

Archived Information

Full Service Community Schools Program

Pre-Application Meeting Transcript

Moderator: Ed Brady

March 12, 2008

12:30 pm ET

Coordinator: Welcome and thank you for standing by.

At this time, all participants are in a listen-only mode for the duration of today's conference. If you should need assistance throughout today's call, please press star-0 to reach the operator.

I would now turn the call over to your host, Ms. (Valerie Perkins).

Ms. (Perkins), you may begin.

(Steve): I've gotten that sign so at this point, I want to welcome you to the Full-Service Community Schools program first, at least pre-application technical assistance meeting.

The interest in this meeting as you can somewhat see has been significant and I would share with you that we have approximately 400 additional people joining us by teleconference.

And we also had to turn other people away as the interest eventually just overwhelmed our capacity.

We are, however, making and have made some contingency plans proverbially known as Plan B and not to stop there, Plan C, so that we are getting both a video of this and a transcript and exactly how we are going to use those in specific form I cannot tell you at this hour.

However, what I can tell you is that we will be using them to put up, you know, proceedings from this so that you and colleagues with whom you work will have access to them through our Web site.

I imagine we'll have that some time early next week.

As some of you may know, this has been an exciting day for us in other ways. There was a fire in the building this morning and as we laugh, we knew it was not on our floor a fire alarm or a false alarm because we could see the smoke.

It did upset some of our plans we had hoped to do of, you know, some followup with some of the people who are teleconferencing, who we had sent materials to electronically and gotten back messages indicating that (unintelligible)-(floored) electronic things had happened to them such as getting bounced back by spam filters.

So, I apologize to those of you who may unfortunately have gotten caught up in that and we will be following up with you, you know, tomorrow to get these materials, you know, to you.

In addition to which, you know, check our Web site periodically and, you know, we will be doing, you know, various sorts of updates.

Very, very briefly, one ground rule that we will use for this session is that we will not take, you know, questions sort of on a slide-by-slide or section-by-

section basis if you have questions there, we have a substantial question and answer period at the end and we'll address, you know, all of the questions at that point.

At this point, I want to introduce the staff who are really doing the work on this program. So if they would all just sort of stand and then I'll introduce them, in that way I won't mess up and forget somebody and you start to associate names with faces.

First, (Jill Statin). (Jill) is identified in the Federal Register as the lead person. So I'm sure that many or most of you have seen her name. The other person whose name is identified in the Federal Register for applications and other things is (Joan Scott Ambrosio).

And also working on this program are (Monique Tussant), (Ayisha Edwards) and last but certainly not least, (Fatima Dossier). And at this point, I will hand over the presentation to (Fatima) to begin.

(Fatima Dossier): Thanks, (Steve).

Welcome everyone. Glad to see all of you here.

Before we get started with the presentation, I just want to take a quick look at what you have in your folders. So let's open those up.

On the right side, of course, you have the presentations. And we've also compiled a list of Web-based resources that you all can use to find out more information about Full-Service Community Schools program and other research related to (Full) Service Schools.

On the left side, we have a one-page double-sided overview of the FSCS programs. It gives you all of the information you need for the purposes, the absolute priorities and all of the information pertaining to the programs.

Okay, you have the Federal Register notice. Hopefully you all read that thoroughly. If not, you all can go back and reread it. I'm sure it has a lot of the answers that you're looking for right there.

The application checklist, this is also a handy tool so when you're submitting the applications, you can look right there to make sure that you have each item listed on that list before you submit.

The Grants.gov and Electronic Submission policy, as you know, all of the grants must be submitted electronically unless you received a waiver from our office saying that you can submit a paper application.

Next, we have the key provisions of EDGAR, the Education Department General Administrative Regulations, if you're not familiar with that, please become familiar with that book. There are some key sections in there that you would need to know when submitting this grant.

And we have more EDGAR links and OMB circular information. In addition to the education regulations, you also have OMB circulars. I assume must be here, too.

And lastly we have information on unallowable expenses. So when you're preparing your budgets, which we'll discuss later, you'll need that information as well.

Okay. So we have a full agenda. First we're going to go in some more detail about the program purpose and the overview, the absolute priority and other application requirements, award information, selection criteria that you'll be scored on. We'll touch on evaluations with the objectives and performance measures, federal reporting requirements, budgets, application submission via Grants.gov, and lastly as (Steve) said, we'll be taking questions and answers at the allotted time. We will not entertain any questions before then.

