

State Personal Responsibility Education Program (PREP)

Transcript of New Grantee Orientation Webinar

Wednesday, November 17, 2010

Ms. LeBretia White: MS. LeBRETIA WHITE: I will provide an overview of State PREP program requirements, for submission of the post-award state plan. And information will be provided today as it relates to other resources. For the introduction of federal staff, participating in today's webinar, we have Debbie Powell, who is the Acting Associate Commissioner for the Administration on Children, Youth and Families and the Family and Youth Services Bureau.

Again, [I am] LeBretia White, Program Analyst and also Project Officer for the State PREP program. Griffin Mulcahey who is also a program specialist within the Family and Youth Services Bureau. And he serves as a backup to me when I am not available or in the office. Sonali Patel is our Senior Policy Analyst here at the Administration on Children, Youth and Families.

Again, congratulations.

The purpose of today's call is to provide guidance on the submission and development of the Personal Responsibility Education Program's Post-Award State Plan. Also to address questions that have been posed by grantees regarding the award and post-award state plan submissions. And finally, to provide other additional resource information to you.

Again, to reiterate, our PREP federal staff [is] Debbie Powell, LeBretia White, Griffin Mulcahey. We also have a grant specialist that works with the program out of the Office of Grants Management. His name is Nathaniel Morris West. We typically refer to him as Morris. And also, we will be at some point in the near future providing you with information on training and technical assistance contractors to support you in the project.

At this time, I'm going to turn the presentation over to Debbie Powell. And Debbie will be providing an overview of ACYF and FYSB.

Ms. Debbie Powell: Good afternoon, grantees. Hopefully, my audio is coming through loud and clear. I am offsite at a Runaway and Homeless Youth meeting. And so I'm using my Blackberry. I'm really hoping that you can understand me and I'm coming across clear.

I'm sure many of you are already aware of the structure within the Administration for Children and Families. But I just wanted to go over a little bit so you understand where FYSB lies within that structure.

Our parent organization is the Department of Health and Human Services. And under the Department of Health and Human Services is the Administration for Children and Families. And within the Administration for Children and Families, the Administration on Children, Youth and Families is an office which houses the Family Youth Services Bureau and the Children's Bureau, which is the welfare system, child welfare system, program.

FYSB has been awarded the opportunity to administer the PREP program. We're very excited about that. Because we are an agency that promotes social and economic wellbeing, Children, Youth and Families and Children's Bureau. We also engage in protective services and shelter for children and youth in situations as well as in our RHY program for the shelter of youth and the adoption of children with special needs.

So that's kind of a snapshot of ACYF. Our political leadership for the Administration On Children, Youth And Families is commissioner Brian Samuels. He's busy with a wealth of experience in the child welfare system as well as children in at-risk situations.

The slide that you have on your screen at this time shows you the breakdown of FYSB. And FYSB includes the runaway and homeless youth program and the Mentoring children program which is in the youth division. We also house the Family Violence Prevention Services Program. And we have a resource and evaluation arm. And we now have the teen pregnancy prevention program which houses not only the PREP program, but also the Title V state abstinence program.

The slide that you have on your screen now depicts for you our regional offices. We don't have any PREP representation, federal representation in the regional offices. But we do have our Runaway and Homeless Youth representation in all ten regions.

The next slide you will see is a breakdown of the regions and which states are in each region. And the Family Youth Services Bureau provides national leadership on youth and family issues. We support a wide range of comprehensive services and collaborations at the local, tribal, state and national levels. And we manage a PREP program, an abstinence program and the innovation strategy portion of the State PREP program and the Runaway and Homeless Youth, Mentoring Children of Prisoners and Family Violence Aversion programs. That's just the narrative of the diagram that you saw previously.

The next slide shows you a breakdown of the dollars that were awarded to FYSB for administering the personal responsibility education program. And you will see that the teen pregnancy prevention program has four arms. Three of those arms belong to the PREP program. And one arm, the TPP services, belongs to State Abstinence.

We have, as you know, awarded the State PREP program to the States on the phone and to other States that could not make it. But we also have a \$10 million innovative strategy arm of the PREP program which is awarded by the Office of Adolescent Health. There is also a tribal arm of the PREP dollars.

And the Indian set aside was a five percent set aside. And it approximately is about \$3.2 million. And that should be on the street in approximately two months for the tribal grantees. It was a little bit delayed from the state announcement. Because the legislation required that we do tribal consultation with tribes and tribal organizations prior to us designing the PREP program for them. So we have completed our national call to the tribal organization and to tribes as well as several in person visits to different meetings around the country to talk one-on-one and in a meeting settings as well, group setting, with tribal organizations and tribal leaders.

So that's a snapshot of TPP. That's a snapshot of how the teen pregnancy prevention program is organized within FYSB. And I will now turn it over to LeBretia White.

Ms. LeBretia White: Thank you, Debbie. And now we will continue with a discussion on program requirements. We'll start with grantee expectations. The expectation is that grantees will participate in quarterly calls with the project officer, myself and others here within FYSB. However, we may look at more regular calls because of the newness of the project, the program and perhaps have some calls that occur bimonthly, every two months versus the quarterly. But we will keep you abreast of any meetings and provide as ample notification for those meetings as possible.

