Transcript: Competitive Abstinence Education Grant Orientation Webinar
November 5, 2012

MS. TERESE JONES: Welcome to the Competitive Abstinence Education Grant Orientation

Webinar. I am Terese Jones, a project officer with the Family and Youth Services

Bureau. We thank you for your commitment to working with the youth across the nation

to prevent teenage pregnancy.

Today's federal training session will be facilitated by myself, Terese Jones, Ms.

Jewellynne Tinsley, Dr. Marc Clark and Mr. William Kim. Ms. JaeMie will talk to you a bit

about asking questions during the webinar.

MS. JAEMIE HUGHES: Good afternoon, everyone. My name is JaeMie Hughes. And I just want

to welcome everyone as well to the webinar. Before we begin the presentation, I'd just

like to quickly review a few administrative items and let you know how you can

participate in today's Web event.

All participants should be able to hear the audio and view the slides as they move

through the presentation. Really quickly, I'd like you to turn your attention to the webinar

interface on the right hand of the screen. It's made up of two parts. The viewer window

on the left, which allows for you to see everything the presenter shows and will share on

their screen, and the control panel on the right.

Within the control panel is how you can participate in today's webinar. And by clicking

the arrow on the side--you'll see the orange arrow at the top--you can click and answer

questions. Questions may be typed in and hit send. And the presenters will be able to

read your questions. During the webinar and as you type your questions in, they'll be

able to read them throughout the portion of the webinar and answer at the end of the webinar.

We don't anticipate any issues with today's event. But if for any reason technical difficulties arise during this event and the audio and/or screen views are lost, please attempt to dial in and log back into this webinar through the original invite. And if access is still unable to be regained, please check your in-box for updates regarding rescheduling of this Web event.

So we don't anticipate any issues arising today. So we'll now begin the webinar presentation. And thank you for attending today's webinar.

MS. TERESE JONES: Congratulations, everyone. We would like to take a moment to congratulate you on being awarded the Competitive Abstinence Education Grant. Thank you for your hard work and dedication to serving our youth throughout this nation.

Today's training agenda will include welcome and introductions, will give you an overview of the Family and Youth Services Bureau, which we call FYSB. You'll learn about the Competitive Abstinence Education Grant, the purpose of the grant. You'll also learn about the program requirements. We'll talk about administrative and fiscal information. We will share websites and resources with you. And finally, we'll have a question session where we will attempt to provide answers for you.

So this slide represents an introduction to our federal staff here at FYSB. In management, we have Mr. Bryan Samuels. He's the Commissioner of ACYF. We have

Ms. Debbie Powell. She's Acting Associate Commissioner of FYSB. We have Dr. Resa Matthew. She's the Director of the Division of Adolescent Development and Support. We also have Dr. Marc Clark. He's the Director of the Adolescent Pregnancy Prevention Program, which you may hear us refer to as APP.

We have our project officers here today and we invite them to chime in on any information they deem necessary to help you understand this grant process. We have Ms. Jewellynne Tinsley, myself Terese Jones. We have Ms. LeBretia White. We have Ms. Sarah Axelson. We have Ms. Itege Bailey. We have Ms. Crii Spears-De Leo. We also have Ms. Linda Reese-Smith. She's not in here today, but she is a part of our project officers. Our Grant Specialist is Mr. William Kim. So these are our APP officers for our management program.

At this time, we're going to give you an overview of the Family and Youth Services Bureau. So FYSB lies within these departments. Within the U.S. Department of Health & Human Services, we have the Administration for Children & Families. We also have the Administration on Children, Youth & Families.

ACF is comprised of six offices, including the Administration for Children, Youth and Families, as seen here. We have the Office of Head Start, the Office of Family Assistance, the Office of Community Services, the Administration on Children, Youth and Families, the Administration on Native Americans, the Administration on Developmental Disabilities.

FSYB's Division of Adolescent Development and Support is comprised of the Adolescent Pregnancy Prevention. And we refer to that as APP. And the Runaway and Homeless Youth Program.

I do want to take a moment and actually read this slide word for word because this is FYSB's mission and it's always important to realize the mission and goals and just what we're trying to accomplish in a program.