So the Full-Service Community Schools program is authorized under the Fund for the Improvement of Education, which is Section 5411 of the Elementary and Secondary Education Act, as amended by (MCO base).

It encourages coordination of educational, developmental, family health and other services through partnerships between public elementary and secondary schools and community based organizations, nonprofit organizations and other public and private entities.

So, a Full-Service Community Schools is defined as a public elementary or secondary school that coordinates with community-based or nonprofit organizations or other public or private entities. It provides students and their families and the community access to comprehensive services, and we'll discuss those services.

In order to receive funding, an applicant must be a part of a consortium that consist of a local educational agency as defined in Section 9101, Paragraph 26 of the Elementary and Secondary Education Act, and one or more community-based organizations, nonprofits or other public or private entities.

So as I say, you must apply the consortium or group these words can be used interchangeably.

And the group must - excuse me - the group must designate a lead applicant, which will serve as the fiscal agency and give the application on behalf of the group.

And any member of the group, any member of the consortium may be the lead applicants. So I know there was the question about that.

So also for group applications, as I said, the members must designate a member of the group to apply for the grant and establish separate or excuse me, or establish a separate eligible legal entity to apply.

And the members of the group must (into) an agreement meet the memorandum of understanding (as mentioned) detailing the activities that each member of the group plans to perform and (unintelligible) each member of the group to every statement and assurance made in the application.

And as I said, this agreement must be included in the application in the form of an MOU.

Additionally, the applicant - the lead applicant, I'm sorry, is responsible for the use of all grant funds and ensuring that the project is carried out by the group in accordance with the Federal Register requirements or all federal requirements.

And in showing that indirect cost funds are determined as required under Section 75.564 Paragraph E.

Each member of the group is legally responsible to carry out the activities it agrees to perform, use the funds that it receives under the agreement in accordance with the federal requirements that apply to the grant.

And as I said, nonprofit entities may apply so you must prove that you are indeed a nonprofit agency using any of the following documents.

The (INS) Recognition 50133 Designation or a statement from the state taxing body of a state attorney general certifying the nonprofit operating status exist within the state, a certified copy of the applicant's certificate of incorporation or a similar document or lastly any of the above applies to a state or national parent organization together with the statement by the state or a parent organization that the applicant is a local nonprofit affiliate.

Woman: Good afternoon.

I'm here today to talk to you about the absolute priority.

The Full-Service Community Schools program will consider applications that meet the absolute priorities.

The absolute priority for the program is scientifically based research and services. Applicants must propose a project based on scientifically based research that establishes or expands on full-service community schools.

Services for community schools means that each grant applicant must propose to provide at least three of the eligible services at each participating elementary or secondary schools.

The eligible services for these programs are follows: Early childhood education, remedial education and academic enrichment activities, parental involvement and family literacy activities, mentoring and other youth development programs, nutrition services, primary health and dental care, parenting education and parental leadership, community service and service learning opportunities, programs that provide assistance to students that have been (unintelligible), suspended or expelled, job training and career counseling services, mental health counseling services, and adult education including adult (ESO) services.

In order for applications to receive funding, an applicant must include the following. I will read that again. In order to receive funding, an application must include the following: A list of partner entities that will assist the eligible entity to coordinate or provide services, a memorandum of understanding between the eligible applicant and all partner entities describing the role the partner entities will assume or will play in servicing the community, also a description of the capacity of the eligible entities to provide and coordinate qualified services at Full-Service Community Schools.

Our application must include as well as comprehensive plan that include descriptions of the students, families and school community to be served including information about the demographics characteristics and the needs of students, families, and communities - community residents, the estimated number of individuals to be served, and the frequency of the services to be provided.

And the final thing that the application must include is a list and description of the qualified services to be provided or coordinated by the eligible entity and its partner entity.

Applications that do not meet these requirements will not be read and will not be considered for funding.

The estimated available funds for the Full-Service Community Schools are \$4,912,650. The estimated award (length) is between \$75,000 and \$500,000 per year, which means you would receive as much as you request or what you put in your proposal, you will receive that amount per year, depending on what the budget is. And we'll talk about budgets later.

We estimate that 8 to 12 awards will be awarded this year and the project period is up to 5 years. The maximum award is \$500,000.

In planning your budget year, you're able to use your first year as a planning year and we will discuss that further when we get into the budget sections of the presentation.

Woman: Okay.