Also to bring up all issues and challenges with your project officer, participate in site visit, regional meetings. Again, quarterly conference calls or bimonthly calls, training and technical assistance calls as well as annual conferences. Grantees are expected to submit all reports on time and to use their grant document numbers on all official correspondence. And the grant document number can be found on your notice of grant award.

Preparation milestone activities that should be occurring now will include hiring key staff, complete needs assessment, submit post-award state plan, submit curriculum for medical accuracy review. And FYSB will provide instructions on how to submit those documents. We do ask that you not submit your medical accuracy related documents and curricula with your post-award state plan. But we will provide additional, further instructions on how that information should be forwarded to us.

Obtaining training for staff in evidence based models. Finalize partnerships with MOUs and subawards for the implementation of your project, as well as submit a list of proposed adaptations. The proposed adaptations may be submitted with your post-award state plan.

Technical assistance. Ongoing technical assistance will be provided by project officers and T/TA partners, contractors, once they are brought onboard, through webinars, net conferences and other media. Individual and group technical assistance will also be made available.

Ms. Debbie Powell: The technical assistance that you see on this slide is the technical assistance we plan to provide you in the long term once your state plan has been approved. We are now in the process of writing a statement of work and to competitively compete that.

However, we are also planning in the very, very near future, in the next couple of weeks, to bring consultants onboard in the short-term, experts in the field of teen pregnancy prevention. Actually, several organizations will be brought on board. LeBretia may speak about that later. I just wanted you to know in case you had questions in your mind about the TA and if you had any expectation of providing you with TA as you develop your plan.

And we encourage you ... we try to be very responsive to our grantees. So when we hear that there's a need out there for technical assistance or resources, we try to provide that to you. So you will be receiving information from us in the very near future about which organizations have been contracted to provide you TA in the short-term as you develop your post-award state plan.

Ms. LeBretia White: Thank you, Debbie. As it relates to site visits, periodic site visits will be conducted by federal staff as well as Debbie has given you some insight as to where we are with securing technical assistance contractors who will also periodically assist or be an extension of the federal government in making site visits as well.

The formal agenda will be developed by the project officer for those visits. And we need for grantees to assure the project has been compliant. And the purpose of the visit for the project officer is to ensure that grantees are in compliance for the terms and conditions of the announcement and the authorizing legislation.

During the site visits, we'll discuss the project's development and observe the project in its implementation phases. As it relates to programmatic, financial, and evaluation, guidance will be provided in those areas as well as we will assess any technical assistance needs during those visits.

Some of you may inquire about how often visits will occur because currently we have forty-six grantees that were awarded the State PREP grants. We would hope at least to have one visit throughout the five year project period, perhaps more. But at present, those visits will probably be somewhat sporadic due to the number of grantees that have been awarded.

Annual grantee conference. Three staff are required to attend. Funds should have been allocated in your budget or will be allocated in your revised budget information that will be submitted with your post-award state plan. The conference will allow an opportunity for grantees to network with other projects, face-to-face time with project officers, learn about new FYSB activities, business, learn new strategies and information based on evidence based findings in the field. And we do anticipate our first conference to occur sometime late summer of 2011. That's an ambitious goal for us. But we are going to definitely try to adhere to that, as the funding opportunity announcement does state we will host annual grantee conferences.

Programmatic interventions are a requirement of the program, of the project. Abstinence and contraception are key to the State PREP program. And there should be significant emphasis in your project proposals, your program narratives that will be submitted shortly as it relates to abstinence and contraception, especially for the prevention of pregnancy and sexually transmitted infections for the target population. And when we speak of the target population for the state PREP program, we are referencing young people between the ages of ten and nineteen and pregnant and parenting youth under the age of twenty-one.

Another requirement is adult preparation subjects. As stated in the funding opportunity announcement, three out of six preparation subjects are required in your program description. And of those ... well, there are six. And again, three of those have to be, at a minimum, a part of your program proposal. And those subjects are healthy relationships, adolescent development, financial literacy, parent/child communication, educational and career success, healthy life skills such as goal setting and decision making.

Program models should focus on implementing project interventions that most likely demonstrate change in sexual behaviors. And again, the change in sexual behaviors we want to

emphasize. Applicants may choose a model or several models from the appendix A of the Prep FOA or other models that have been proven effective under rigorous scientific research. Again, with the emphasis on changing behavior which means delaying sexual activity, increasing condoms or contraceptive use for sexually active youth or reducing pregnancy among youth. Again, that's found in the funding opportunity announcement, as well as on the Office of Adolescent Health website. But in the FOA, it's on page seven through nine. And also it's in Appendix A.

Evidence-based and effective programming. Again, it's required. And states must replicate or substantially incorporate elements of effective programs that have been proven on the basis of rigorous scientific research to change behavior. We can't say that enough. That's the main emphasis of the project.

Again, this slide references those twenty-eight models that are indicated in the FOA appendix and on the Office of Adolescent Health website within the Office of the Assistant Secretary of Health. Projects should also indicate if there will be access to health care and other services. As appropriate and allowable applicants or grantees, now you are in the status of grantees, [and you] may provide teenage pregnancy prevention-related health care services and/or make use of referral arrangements with other providers. Some examples of those types of support that could be provided through partners are substance abuse, alcohol abuse, tobacco cessation, family planning, mental health issues, intimate partner violence, medical care, other medical or financial support services such as Medicaid, SCHIP TANF.