The mission of the Family and Youth Services Bureau is to promote safety, stability, and well-being for people who have experienced or been exposed to violence, neglect, or trauma. FYSB achieves this through supporting programs that provide shelter, community services, and prevention education for youth, adults, and families.

So what you see now is the funding streams for FYSB or the Adolescent Pregnancy Prevention Program. So at current, we have these funding streams. We have State PREP and it is funded at about over $55 million with programs in 49 states and U.S. territories. We are currently in our third year of funding to implement evidence-based comprehensive teen pregnancy prevention programs.

We have Competitive PREP funded at over $16 million.

We have Tribal PREP. It is funded at over $3.25 million for program awardees who implement programs and tribal organizations to provide comprehensive teen pregnancy prevention programs.

We have State Abstinence and it's funded at $50 million with about $37 million in state allocations. This funding stream is awarded to 37 states and territories.

We have Competitive Abstinence which is your funding stream. And it is funded at about $4.9 million with nine grantees.

We also have PREP Innovative Strategies funded at about $9.7 million annually. And it's awarded to twelve organizations nationwide to evaluate the effectiveness of the APP model.

The Administration on Children, Youth and Families, ACYF, administers the major federal programs that support social services, protective services and shelter for children and youth in at-risk situations and adoption for children with special needs. These programs provide special assistance to states, community-based organizations and academic institutions to provide services, carry out resources and demonstrate other activities.

So the purpose of the Competitive Abstinence Education Grant will be to provide support programs that are designed to promote abstinence education--as defined by our Social Security statute--for adolescents, with a focus on groups which are most likely to bear children out of wedlock.

Our target populations include several. So the abstinence education programs are to focus on those groups who are most likely to bear children out of wedlock. The program focuses on the social, psychological and health development of these groups. These

groups include youth who are in or aging out of foster care. They also include other groups.

These are examples of some of the groups. However, they are not all inclusive. So within your program, you may be helping another target population that we don't have listed. But what is listed in your FOA is target populations of sexual minority youth, African American youth, Latino youth, American Indian Native youth, foster care youth and homeless youth.

At this time, Ms. Jewellynne Tinsley will walk you through your program and content requirement.

MS. JEWELLYNNE TINSLEY: Thank you, Terese. Good afternoon. Grantees are responsible for following the requirements stipulated in the Competitive Abstinence Education funding opportunity announcement, as well as their submitted application which was funded by FYSB. I would like to highlight several of the requirements from the funding opportunity announcement so that we are all on the same track and on the right track for the 2012-2014 grant cycle.

First of all, grantees are expected to provide educational services to reduce teen pregnancies through promoting abstinence education only. They must promote behavioral health and social and emotional well-being of vulnerable youth through a strength-based program and a positive youth development approach.

They must implement evidence-based programs that have demonstrated impacts on sexual activity.

They must reach out to target populations that are most likely to bear children out-of-wedlock.

Grantees must also report performance-measure data.

They must conduct and are responsible for an implementation evaluation. They must ensure that all of the materials in the program are medically accurate, developmentally appropriate, and definitely accessible to LGBTQ youth.

They must ensure that all aspects of the proposed project are consistent with the definition of abstinence education in accordance to the A-H of Section 510(b)(2) of the Social Security Act.

Grantees are to have their projects up and running within 90 days of being awarded.

Grantees should also provide services that are culturally and linguistically relevant to the populations that they are serving.

Content requirements:

Curriculums should not have information that contradicts the A-H elements. The A-H elements can be found and are listed in Section 1 of the funding opportunity announcement.

The educational materials must have the exclusive purpose of teaching the social, psychological and health gains to be realized by abstaining from sexual activity.

The curriculum must not promote or encourage sexual activity outside of marriage.

Grantees must implement their programs with fidelity. Implementing with fidelity means delivering the program without compromising the core elements of the curriculum which has been proven to be effective.

Additionally, grantees will need to ensure that information provided to program participants is age appropriate, and scientifically and medically accurate and supported by the weight of research.

Dr. Clark will now present on implementation evaluation.

