.

The purpose of the new grantee meeting is to provide grantees with information about administrative responsibilities of the Safe Schools/Healthy Students grant as well as to meet other grantees.

There will be formal Project Directors available to share their experiences and technical assistance providers will also share information about their services.

This training ends up being specific regarding expectations for Safe Schools/Healthy Students grantees and so it's encouraged if possible that you have a permanent Project Director identified prior to the meeting.

You will receive information about the new grantee meeting and instructions on how to register and make travel arrangements pretty soon, here.

Also in January or February of 2010, as I mentioned, the Project Director and your local evaluator will be asked to attend a two day evaluation workshop and this meeting is designed to provide Project Directors and local evaluators with information about the unique, important role of evaluation in Safe Schools/Healthy Students sites.

The meeting will also give your Project Director an opportunity to meet with other site Project Directors and local evaluators to exchange information about your successes, your challenges and as with the new grantee meeting, you will receive information and instructions about registration and travel arrangements over the next month or so.

In addition to these two face-to-face meetings, we'll host a series of webinars like this one that will address a range of topics related to Safe Schools/Healthy Students. There's going to be a webinar on revision of logic models and that

has been schedule for September 9. There's another webinar on evaluation plan development and that is schedule on October 21.

More information about both of these webinars and other training will be given soon via E-mail and from your Federal Project Officer.

All right, this next graphic, this is a timeline of tasks that you will undertake in the first six months of the grant. Every grant is unique and different, so we don't expect you to follow this timeline exactly, but it has been a very helpful tool.

This map is on the National Centers Web site and we'll walk you through it as your project gets underway.

Michelle Bechard: So let's recap some of what we've talked about today and identify some important tasks that you will need to take on over the next several months.

(Unintelligible) need to participate in that post-award conference call or meeting with your assigned Federal Project Officer. This post-award meeting or call will address any specific or unique issues with your application and budget and your FPO is likely to ask you to provide clarification on certain issues.

Next, if your Project Director has not already been hired you will need to start the recruitment process. Since this is a key grant factor position, you will need to forward the Project Director description to your FPO as well as the resume of the proposed candidate. Your FPO will review both and let you know if any offer of employment can be made to the proposed person.

Remember for all key grant staff, offers of employment cannot be made until the position description and resumes of proposed staff are reviewed and approved by your Federal Project Officer.

Next, after the post-awards call, you will need to revise the year one budget. As you revise the budget, keep in mind the requirements of Attachment Z and the budget transfer memo that we discussed earlier.

Also remember that during the initial reward call with your FPO, you should have been told or were told that you cannot (unintelligible) funds from GAN until your year one budget has been reviewed and approved.

Over the next few months you will be working on refining your logic model to one that you submitted with Safe Schools/Healthy Students application, as well as working on a final Memorandum of Agreement.

We talked earlier about what needed to be included in the final MOA and the final MOA requirements can also be found on page 18 of the application announcement.

Both your FPO and TAS are available to assist you with both of these tasks.

Local evaluation plays a significant role with the Safe Schools program as it provides timely and necessary information for creating your strategic plan, measuring progress and keeping your project focused on the overall objectives of Safe Schools.

If you look to procure a local evaluation services remember to keep in mind the EDGAR AD.36 standard addressing the use of grant funds for contracts and consultants.

You must follow and adhere to the local education agency, that is the school district, (unintelligible) procedures and the procedures must meet the standards that have been established in EDGAR AD.36.

Last, be sure to save the dates of the New Grantee conference, again it's scheduled for November 2 through 4 in Washington DC.

Three representatives from each sight will be expected to attend. Grantees will not have to use Safe Schools grant funds for attendance of the meeting, we will cover all costs and coordinate the travel arrangements.

And again, as Eve has mentioned several times, more information about meeting registrations, travel arrangements and other aspects of this meeting will be coming at a later date.

(Jim Vetter): And we just a question. What do people do if they already budgeted in travel into their budgets?

Michelle Bechard: They just leave it right there.

We did ask them to budget funds for travel and it just stays there even though we're covering the cost, it would - there are other meetings that they will need to use those funds for.

(Unintelligible) reasons, we pay for the New Grantee meeting.

Woman: And while on the topic of travel, there was a question a little bit earlier from (Lorraine Mendez) who wanted to know will training be regional or national or local?

Michelle Bechard: It will be certainly national. It could be regional and it could be local, but we always have national training. Sometimes we don't hold - not all the trainings are held in Washington DC. Some of them are because they require a large (unintelligible) presence, but there are also other meetings that we purposely do not hold in Washington DC, that we hold in other parts of the country to lessen burden on people - particularly those California types that have to travel great distances.

We're going to end the webinar, but first we want to share with you some thoughts that - from past grantees and what they thought about the Safe Schools/Healthy Students initiative.

(Jim), I need some help.

(Jim Vetter): No problem.

Eve Birge: This video is worth it so bear with us for a moment.

Woman: Somebody in Washington had a stroke of brilliance to decide that they could put monies together and decide a common direction and have a common vision for children and families across our United States.

Man: The (unintelligible) dollar that we received I know have been very, very important. I have seen the difference. (Unintelligible) for the safety of our students.

Woman: (Unintelligible) thank the people that have provided the funding for the Safe Schools/Healthy Students grants because I believe it's one of the most valuable programs that has ever been funded for our school and I know that

students across the nations who could benefit from a program like this. It's made a difference. It's made a difference in their life and that's what counts.

Woman: I feel like this has set the pace of what the teachers should be (unintelligible), that the tax payers money should be spent, thee way we should get to know (unintelligible) and the most important how we provide the best services possible to our students and our community and our nation as whole if we all work together.