Fidelity is key to the project. How well the program is implemented without compromising its core content. This is essential for program effectiveness. Adaptations to program models should be definitely at a minimal. We want to make certain that the integrity, the fidelity of the model or models that have been selected are adhered to in your implementation. There's a definition provided for adaptation which is also in the funding opportunity announcement.

Again, to emphasize, significant adaptations may be needed to address some of the mandatory project requirements, such as adult preparation, abstinence and contraception. But we are expecting grantees to adhere to not altering the core components of the evidence based model.

Ms. Debbie Powell: Once again, we have heard from grantees that have asked us, yes, the core did identify very basically what an acceptable adaptation is. And so, that's another area that we are providing technical assistance to you. We have a website for teen pregnancy prevention on our FYSB website. It's under construction. But we do have some of the resources up there for you.

And one of those resources is a paper that provides to you adaptations that are considered green, yellow and red. And those colors pretty much signal exactly what they usually signal. Green is go. Should not affect fidelity. The adaptation should not affect fidelity. Yellow you must be cautious about. And red has definitely been shown to affect the fidelity.

So, that is just one of the many resources that we have added to our website to help you. And that's one of the reasons that we also will be contracting with TA consultants for you to discuss these types of adaptations that you're looking into moving in your projects.

Ms. LeBretia White: Let's go ahead and move on. Thank you, Debbie. That's a great segue for the next few slides that address adaptations. And we have some of that reference material that Debbie spoke of here in the slide presentation. And we will be adding additional information to the website in the very near future that addresses adaptations more completely.

And some of that information unfortunately, we won't be able to add until later in this year or early part of January due to some clearance processes that are required through CDC. Centers for Disease control has provided us with some great information that we want to definitely pass onto you the grantees.

Okay. Moving more into discussion about the adaptation process, we were able to provide for you today some information, preliminary information. As it relates to adaptation. And so there are six key areas, the determinant matrix, the logic model, the core content, pedagogical and implementation component. The green, yellow and red adaptations that Debbie spoke about, as well as fidelity and adaptation monitoring laws and other resources.

The matrix would include an analysis, a preliminary analysis, that's done by grantees. And some of that work maybe in collaboration with the developer of the model around the adaptations that could potentially take place without compromising the core components.

Also, the logic model related to behavior, determinant interventions. We provided some resource information here for you as it relates to thinking through that process of adaptation.

The core components are the essential characteristics of that particular program that actually leads to effectiveness in accomplishing the particular goals of that intervention or that model. And there are three categories that grantees should pay particular attention to. And those are again the content, the pedagogical and the implementation.

And we have some definitions and explanations of each of those. And when we look at content, we're looking more specifically at the what. What is being taught, what information is being shared to change behavior. And the pedagogical component is the how the content is taught. And the implementation would be the logistical components that are responsible for conducive learning environments such as program setting, the facilitator, the use ratio and the sequence of sessions.

Again, going back to the lights, the green, the yellow and the red lights, that Debbie referenced. And safe refers to green. Caution is the yellow. And those adaptations that you definitely want to look at avoiding would be in the red zone.

Some of the examples of green light adaptations are update data statistics, change learning activities and instructional methods to youth, culture, development, gender, sexual orientation, to

make activities more interactive, customize role-plays and adding debriefing or processing questions.

Some examples of the yellow light adaptations would be change of sequence of activities, add activities to reinforce learning, add activities to address additional risk and protective factors, as well as replacing videos or other A/V aides.

Red light adaptations, those that you should definitely want to avoid, would be shortening the program, reducing or eliminating activities that allow you to personalize risk, and reduce or eliminate opportunities for skilled practice such as role-play.

Fidelity and adaptation monitoring laws are key for looking at the what and the how components of each lesson. Also recording and reflecting on adaptations for each lesson. And finally, core implementation components for the entire curriculum. So those are the areas that some type of documentation should be maintained to ensure again that the adaptations do not skew the results of that particular model as far as the outcome and changing and modifying youth behavior as it relates to sexual activity.

Another component to the State PREP program that's very key is medical accuracy and age appropriateness. And let me just go back and reiterate one point. As it relates to medical accuracy again ... I think I may have said this earlier in the presentation. We will need to review materials. And we will definitely be doing that once we have our T/TA contractors onboard to assist in that particular activity. So just anticipate that we will be requesting curriculum and other information related to your project implementation so that those reviews can occur.

Ms. Debbie Powell: However, the only thing that we need before your funds will be unrestricted is just that certification that your program is medically accurate. So our review of the medical accuracy of your program will not affect your funds being unrestricted.

Ms. LeBretia White: Correct. Thank you, Debbie. Okay. Evaluation strategies. Monitoring and reporting on your program implementation and outcomes through performance measures, we will develop performance measures for the project and provide you training and other information sharing related to performance measures by the end of the first year.

Federal impact evaluation of a subset of grantees. All states that are selected, and not every state will be selected, will become a part of a subset of grantees that will be selected to participate in a federal level evaluation. As soon as those determinations are made. And we don't anticipate making those decisions until the latter part of the first year, early part of the second year of funding.

As it relates to your performance measures, I just want to reiterate the five core areas that we will focus on. So that when you're developing your internal measurement devices and logs and tools, you'll be aware. We're looking at our output measures, fidelity and adaptation, implementation and capacity building, outcome measures and community data.