DR. MARC CLARK: Good afternoon. The implementation evaluation that's required as a program requirement is going to be discussed briefly on the next few slides. Again, a program requirement is conducting the implementation evaluation and it's got a couple of different purposes, one of which is to document program content and operations. It's important to understand that we will provide training and technical assistance and in a future webinar and/or tip sheets will make those available.

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You'll always be able, of course, to rely on your project officer for assistance. And you should consider your project officer an initial point of contact for those kinds of questions.

The purpose of the evaluation is to provide grantees and federal administrators ongoing, detailed feedback. This is often referred to as continuous quality improvement. And this feedback is about program implementation. And its main purpose is to help improve grantee performance.

One of the ways in which you might consider this kind of evaluation is it's sometimes called process evaluation and it tends to be associated with monitoring and data collection that's done on a routine basis.

For example, in your program, you routinely conduct classroom sessions. The regular sessions you might do might consist of log sheets, sign-in sheets, test performances, those kinds of things that you would routinely collect in day-to-day operations. So it's not meant to be a burden in any sense of the word, but it's meant to give you a kind of design for how you'll assess the routine conduct of your program.

Some of the key questions that evaluations of this kind, whether it's called process or implementation evaluation, addresses are about indicators and constructs that you intend to address with your program design.

So as you begin to look at implementation evaluation, some questions you want to ask yourself: What are the indicators that are meaningful for your particular intervention? Are

your program designs, in terms of your data collection tools, going to capture all of the elements that are important? Or are any of those elements missing? Do you have the appropriate tools you need? Were there survey tools, log sheets or even observation forms and checklists?

Then finally, it makes sense to begin your design process by looking at what kinds of routine forms are available to you. So a key question would be are there instruments that already exist that you can rely on for this kind of data collection?

For example, some existing instruments that we'll make available to you are performance progress reports. These will be completed by templates that will be made available to you and uploaded through our Web-based data collection tool provided by GrantSolutions.

The due dates have been outlined previously in your notice of grant award. And, of course, your project officer will continue to remind you about important due dates and reminders for reporting purposes. It's important to recall that in all your communications and correspondence with regard to project performances, you must include your grant award on documents that you submit.

The performance project reports will have indicators that include evidence about major activities and accomplishments, challenges that you've encountered during a project period, significant findings and observations, organizational issues--and this could be interpreted as barriers that may be pre-existing and may hinder your achievement of your performance outcomes, as well as significant favorable conditions in the

environment where you introduce your programs that might help to advance your programs. So organizational issues can capture a lot of different contexts.

Finally, TA and training updates. What is really important there is to look at the training and technical assistance needs for conducting your intervention. For those of you who have chosen evidence-based programs, of course, you may be able to rely on developers and other curriculum specialists to help with those kinds of trainings. And in fact in your budgets and proposals, you've probably already addressed how you will conduct training.

And, of course, your activities for the next program period will be reported in your semi-annual reporting.

Again, the performance measures and the expectations about them apply to all of our grantees. The performance measures themselves are federal requirements that have been around since the early '90s, beginning with the GPRA performance measurement legislation in 1990 and amended in 1994. The processes for submitting this data will be available to you in several forms. But again, the online data collection process will be one you'll become familiar with.

The OLDC system is supported and maintained here at ACYF FYSB. And you will receive training and technical assistance on how to use that. The performance measures are designed to collect data in two broad categories. One category is program structure. The other is actual program delivery. Some of the ways in which those data will be collected are affected by the levels of data collection. So across those broad categories

you'll look at, the grantees will be reporting. You'll report on behalf of subs and program models. And in some instances, you'll have reporting based on individual outcomes.

Just one reminder about the categories of performance measures. Whether they're outputs or outcomes, these are not impacts. They are not designed to collect impact data at all. And as a matter of fact, we were very specific in our funding opportunity announcements that we're not expecting grantees to be responsible for impact data.

For evaluators and people who are conversant with data collection concerns, the impact measures typically mean using randomized control trials. It is not our expectation that you will use treatment and control groups for your data collection design. Not only are those more expensive designs, they're not consistent with the 24-month budgets that we've proposed for all of the TA grantees. So again, these are outputs and outcomes. They are not impacts. We want to be clear on that difference in terminology.