Woman: The secretary user selection criteria shall evaluate the application submitted for new grants under discretionary grant programs. And the application package and the notice published in the Federal Register offering (a folder), the selection criteria, (unintelligible) selecting for considering the criteria and the points assigned to each criteria is listed.

Of the listed selection criteria, we have selected four key criteria that evaluate submitted application. They are quality of project design, adequacy of resources, quality of management plan, and quality of project evaluation.

The quality of the project design has been allotted of a maximum of 35 points. In determining the quality of the design of the proposed project, the secretary

considers the extent to which the proposed project consist of a comprehensive plan that includes a description of the project objective which are based on scientifically based research, the students, families and school community to be served, including information about the demographic characteristics and the need of the students, families and community residents and the estimated number of individuals to be served.

The qualified services to be provided or coordinated by the applicant and its partner entities (unintelligible) will meet the needs of students and their families and the frequency of those services.

And becoming in the adequacy of resources, the following factors are considered: The adequacy of support, including facilities, equipment, supplies and other resources to be provided by the applicant organization and consortium partners, the relevant and demonstrated commitment of each partner in the proposed project to the implementation and success of the project, the extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

This section has been allotted a maximum of 15 points.

The quality of management plan has been allotted a maximum of 25 points. In determining the quality of the management plan, the following factors are considered: The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management and oversight of qualified services at each school to be served, including the role of the school principal, the Full-Service Community School coordinator, partner entities, parents and members of the community.

The extent to which the time commitments of the project director and of the key project personnel are appropriate and adequate to meet the objectives of the proposed project.

The quality of project evaluation has been allotted a maximum of 25 points. In determining the quality of the project evaluation, the following factors are considered: Test out methods of evaluation that includes the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce (quantitative) and qualitative data to the extent possible.

Bless you.

We'll provide timely and valid information on the management implementation or efficiency of the project. We'll provide guidance on all strategies for replicating or testing the project intervention in multiple stages.

In the Federal Register, we did note -- there's a very big note here -- that a strong evaluation plan should be included in the application narrative and should be used as appropriate (to save) the development of the project from the beginning of the project period.

The plan should include benchmarks with which will be addressed later to monitor progress to what specific project - objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants.

Most specifically the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator.

The plan should describe the evaluation design indicating, one, what types of data will be collected; two, when various types of data will be collected; three, what methods will be used; four, what instruments will be developed and when; five, how the data will be analyzed; six, when reports of results and outcomes will be available; and seven, how do applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information brought about success of the initial site and about effective strategies for replication of their settings.

Applicants are encouraged to devote an appropriate level of resources to project evaluation. Again, project evaluation has a maximum score of 25 points.

A rank (unintelligible) of the applications based solely on the evaluation of their quality according to the selection criteria will be treated.

(Jill) will now provide information (unintelligible) assist you in developing your application.

(Jill Statin): Good afternoon, everyone.

I'd like to take a few minutes to talk about goals, objectives and performance measures, and the importance of making sure that your goals, objectives and performance measures are well written and well aligned.

Your goal is your overall purpose of your project. And in the case of Full-Service Community Schools in general terms, the overall goal of the project is to provide access to comprehensive education, social, and health services for students, families and communities. So it's a fairly broad purpose.

Your objectives more specifically state what you're going to try to accomplish in order to achieve your goals. Your performance measures describe how it is that you will know whether or not you've achieved your objectives.

So when we think of project objectives, what is it that you're trying to accomplish specific to your individual project?

There are four features of well-written project objectives that as you're developing your objectives you want to think about and reflect on and make sure that each of those elements is reflected in your objective?

Relevant. How relevant is the project objective to the overall goal of the program or the goal of your project?

Now, let's take a look at this example.

Improved student attendance of students who attend Full-Service Community Schools. Now if your goal of - or one of the - primary goal of the program or project is to provide access to education services, then this might be an example of a possible objective that would align with that goal, basically, trying to - if you're trying to improve access to education services and increase student attendance, might be an important piece of that.

Applicability. How applicable is the project objective to the specific activities that are being conducted through your particular project?

In this example, you increase the percentage of students demonstrating well being in a range of health indices. If you've identified an objective such as

this in your application, it would make sense that you should have activities that are also going to be described in your narrative.

So there's this importance of making sure that your goals, your objectives, your measures, your activities are all in alignment with one another.

Focus. Our focus is the project objective. And this is something that can be very challenging because it's a matter of sometimes the objective not being quite focused enough and in other cases, it might be too focused.