In summary, the program requirements, again just to emphasize those highlighted terms, abstinence and contraception are key. Showing that your program, your project, is replicating evidence based programs and/or substantially incorporating elements of effective programs.

Definitely submit a logic model that your program has some emphasis or focus on informational and support activities, that the project will be geared towards age appropriateness for the target population selected by your state and medically accurate.

Definitely [explain] that there is fidelity to the model, that your state and those sub-awardees will have the capacity to manage data as it relates to performance measurement. Adhering to any evaluation expectations, attending annual meetings and participating in quarterly, and as I stated earlier, initially bi-monthly calls that will be hosted.

At this time, we'll pause. If there are any questions. I'm pulling up the questions now. The first question that we have, the guidance says funds must be used for a program designated to educate adolescents on both abstinence and contraception to prevent pregnancy and STIs, including HIV/AIDs and at least three adulthood preparation subjects. Among the list of 28 evidence-based programs given in the guidance, many do not include both abstinence and contraception and adult PREP subjects. Will ACF/FYSB provide guidance in this area or leave it up to states to put together a combination of programs to comply with this?

Actually, at some point, once we have our T/TA contractors on board, we're trying to expedite that process, we will provide to you some support around those areas. But for the sake of answering this question and being cognizant of the fact that your post-award state plans are due to us by February 1st, we do anticipate and expect for grantees to make some attempt to make certain that in the development of your program and in deciding upon the specific models that you're utilizing that you cover each of those required areas. Again, we should have T/TA in place fairly soon. But again, it's the anticipation that you're going to do some groundwork in devising ways to ensure that those requirements are met.

Ms. Debbie Powell: Also, that was one of the questions as it relates to adaptations and our actions to identify experts in the field that can be helpful to you. However, in no way are we saying that these people are telling you what to do. I think we're hiring them for you to use as consultants. So if you want to use one of the 28, if that's your choice versus using some other evidenced based model or practice or strategy. That is up to the state.

So we do know that one of the ones that you've chosen does not include some component. At this time, we're talking about one of the three adult preparation subjects. And you have to choose how you're going to adapt to include that. If you're going to choose a contraceptive type of model and you know you need to add abstinence as well because our project is supposed to be comprehensive sex education, then you will have to adapt the model you choose to include abstinence.

And so, we are going to have people in the field to help you. However, we still encourage you to reach out to people that are in the field. We have people on our website, or will have in the next

couple of weeks, a list of state organizations. LeBretia, do we have those state organizations already on the website?

Ms. LeBretia White: Already have a resource list, yes, that's available.

Ms. Debbie Powell: Great. So we've added to our website already, which is a great thing, resources of every state that has expressed to us that they are working in the areas of TPP. They've either worked with the developer or they have implemented TPP programs. Or they have provided technical assistance for the implementation of TPP programs. So we're providing those lists. So you can start reaching out now.

But we thought that we wanted to go a little bit further to help you and actually have contractors on the payroll under a contract. You could actually talk to specifically help you with your adaptation.

Ms. LeBretia White: Okay. And we have one other question. If we target an age group that isn't included in most of the EBTs listed, an example older teens, how much flexibility will we have in selecting a program that is not on the list? Okay. We're not requiring ... I don't know if I'll fully be able to answer this question. But we're not requiring grantees to use one of the 28. Other programs that have been proven to be effective and have that empirical scientific research to support effectiveness can also be utilized. And there can be a combination of those, utilizing one of the twenty-eight as well as other programs. So that would be my response to that particular question as it relates to the age group and whether or not you have to utilize one of the EBTs listed. Thank you for your questions. And we'll proceed by moving into discussion about the post-award state plan.

Wendy: I'm sorry, this is Wendy. Have you received the other questions that were sent through?

Ms. LeBretia White: I just saw those two questions. Let me try looking in another place. Okay. I do see additional questions here. Just a minute to pull these up. A few more. We want to try to answer as many as we possibly can. Okay. One of the questions is ... I think we've answered that question. I think we've answered that. Okay. Here's another. State procurement statutes do not allow us to issue solicitations until we can access grant funds.

In addition, a solicitation about ... I think this verbiage is states cannot issue a solicitation without knowing whether the state plan would be approved would create additional workload burdens for staff, procurement and potential sub-awardees. The most we can do is provide a timeline for issuing the solicitation and award of contract.

And that is fine with your ... you can submit to us what your timeline, your requirements are for your sub-awardees and what that process will be for actually making those awards. And as much information, specific information, about the capacity of those particular sub-awardees in your post-award state plan.

And we will give you starting the sixty days after those plans are submitted. It will not hold up the process for us to review and provide you an approval on your plans. But we do need to have that information, specific information, as it relates to sub-awardees [and] subcontracts that states will be entering with other sub-awardees and sub-grantees.

Another question is if we have sub-grantees, will they be invited to attend the annual conference? Can they be considered one or more of the three staff required to attend? And the answer to that question is yes. We will have to set some limitations on the number of participants due to venue base and capacity. However, definitely those who are actually implementing the project will be expected and welcome to participate in those meetings.

Another question. Should the EBT contain the adulthood preparation subjects? Are we expected to add these to any EBT that is selected. Because of the requirements and the actual legislation for adult preparation subjects, you will have to make some adaptations to include at least three of those adult preparation subjects.