The broad categories of performance measures are consistent across all ACF programs and they include outputs, fidelity, implementation and capacity building, behavioral outcomes like gains in knowledge, changes in attitudes and intentions. And then finally, community data. Those are the category for performance measures.

The next topic to be discussed is additional requirements. And I'm returning it to Jewellynne Tinsley.

MS. JEWELLYNNE TINSLEY: Okay. Additional requirements. We refer to these as assurances. And you've heard this before that sub-awardees or subcontractors will have in place,

within 30 days of the grant award, your policies prohibiting harassment based on race, sexual orientation, gender, gender identity or expression, religion, and national origin.

You also are required to train all of your staff prior to program implementation on how to prevent and respond to harassment and/or bullying.

You also must have a plan in place to monitor sub-awardee claims and to seriously address them and document corrective actions.

You will have conferences. Our first annual conference for you will be held May 29–31, 2013, and the May 2014 conference will be forthcoming. That information will be forthcoming.

One staff is required to attend, but grantees may opt to register one to two additional staff.

These conferences give you the opportunity to network with other peers or projects, have face-to-face time with your project officer, learn about new FYSB business and learn new strategies and information based on evidenced-based findings in the field.

So within the next two years, you may have a site visit. These visits are not to make you feel uncomfortable. But they are to assure that the project is in compliance with the terms and conditions that are authorized by legislation. They are to discuss the project's development and observe the project during implementation. And they are to provide

programmatic, financial, and evaluative guidance to you. Also, it gives you a chance to show off what you're doing and kind of highlight your program.

Project officers will provide ongoing technical assistance through webinars, similar to what we have today, conference calls, and online meetings. Our technical assistance and training are also provided by the contractor, RTI International, where you may get webinar trainings, off-site technical assistance, tip sheets, e-updates. And you'll have access to the COP, or the Community of Practice, website, which many of you may have already gone and posted information there already.

Ms. Jewellynne Tinsley will talk about administrative information.

MS. JEWELLYNNE TINSLEY: There are three principle offices that provide monitoring of your grant. They are the Program Office, the Grants Management Office and the Division of Payment Management.

The Program Office monitors grantees for compliance through conference calls, correspondence, site visits and progress reports. The Program Office also provides programmatic and technical assistance to grantees and monitors their performance.

By now, all the grantees should have an assigned project officer who is located here in D.C. and we are definitely part of the Program Office. You will always need to contact your project officer for any programmatic issues associated with your grant such as program modifications, program progress, any challenges you may be having, requests for budget revisions and any changes in key staff positions. You must notify the project

officer if there is a change in a key staff position. Notification should be via letter and it should be signed and dated by the authorized rep. And if possible should also send a resume of the replacement staff.

The Office of Grants Management. This office is involved in monitoring the business and financial transactions to ensure compliance with the federal regulations. They are the official office that signs for obligating federal grant funds.

Your Competitive Abstinence Education grant specialist is William Kim who is responsible for negotiating and issuing grant awards. He processes the budget revisions and ensures that the program office and the grantees fulfills the requirements of the federal laws and regulations and policies.

Listed here are just the websites for OMB and the Code of Federal Regulations where grantees can find information on administrative requirements for grants, federal code regulations, cost principles and audit information.

Under Title 45 CFR Part 87, grantees receiving competitive abstinence funding may not include religious activities as part of their programs or services that are being funded.

Mr. William Kim will now give guidance on submission of financial and progress reports.

MR. WILLIAM KIM: Good afternoon. My name is William Kim with the Office of Grants Management, and I'll be going over the next grouping of slides, which starts with the Submission of Federal Financial & Progress Reports.

For ACF, there are two sets of reports that are due on a semi-annual basis. The first would be the financial report. We refer to them as the SF-425. As they are due on a semi-annual basis, the first one will be due April 30th, 2013. That report would be covering the start of the budget period which was September 30, 2012, to March 31, 2013.

Then the next report would cover April 1, 2013, to September 29, 2013. That report would be due 30 days after. So October. And then the next cycle would continue on.

As your budget period for this grant is 2 years, each report would be cumulative. So therefore, you'd be adding upon the numbers that you provided in the previous report.