The first example is an example of something that is just not quite focused enough. Enhancing school climate for students and parents.

What does it mean to enhance something? What does that really mean?

School climate, how are you defining that?

If you use vague or somewhat nebulous terms in your objectives, you're going to have a very difficult time measuring progress towards those objectives because if it's hard to define, it's going to be hard to measure.

The second example is an example with something that is too focused. In essence, this is an example of something that is an activity. It's not an objective.

The form of community advisory committee, that's the sort of saying where it's an activity, you do it, once you've done it, in essence, you sort of checked that box, yes, we've done that. Now, we're moving on to the next step or activity.

Forming an advisory committee might be an example of an activity that you would carry out in order to help support the third objective, the third example that's listed on the screen -- to disseminate information about full-service community school services to parents and members of the community.

Here is an example of an objective that's fairly focused just enough (and forming) an advisory committee might be something that you would do to get advice on strategies for effectively disseminating your information.

Measurability. Are there concepts in the project objectives that lend themselves to measurements? If so, is measurement feasible?

If we look at the first example, build a professional collaborative culture. Again, in this example, it sort of goes back to this notion of something that is sort of conceptually difficult to define and therefore it's going to be conceptually hard to measure.

The second example is an example of something that is quite measurable, to increase family involvement with their children's education. It's possible to develop specific indicators that could give you some sense of whether or not you have been able to in fact increase family involvement.

Performance measures. A performance measure is a measurable indicator that's used to determine how well your objectives are being met. Our progress be assessed, how much progress will constitute success, and how will it be known if an objective or part of an objective has been achieved.

So your measures are really important for, in essence, you to be able to know how far have you come and how do you know once you've arrived.

For Full-Service Community Schools program we have a program performance measure. It's the percentage of families targeted for services who received services during each year of the project period increased annually.

Now it's important to note that this program performance measure is not intended to be on sort of a comprehensive assessment of the project or the program, I'm sorry. It's just one measure that we have identified that will be common to all of the projects, and all of the grantees will be required to collect data on this particular program measure.

And this particular measure aligns with the overall goal of the program which relates to providing access to services.

Now, let's look at performance measures at the project level.

What is it that you're going to measure? Is measure achievement or an accomplishment, change in achievement or accomplishment, or achievement, accomplishments compared with other students or schools?

Look at a sample objective and then within that a performance measure. To go back to the example that we saw earlier, to increase family involvement with their children's education.

And then the performance measure, percentage of parents who repeat - who report that they read to their children will increase by at least 10% for each year of the project.

So this performance measure is just one example of an indicator that you might develop to give you a sense of to what extent you're making progress on that particular objective.

And if you have that sort of an objective and that sort of a performance measure, it might be a reflection of a component that you have of the project; perhaps, you've designed outreach activities, where you're trying to encourage parents to read to their children. So you can see where your goals, your objectives, your performance measures, your activities, it's all in alignment.

Now as you're developing your performance measures, once you've developed a measure, it would be very helpful if you ask these four questions. You make sure that you can answer each of these four questions when you look at your measure. We will achieve the change, what will change, when will the change take place and how much change.

Now, let's go back to a previous example of a performance measure.

The percentage of parents who report that they read to their children will increase by at least 10% for each year of the project.

Who will achieve the change?

Parents.

What will change?

Percentage of parents who report that they, do what? Read to their children, will increase by at least 10% for each year of the project.

When will the change take place?

Each year of the project.

How much change?

By at least 10%.

And here in the final slide, you can see where it all fits together, all the pieces here -- who, what, when and how much.

These are very basic elements. But if you do sort of a double check to make sure that each of these elements are included in your measures, it will go a long way with improving the quality of your measures.

It's also important to note that you want to make sure that you identify in your application annual benchmarks. These projects are for a maximum of five years. So you do not want to identify objectives and then within that measure and say for example that by the year 2012, you're going to accomplish such and such. You want to make sure that you have annual benchmarks so that each year of the project you will be able to, in essence, sort of take pulse of your performance and know whether or not you're on track towards achieving the ultimate objectives and the goal of your project. And you will be required each year to submit an annual progress report where you will be reporting on these annual benchmarks.

And with that, I will turn it over to (Steve Rackhaus).

(Steve Rackhaus): And with that, (Jill) and I will sort of reinforce one another.

You probably or you may be wondering how we make the segue from performance measures and annual benchmarks into reporting requirements. There actually is a pretty good answer to that.