Another question. The slide on the annual conference said that three staff must attend. And the FOA says one to two. Could you clarify so that we can budget appropriately? We'll reference back to that and make certain that our numbers do align with the FOA and make certain that's responded to when we post our frequently asked questions.

Griffin Mulcahey: The next question is can we get an electronic copy of the PowerPoint? And yes, that will be one of the documents that will be posted to the FYSB website next Tuesday.

The next question is do we need a strict one curriculum for the state? Can some grantees choose among the twenty-eight? And the answer to that is yes. You can try and mix the program, depending on what the sub-grantees may want to do. You don't have to implement one evidence based program throughout your state.

The next question is does our state plan need to list all sub-grantees? I think that somewhat piggybacks on the question from earlier that we understand that states are restricted from being able to procure sub-grantees until after they received their plan. So if that is the case, we understand that you may be limited. But we just ask that you submit a timeline on how you would be procuring those sub-grantees and then later submit information regarding those sub-grantees once they're established.

Ms. LeBretia White: Right. The actual grant sub-awards that are made, you can submit that at a later time. In order to avoid adapting curricula should the adult preparation components be added on at the end of the selected curricula. I'm not certain that we can respond to that question today. We probably want to consult with others. And we can definitely provide a response to you later in the frequently asked questions, FAQ, document.

The next question. If we are selecting a program from the tier one list, will we need to send in the curriculum for the medical accuracy check? We'll provide additional guidance for you on the medical accuracy review. We're not asking for information to be submitted with your post-award state plan regarding medical accuracy at this time.

Ms. Debbie Powell: LeBretia, I think they're asking if they choose a tier one program, which all the tier one programs were determined medically accurate because that's one of the twenty-eight. Will they still have to submit? Yes, the medical certification was a requirement of the PREP. So even though we understand that those programs maybe evidence based, I don't know if they're medically accurate. But if you're saying that they are, then because we require that documentation, the file must include something with your signature on it to say that, yes. It is medically accurate.

Mr. Griffin Mulcahey: The next question is will there be regional travel in addition to the required national meetings?

Ms. Debbie Powell: I'll take a stab at that. When putting this board together, we thought through the need to provide technical assistance. And that need is going to be evolving. So it could be that we decide that one large meeting, national meeting where all the grantees come in to talk and maybe have regional breakout rooms or smaller meeting settings during the national conference.

But as this project evolves and we may hear from the grantees that what would benefit them more is to have regional meetings, our contract that we do write will have the opportunity to have different types of technical assistance. And one of those technical assistance types will be regional meetings and also one-on-one type of TA. So our contract will have the capacity to have different types or different modes of TA providers in different venues.

Mr. Griffin Mulcahey: The next question is what evidence based programs work with pregnant and parenting teens or teens infected with HIV? I'm not aware of any programs on the list of twenty-eight that address that.

Ms. LeBretia White: There are some that do. We can provide a more concrete answer for you with our FAQs. But there are four that address STIs. And there are five on pregnancy or birth that's somewhat related to your question. But what we'll do is give you more concrete in the FAQ for the sake of time for the webinar today.

Mr. Griffin Mulcahey: The next question is can programs that have been found to be promising by the CDC be used? I think the answer is yes. You can use programs outside of the list of twenty-eight as long as they've been found to be evidence based. How and when will the funds be distributed after FY2011.

Ms. LeBretia White: Okay. If states are opting for FY2011 funding, you can make that information known to us in the submission of your post-award state plan. If you could actually include that in your abstract document, that would be most helpful so that we could see that up front. But also, we will have a process for states to submit what's called the letter of intent regarding continued funding throughout the project.

Mr. Griffin Mulcahey: That will be addressed later in the webinar.

Ms. Debbie Powell: If you plan to submit a request for your FY11 funds, we will get to this in a few minutes. But you have to also include your budget for FY11 as well.

Mr. Griffin Mulcahey: The next question is, are the exact plan adaptations due to the state plan on February 1?

Ms. LeBretia White: You need to submit your adaptation list with your post-award state plan. However, if there is some concern about what adaptations are acceptable and T/TA is needed to support you in your submission of that information, again, we're going to try to provide that. But to answer your question, yes, we do need to know what your planned adaptations are, based upon the models that you've selected to implement.

Ms. Debbie Powell: That's why you're being given the additional time until February 1st. So that you will have time to think through the model you would like to use and the adaptations that you have to make. Because, yes, we do anticipate you submitting to us a complete post-award state plan which includes the model that you plan to use the adaptation as well as the target population.

Mr. Griffin Mulcahey: All right. The next question is what do you mean by parent/child communication? Are we working with the parents? Or helping young people communicate with their parents about sexuality?

Ms. LeBretia White: It could be a combination. Some programs ... well, actually let me back up. I may be confusing all of these different teen pregnancy programs. Let me back up. For state prep, the target population for services and implementation are young people between the ages of ten and nineteen and those who are pregnant and parenting under the age of twenty-one. So those should be your target. If there are components to your curriculum or to your model, that also provides some resources and support the services to the parents of those young people. That is acceptable.

Mr. Griffin Mulcahey: All right. The next question is, may grantees allocate resources for sub-recipient's training and development of data systems to ensure fidelity, modern implementation and outcome evaluation? I think the answer to all of that is yes. You can absolutely provide training. We encourage you to provide training for your sub-awardees and then develop systems to monitor the information in your programs to your sub-awardees.