And as always, the grant numbers should be reflected on the report. For the 425, it would be in box 2, which would be the federal grant or other identifying numbers.

Next slide please. The final SF-425 is due 90 days after the end of the project period. So these grants end September 29, 2014. So the final reports would be due December 30, 2014. Along with that, the grantees are given a pre-closeout notification that showcases all the required documents that need to be submitted to successfully close out the grant.

Two of the additional forms that need to be submitted are the SF-428 Tangible Property Report and the SF-429 Real Property Status Report. However, the AE program grants, these two reports would not apply as property would not be purchased under the awarded fund.

Next slide please. Along with the financial reports, there are programmatic reports that are due. It's the SFPPR, the Performance Progress Report. They are as well due on a semi-annual basis. And so they follow the same due dates. And for the SFPPR, the grant number would be reflected in box 2, the federal grant number. And with all reports, please remember to have the authorized representative date and sign the forms at the very bottom.

Next slide please. So there are many different types of post-award amendments that grantees can request for and be approved of. The most frequent is the budget modification. There's two different types of budget modifications.

The one that's presented in the slide is a formal budget modification, meaning a reallocation of awarded funds that is over 25 percent of the total that was awarded. As such, this request would include a cover letter signed and dated by the authorized representative that provided an explanation for why the reallocation was being made, the budget categories that were being impacted, and some of the additional justification requirements, such as the date that it was effective and so forth.

Then a supporting SF-424A would need to be completed to reflect the new budget. It's not the reduction or increases that are being made, but the whole budget. So what the new budget would look like in total. Then a budget justification narrative that reflects those amounts that are being changed.

And last would be the next type of budget modification. The next type of budget

modification is what we consider a no-prior-approval budget modification. It's one that

deals with the reallocation that is less than 25 percent of the awarded total. With this

typical request, it will be approved because any move of less than 25 percent is going to

be accepted. However, when the budget categories personnel fringe benefits and

indirect are being impacted, I believe that it's crucial for that information to be on file as

any reduction or increase to the personnel and fringe benefits should be noted because

it could potentially be dealing with the indirect rate as applied to those cases or full-time,

full level of commitment amounts or the rate of the fringe benefits being impacted.

Along with that, with the indirect, when that's being increased or decreased, it could

have an effect on the 425s that were previously submitted. And so the biggest concern

or the biggest justification as to why I believe that when the budget is being tinkered with

in these three areas, even though it's less than 25 percent, it should be on file because

in the case that the grant is audited for whatever given reason, an independent party or

thirty party individual should be able to look into the electronic grant file and clearly

identify how the approved budget tracked throughout the budget period.

So that would be my recommendation when you're thinking about a no-prior-approval

budget modification.

Next slide please. The reports as well as the amendments, they can be submitted

through our new Web-based system, GrantSolutions. For reports, they would be

submitted as a grant note. For amendments, the organization--so it would be whoever is

assigned to the grant would be able to create an amendment application kit for those

requests. I know that there's still some getting used to the new system. So I have offered for grantees to just email me the document so I can review. And I will go ahead and upload the application kit while the organization gets more comfortable with the new system.

But along with that, since we are a new Web-based system, unfortunately right now the grant note section is a little bit confusing or it's not easily identifiable as to what you're looking for. So it's imperative that the naming convention for those reports be done in a consistent manner.

From the notice of grant award, there was an attachment that was provided. And specifically on page 8 of that attachment, there is a naming convention page that we provided that grantees are requested to use. So it's very simple. If it's a PPR, PPR was in parentheses, the date of the reporting period end date. And then the 425 is the same format. And this will help everyone identify the correct report and as well it provides an easy way for anyone to access what they need.

But other than that, we can move onto the next slide please. The biggest area of confusion is with confusing the Office of Grants Management and the Division of Payment Management. So for the Division of Payment Management, grantees are responsible for maintaining minimum federal cash on hand, by requesting funds from the Division of Payment Management only for immediate disbursement, reporting cash disbursement and maintaining their accounting records for funding.

The confusion between OGM and DPM lies in the submission of the financial report. So to clarify, OGM requires an SF-425 to be submitted via GrantSolutions on a semi-annual basis.