Michelle Bechard: And that concludes our webinar, so we will open up for questions once more.

(Jim Vetter): Okay and I see that (Shelly Richardson) has a question.

Woman: She wants to know, "Where do we get a revised budget form?"

Michelle Bechard: There is no, really no such thing as a revised budget form. I suggest - that is something that you (unintelligible) will be working with their FPO on, so go ahead and wait for your FPO to schedule that call and they will go through that budget process with each sight.

(Jim Vetter): Okay and if anyone else has questions again if you just press star 1 on your telephone or just type it into the Questions for Staff box at the side of your screen and (Gretchen Ellis) has a question, so (Gretchen) feel free to just let us know what's your question.

(June Jenkins): It's actually (June Jenkins) from Charlottesville. My question is, is there a suggested list of participants for the upcoming webinars?

Michelle Bechard: Yes. For the logic model webinar, which will be the first one certainly the Project Director, I think any other people that are involved in the development

of the overall project, so you probably would want to have your partners included in that so they understand how the logic models are put together and where there might need to be some guidance. If you're local evaluator is on board certainly that person. Because it's a webinar it's not limited to certain people, so sights are certainly free to invite those people that they see most fit to participate.

The evaluation planning webinar that will be in October, of course we would want the Project Director as well as the local evaluator, but again it doesn't preclude that other people can't participate in it.

(June Jenkins): Thank you.

(Jim Vetter): (Unintelligible) (Chris Hollinger) has a question.

Woman: Yes, the question is how soon will the FPO be scheduling calls with each project?

Michelle Bechard: I would say within the next few weeks. It is summer. I know that some FPO's have already scheduled some calls for next week. There are other FPO's that might be on vacation right now. So we anticipate that all the post-award calls will hopefully be completed by the end of August.

(Jim Vetter): Okay. Thanks.

I see that somebody from (Candice Ford)'s line has a question and that might be (Candice) or somebody else on the line. So if you'd just introduce yourself and ask your question.

(Candice Ford): Yes, this (Candace Ford) from (Candace Ford)'s line and I do have a question. My question is we're discussing our local projects (unintelligible) on Tuesday afternoon and my question to you is would it be (unintelligible) to go ahead and revise that Project Director job description and go ahead and get our committee and (unintelligible) to do a preliminary budget revision or would it be better to wait until after we talk to the FPO to do that?

Michelle Bechard: I think - Eve is shaking her head yes. I believe that it would probably be more prudent to wait until you have that post-award call with your FPO. You can certainly take a look at it, but I wouldn't cast anything in stone until, until you talk to your FPO particularly regarding budget revisions.

Eve Birge: And feel free to E-mail your FPO and find out if they concur with our opinion. Because different FPO's work in different ways and maybe you could get started on some of those pieces, but you should probably talk to your FPO before doing too much pre-work.

(Candace Ford): Thank you very much.

I'll definitively do that.

Woman: There is a comment here from FPO (Michael Wells) in response to the question earlier about webinars. It says that webinars will be archived so that if an evaluator or others are not hired when the webinars are broadcasted they can still access them or review them at a later date.

Those will actually be archived on the National Centers Web site on promoteprevent.org.

Michelle Bechard: That's a wonderful point.

That's one of the reasons that we like this technology because you can go back and re-review and share with others.

Woman: Another question from (Lorraine Mendez). Does an FPO need to approve our local project evaluator?

Eve Birge: Your local evaluator is considered key personnel, key staff and so I would talk with your FPO and send them the job description and a resume. They will make the final determination if indeed that ends up (unintelligible) key staff.

Michelle Bechard It also depends on whether it's a contracted position or not. So check with your FPO on that.

(Jim Vetter): And I see that (Douglas Titus) has a question about the GAN.

Woman: (Unintelligible) GAN there's two amounts at the bottom, must our final budget for Elements 1, 2, 3 and 4 and 5 need to match those numbers?

Michelle Bechard: Yes. That's right. That was a quick answer.

(Jim Vetter): Okay, this is your last chance right now in this public webinar to ask your questions. So if anyone else has any final questions...

Woman: There is one more here with regard to let's see - it's from (Gina Carr) and she wanted to know if there's - if there's a special access project for grantees on the SS Agents Web site.

(Jim Vetter): Is there a special way that folks need to get access to the - not the promoteprevent.org Web site, which is open to everyone, but that special Safe Schools/Healthy Students Web site.

Michelle Bechard: Yes and the access I think it's SSHScom, which is the communications team and it's also sshs.unintelligible).gov I think is what it is . There are some areas, I believe both of those Web sites that are open only to current grantees. But the communications team will work with you on gaining access to that.

(Jim Vetter): Great.

Michelle Bechard: Great question.

(Jim Vetter): So right now this is your wrap up chance. If you haven't had a chance to ask your question already, then press star 1 or type your question in right now. Otherwise, I know as Michelle and Eve have been saying that your Federal Project Officer's are really there - obviously they have responsibility from the federal government to oversee the grant, but they are really there as a support for you, as all of us from the National Center for Mental Health Promotion and Youth Violence Prevention, as well as your communications team are.

So questions to any of us are welcome at any point during the process of the grant.

It looks like these are all the questions that folks have right now, so feel free to wrap things up.

Eve Birge: Okay, thank you (Jim) and thanks to everyone who participated. We welcome you whole heartedly and so look forward to working with you over the next

four years. No need to worry, you have a lot of support and we'll be in touch soon.

(Jim Vetter): So at this point everyone who is part of the webinar today can feel free to sign off and hang up the phone except Michelle and Eve and the rest of us will just hang on for just a little bit of a debrief.

Thanks and we're really looking forward to working with all of you.

END