Ms. LeBretia White: We have just a couple of more and then we'll move on.

Mr. Griffin Mulcahey: The next question is, can the state issue an RFP this summer, allowing each sub-grantee to choose a curricula from a state list and choose which three adulthood PREP subjects therefore the state could have multiple curricula and adulthood topics? That's the kind of question that's come up before. Yes, you can have a varying curricula on different programs between your different sub-awardees throughout the state. The next question is, do you anticipate the adult preparation subjects to be integrated into the model program or to stand alone activities for services?

Ms. LeBretia White: We anticipate that it's incorporated into the implementation of your project.

Mr. Griffin Mulcahey: The next question is, can you share one more times web address with these slides will be available on November 23rd.

Ms. LeBretia White: Okay. We'll provide that information near the end of the webinar.

Mr. Griffin Mulcahey: The next question. The proposal states that we should budget for one or two key staff. All right. we addressed that earlier. It's a repeat question. And LeBretia's going to check and confirm after the webinar. The next question is, may a grantee address more than three adult preparation subjects?

Ms. LeBretia White: You can address more than three. But at a minimum, there must be three of the six addressed in your proposal.

Mr. Griffin Mulcahey: The next question is if we don't expend all resources during year one, may grantees request a no-cost extension or carryover?

Ms. LeBretia White: There is no need for a no-cost extension of a carryover. These are state formula grants. And you actually have with FY10 funding, you have until the end of September, well, the date of September 30th, 2012, to expend your dollars for this particular project. And you can obligate any unexpended funding you have until December of 2012 to expend.

Ms. Debbie Powell: I ask grantees to look at your funding opportunity announcement. We do have extensive language explaining the legislation as it relates to your funding. And you will see that it tells you that each year's funding is available until the second succeeding year? So each year that you get funding, that funding is still available until the second succeeding year. So please take a look at your FOA and it explains to you how long your funding is available to you each year.

Mr. Griffin Mulcahey: Okay. The next question is asking is the expectation that the plan will be finalized for the February submission? Or is it the understanding that the February submission of the plan is a working document and will be improved upon prior to a final submission?

Ms. LeBretia White: The expectation is that it is as close to a final draft of a document that your State is able to submit. If there are modifications made that are necessary, those modifications will have to be documented and submitted to FYSB for approval. However, we do anticipate that the document that you submit on February 1 is a final draft of your project proposal.

Mr. Griffin Mulcahey: All right. We're going to address one more question and then return to the webinar. And then at the end, we'll try to address additional questions for those of you who can hang out with us. The last question is, may grantees use resources to support the development of a state level medical accuracy panel?

Ms. LeBretia White: I don't know that that is necessary in that FYSB will be providing support around that review process. We really want to emphasize that grant funds are used primarily for the implementation of the project. Thank you for your questions. And we'll move on.

All right. Looking at the formatting of your state plan. And that's the slide that you should have on your screens at this time.

Ms. Debbie Powell: LeBretia, was it your intention to skip ahead to that slide?

Ms. LeBretia White: No, we're having a little technical issue. We're getting back to it now. Here we go.

Ms. Debbie Powell: Slide 47.

Ms. LeBretia White: Here we go. In answering the questions, we had some movement on the screen. Required documents. Documents that are required for your post-award state plan are your abstracts which should not exceed 500 words. Your transmittal which is simply a cover letter signed by your authorized representative? And the authorized representative is the person who signs your SF-424 application. And if that person is no longer in the position of authorized rep, we will need a revised SF-424 that states that current authorized rep. And some documentation that speaks to why that change was made.

Also, your SF-424 application for federal assistance should note any changes from your abbreviated application that was submitted to us. Your SF-424A which is your budget information. We also need an itemized budget and budget narrative. The SF-P/PSL form is your project performance site location document. This speaks to where services will be implemented throughout your state. And that some states have not determined or will not have determined your sub-awardees by February 1. We need for you to complete that form to the very best of your ability.

We do know that some states will have to submit after the post-award state plan due date will probably have to submit updated SF-P/PSLs after those sub-awards have been completed. We also need your table of contents, a program narrative and appendix or appendices. The abstract should include project title service area, name of applicant and the address of the applicant. And let's change that language to the name of the grantee and address of the grantee, the web address of the grantee, the award amount, the project director or primary contact.

On your SF-424, you also listed a primary contact person. In some cases, the primary contact is your project director. In others, it is not. If those two roles are different, please list both persons and what their roles are. We want to know who your project director is as well as your primary contact, as well as the information that's listed here on how to make contact with them.

Also, if you would indicate in your abstract which models you have selected for implementation. And there may be several models if there is a statewide implementation plan. As well as an overview of the plan.

The post-award plan narrative should include a goals statement, updated needs statement, target population, program management section that provides a full description and their instructions within the funding opportunity announcement that speak specifically to what type of information we're looking for in this and other sections. The program plan and approach, models to be replicated, implementation strategy as well, sub-awardee involvement and collaborations and stakeholders participation.

Criteria for reviewing plans. The post-award state plans will be reviewed in accordance with the criteria as indicated in Section 4 of the funding opportunity announcement. Decisions regarding the approval of the plans, with or without the requirement for modification, will be provided to grantees via written notification. Written notification will be provided by FYSB, indicating (1) your plan is approved as submitted or (2) your plan is approved, however, we do need for you to submit additional information for clarity of modification based on the explanation provided in that notification.