The Division of Payment Management requests for their SF-425, which they refer to as the Federal Financial Report, on a quarterly basis. And that's by utilizing their payment management system. So the report is submitted electronically every 3 months.

The other difference between the two different agencies that use an identical form is that GPM when you're filling out the report through their PMS system, you're only completing lines 10A, B and C, the federal cash portion. But for the Office of Grants Management, we're looking for line 10G all the way down to 10K. And then line 11, the indirect expense, if the organization has been approved for indirect expense. And you can tell that by the NGA. There will be some costs in the indirect costs budget category.

Next slide please. And last, the Division of Payment Management where grantees request draw-down funds, there's website that's there, www.dpm.psc.gov, and you can also give them a call at their number 877-614-5533.

If you go to the website, on the left-hand side, there's a link that states "contact us." If you click on that, it breaks down into governmental and tribal, nonprofit and university. So depending on what sort of organization or entity you are, you would click on that appropriate link and then the next page would give you a listing of accountants and they're broken down by state assignment.

So you would search the state that you are in and that would be your representative. I think it's always best when you contact DPM to send your responses to the assigned accountant. But they also have listed an alternate. So I would also cc the alternate. Just so, in case they're out, the alternate gets the email message. And that is it.

MS. TERESE JONES: Thank you, William.

MR. WILLIAM KIM: You're welcome.

MS. TERESE JONES: The following slides that we're going to show next are resources that grantees may access to assist with their teen pregnancy prevention project. The federal sites on OMB circulars, Code of Federal Regulations, Division of Payment Management- -and there's also a link for federal forms through acf.hhs.gov. That's where grantees can find all the federal forms that they need.

There's also pregnancy prevention resources from FYSB through the Community of Practice, the National Clearinghouse which is NCFY, the Centers for Disease Control and Prevention, Office of Adolescent Health, in their TPP program, and also FindYouthInfo.gov.

Additional information can be found at FYSB's website and at the National Clearinghouse site which has a wealth of information.

Please take note of this slide which is a screen shot of the FSYB website, maintained by the National Clearinghouse. This website highlights all of FYSB's programs and there are various resources and archived webinars related to teen pregnancy prevention, which can be found under the resources tab.

This concludes the slide presentation. Thank you for your participation. We recognize that this is a lot of information and we do not expect you to remember it all. But do save the slides sent to you and use it as a point of reference. And always feel free to contact your project officer if you need additional guidance.

Now we would like to open up the lines for general questions and answers. Keep in mind grant-specific questions should be deferred to your assigned project officer at a later date. Thank you.

MS. JAEMIE HUGHES: I've also unmuted the lines. This is JaeMie. Just in case anyone had any audible questions that they wanted to make.

MS. CYNTHIA HARRIS: This is Cynthia Harris in Raleigh, North Carolina, with CJ Educational Grant Services. I just wanted to ask--do I understand there will be more information forthcoming on performance measures?

SPEAKER: Could you repeat the question, please?

MS. CYNTHIA HARRIS: Yes, I just wanted to make sure that I understood that there would be more information coming on performance measures. We are having a training with our sub-grantees. And I want to make sure that I could give them a Smuch information before they get started as possible.

SPEAKER: Not only will the information be forthcoming, but in most instances when the webinars are announced or TIP sheets are posted to the website, they are archived and available once that date has gone past. So there shouldn't be much time that would elapse before they would be generally available to your sub or to your program staff after the date of the webinar. So those performance measures information will be available.

MS. CYNTHIA HARRIS: Thank you.

MS. TERESE JONES: Okay. So if you have specific questions that you need answered now, I

hear that you are saying that you want to relay as much information to your

sub-awardees now. So if you have specific questions, just email your specific grant

officer. And if you have questions that are pertinent right now, just email and we'll do our

best to get you the answers just in case we don't have a webinar in your time frame that

you have planned for your sub-awardees.

MS. CYNTHIA HARRIS: Okay. All right.

MS. TERESE JONES: Any other questions? So it looks like we've covered everything. And

again, we thank you for your participation. And the best of luck to all of you.

SPEAKER: Thank you.

SPEAKER: Thank you.

SPEAKER: Thank you.

(END OF TRANSCRIPT)