Formatting a state plan, a maximum of ninety pages should be submitted. And that includes your appendix. It should be double spaced, 8 1/2 X 11 paper should be utilized with 12 inch font, single sided, numbered pages, original and two copies of the complete document is to be submitted to FYSB. Curriculum to be provided to a TA contractor for medical accuracy assessment after the review of the state plan which we've already stated.

The post-award state plans timeline. FY2010 grants. The due date is February 1. Plans may be submitted prior to that date, but not after February 1. Federal review period is February 1, 2011 through June 6, 2011. Approval decisions will be made by June 6th. Implementation period is based upon the approval decision date through the end of the second year which is 9/30/2012. We're going to skip questions here. We just answered quite a few.

Mr. Griffin Mulcahey: All right. At this point, we're going to go over the administrative fiscal requirements. This is Griffin Mulcahey. I'm the Project Specialist as LeBretia mentioned earlier. I'm the contact person if she is unavailable. First, we'll address the role of the Program Office which says here FYSB, our role is to review applications, state plans and programmatic reports. And respond to programmatic and technical aspects of the grant.

I'm sure that the amounts to be awarded to grantees are consistent with the current statutory requirements and then monitor all grantee performance. Specifically, to the program specialist and project officer, LeBretia and I, will be contacts for all programmatic issues associated with the grants, review any changes in project scope or budget revisions or review any changes in key staff positions.

Review the future year's letter of intent/program modifications and conduct site monitoring, review of the program process and financial reports and review all programmatic requirements. Then the role of the grants management office, the official signatory for the obligating federal grant funds and all grant business.

The office provides payment information to the Division of Payment Management, Program Support Center. They also ensure the applications comply with applicable business and non-

programmatic statutory and regulatory requirements. They monitor all business, financial transactions in the grants for compliance for federal regulations, including interpretation of those federal regulations. And they maintain official grant files for individual grant awards.

The grant specialist, who we mentioned earlier is Nathaniel Morris, this is who you contact for any negotiating issues and all mandatory and discretionary grant awards. Issuance of financial assistance award, notice of award and terms of conditions documents, processing of budget changes. And assures the program office and grantees fulfill all the requirements of laws, regulations and policies.

The next slide lists the regs and policies that impact the grantees' process and some links to additional resources where you can find explanations for the regs and policies. The next slide is ...

Ms. LeBretia White: References our Title 45. Again, another slide that speaks to the management of your grant as it relates to the code of federal regulation. Thank you, Griffin. As it relates to reporting requirements, we are requesting that grantees submit quarterly progress reports ... not quarterly, I'm sorry. Semi-annual progress reports as well as semiannual fiscal reports as indicated here. And we also have additional documents that we'll reference a little later that speaks to the timeline for the submission of those reports.

And again, progress reports. They're all due, financial and progress reports are due on the same date. And they are submitted semi-annually. And the performance progress report will include the cover page. We provided a copy of those documents to you in an email, as well as we'll make this document as well as others available to you on the FYSB website. We also look at program indicators that are listed here.

The yearly continuation of the project, we made mention of letter of intent earlier in the webinar. Letter of intent is required of states are requesting FY11, FY2012, 2013 and 2014 funding. FYSB will provide all grantees with notification prior to the due date of the letter of intent that is to be submitted to us. We'll provide you all of the instructions and information on what needs to be included in that letter of intent.

The first letter of intent, FYSB will be providing notification to states in July of 2011. And then those letters will be due to us from the state by August 30, 2011.

FY2012 through 2015 funding. If the state does not submit an application in FY10 or FY11. And for those of you participating today, this doesn't necessarily apply for FY10, but it does for FY11 funding. The state would then be ineligible to apply for funds for each of the fiscal years FY12 through FY14 as stated in the legislation. Allocation is not awarded to states in FY10 and '11 will be utilized to award discretionary grants to local organizations and entities for the same purpose and in those states that did not make applications.

Budget revisions need to come to me and Griffin covered that here. And you will have copies of this information or instructions on how to submit those. All reports, fiscal reports, need to be submitted directly to Nathaniel Morris West who is your grant specialist and all of your post-

award state plans, progress reports and also copies of fiscal reports that go to Morris West also need to be submitted to LeBretia White, your program analyst project officer.

Billing. I don't think states have issues with billing because you've received typically other federal funding. But this is contact information to the Division of Payment Management, if you're having difficulties accessing your funds once those restrictions have been lifted. And again, additional information about the payment management system, which is really mostly tied to your access of funds and the payment management system, PMS, is also responsible for keeping a running record of those draw downs that states make.

Grant website resources. We have the OMB circulars that we referenced a little earlier. We also have the code of federal regulations, Division of Payment Management and link to forms. And the link to forms is key for states that are submitting post-award state plans to make certain that you are submitting to us the most up to date form as you make modifications based on your abbreviated applications that were submitted. Again, moving forward with the submission of your post-award state plans that are due February 1.

We also have a listing here of other federal teen pregnancy prevention resources. We've mentioned the Office of Adolescent Health, the Center for Disease Control. We have a clearinghouse contracted through FYSB. FYSB has a website and there are others listed. And again, this information is not only in the PowerPoint, but we also have it available at this time to you under resources on the FYSB website.

Mr. Griffin Mulcahey: And as we said earlier, the actual PowerPoint from the webinar as well as additional guidance information will be posted on the website next Tuesday. That guidance will include document for your budget narrative and budget guidance, our timelines for your reporting, a calendar layout for the entire project period, performance progress report forms and a document with frequently asked questions that have been submitted as well as questions from today's webinar.

And the additional resources will be the grantee directory. So the various grantees can contact each other. As well as the pregnancy prevention related website that LeBretia just referenced. Gives us an overview of the FYSB website and which links to go to to find the various information referenced today. LeBretia [will] follow-up with an email when that information is posted to the website next week.

Ms. LeBretia White: And just to emphasize, to the far right the oval in red, that says "this just in." That's where we will post the reporting and the PowerPoint from today's webinar. And again, the other emphasis is on the actual grant awards and how to locate grantees. There's a map of the U.S. And you can click on your state and see other FYSB grantees in that area that you could perhaps partner with as well as the red oval around teen pregnancy prevention which will take you to a page and there will be a quadrant. That's the map that I referenced. But here there will also be a quadrant, the first quadrant that states State Personal Responsibility Education Program. And we will add a link for guidance documents for the frequently asked questions and other documents that Griffin just reviewed with you. But already listed there are the current awardees and the grantee directory. If you look to the far right bottom quadrant here,

it says teen pregnancy prevention general information. We have those resources that Debbie mentioned earlier that are already located there for your perusal as it relates to potential contacts listed in completing your post-award state plan.

Mr. Griffin Mulcahey: The next couple of slides are just to look into the guidance documents that will be posted next week, the project calendar, the reporting timeline which will state all the dates in each year you'll be expected to make your semi-annual project report. The budget documents which is a good overview of your narrative and the spreadsheets for your budget. And then the performance progress reports that we referenced we'd be submitted semiannually. Then the webinar FAQs which we'll be compiling based on your questions we received today.

Ms. LeBretia White: As well as previous questions that have been asked over the past few weeks, we've also compiled those questions and responses for you.

Mr. Griffin Mulcahey: And then finally, the grantee directory, as you already saw, is available if you would like to contact other grantees in the program.

Ms. LeBretia White: Let me go back to this slide. And hopefully, we know we've detained you beyond the set time for the webinar. We appreciate your hanging in here with us. There's a lot to cover in a short period. But we want to go back to this particular slide. Because Debbie pointed out to me that we needed to clarify a couple of the FAQ responses that we provided to you. And also, I just want to make you aware, even though you've seen the FAQs, the final copy with the most updated responses will be available to you next week on the FYSB website.

But just to reference question number four, which was a question about funds being used to support a statewide teen pregnancy coalition if one does not currently exist. I gave a response that reflects back to the requirement of the funding opportunity announcement which says funds for the state PREP grant award must be utilized for states to support personal responsibility education programs. That's the implementation of programs. So the answer to that is no. I left off the no. But I gave you a really good feel for what we're expecting states to do with the federal dollars.

And there's also, I'm going to ask Debbie if she can help with the response here. Question 12 has to do with ... let me just read it to you. A question about PREP funding. I know we cannot draw down funds until our state plan is accepted or approved. My question is, will funds be retroactive to October 1, 2010? The actual expenditures that are acceptable prior to the release of the restriction will be any expenses related to your development and submission of your abbreviated application and your post-award state plan. So I just want to clarify that. And we'll add additional language that speaks to that. Did you want to add anything there, Debbie?

Ms. Debbie Powell: Just to give a clarification about that August 2nd date. That August 2nd date is the date reflected in the letter you should have received with your board from the Office of Grant Management. And it was also in the FOA. And it said that August 2nd would be the date that states would be eligible to incur costs.

And so I want to explain the background on that. When there's a state mandatory grant program, which is quite different from discretionary where we do not pay for the applicants to write their applications. In the state mandatory grant program, that is an allowable cost that we, the federal government, reimburse you, for any of the costs incurred for applying for these mandatory state funds.

So, we include that date of August 2nd because the FOA hits the streets on July 30th. So, it would be very appropriate that you might have started getting ready to submit your application as early as the next business day. I think it was August 1st to August 2nd. I think we issued on a Friday. And the next business day was that Monday which is August 2nd.

So that's what we wanted to clarify: under a mandatory state program, states are eligible to receive any costs incurred related to submitting an application for funding.

Ms. LeBretia White: Thank you, Debbie. And we will add some additional clarity before the questions and responses are posted on next Tuesday. And just again to reiterate, there are other resources available. And the websites are provided here for the FYSB Internet site. And how you can also access the guidance documents that we just reviewed.

Just a reminder. When you're submitting your post-award state plans, be sure to include the name of the grantee, your state agency name that's submitting the application, as well as your grant document number which you'll find on your notice of grant award.

We just checked, there are no additional questions and answers. Again, thank you for hanging in with us. We had approximately fifty participants that joined in. We have forty-six grantees. We definitely look forward to working with you. If you have other questions, feel free to continue to send emails, make phone calls to us. And we will do our very best to respond to you in a timely fashion, as soon as possible. Again, thank you for your participation and have a great evening.

(END OF TRANSCRIPT)