Before I get into that discussion, I'm going to skip down to the very bottom item of final report and just let you know that there will be a final report required. Obviously with five-year grants, we're talking about something that's at this point more than six years away, and we'll deal with it or those who get funded, we'll deal with it on down the road.

Think about what - (Jill) was just going over on performance measures. These performance measures are going to be the focal point of your annual performance reporting.

As the department has moved over the years in its approach and basic viewpoint of on-performance reporting, performance reporting used to be about describing what you had done, what activities you had conducted, how well you had conducted them -- all sorts of things like that.

And to some extent, you will still do that but that is not the focus. The focus is on what results you are achieving and what results you are achieving on an annual basis, which is why it's so important to understand, you know, all of that that we have just been talking about because that's really going to be the basis and the framework for what you're putting in your annual performance reports, what you're addressing in them, and setting the quantifiable measures on what success is like on an annual basis.

I would also remind you that performance reporting is one of the primary basis that we used in the department to make determinations for continuation funding.

If you look at Department of Education General Administrative Regulations or you had sleepless nights when you've needed to do that, you know, one of the things that you'll find is that grantees are expected to make a significant progress in the implementation of their projects in order to receive continuation funding.

It's something that, you know, we take very seriously. And the primary way that we approach it is through the annual performance reports and these sorts of benchmarks.

Just very briefly to reiterate on this - on the program performance measure that (Jill) described, as she indicated all grantees will be expected to report on this common measure whether they otherwise include them in their project measures or not. And our expectations and requirements are that that reporting will be on an annual basis.

I think now I have said everything I wanted to say about performance reporting.

Budgets.

Yeah, include a detailed budget and a budget narrative for the lead applicant and each of the proposed partners for each year of the projects. So if you're applying for a five-year project, then my operating assumption is that is what you will be doing since we are making grants up to five years.

Then, you know, you're going to have to have a budget of, you know, not only, you know, the form, you know, by cost categories but a detailed budget, you know, for each year of the project.

That budget does not necessarily have to be the same either in each detailed structure or in the amount for each of the years. Indeed, I think our expectation is that, you know, especially if you're using the first year as a planning year that the structure of the budget may look, you know, somewhat different especially in the first year as well, you know, in subsequent years. So keep that in mind.

The only, you know, exception that we may run into is, you know, with respect to the overall amount, \$500,000 is the maximum amount per year. We will not fund any project for a greater amount for any year. And we have the flexibility to disqualify a project if the request is such that the project could not be conducted reasonably, you know, for the \$500,000 amount.

So if you happen to with indirect cost apply for \$500,004, that wouldn't be much of an issue if you submitted us a budget that averaged \$900,000 a year, and you said you needed every penny of it in order to implement the project. I think we would be likely to conclude that you couldn't implement the projects successfully for, you know, \$500,000 and that, in my view, would likely be a disqualifying factor. Take \$500,000 annual limit, you know, very seriously in your planning.

Indirect cost. We've put a few things in the regulations handout on that. I'm not an indirect cost expert, and I'm not going to talk about it in order to prove that to you definitely.

What the instructions in your application package indicate is to consult with your business office on that, by all means, you know, do that, start that process early.

And then obviously, as with anything else, if you have follow-up questions, you know, get back to us and we'll try to get you answers.

Cost must be allowable, reasonable and necessary. We could probably spend at a detailed level a long, long, long time, you know, talking about that.

One of the things that, you know, (Fatima) mentioned, you know, very early on are the costs circulars, which there's references to and in one of the handouts. You know, by all means, use those as, you know, download a copy of those from the OMB Web site. There's an Appendix A which is selective cost items, which is often the most valuable part of each of those. They provide some, you know, pretty good general guidance above and beyond what few things, you know, we have identified in the handouts of on cost.

One of the things that I think is a good approach to looking at this and looking at your budget is once you've got the application fairly well developed and you're starting in on the budget or you've got a draft budget, go back and sort of match, the two ups. So if you've got certain personnel, is it, you know, is there information in the application that identifies them what they do and why they're necessary, you know, if you ask for, you know, three counselors. And reading the application is a clear why three counselors as opposed to two counselors or one counselor is necessary to the successful implementation of the project.

And generally, if you can take just that sort of a common sense of approach to, you know, to finalizing, you know, the budget, you should be putting yourself in pretty good stead.

I don't think at this point that I have anything more I want to say about budgets. (But it's a tough) job, last but not the least.

And on this, I've got a lot to say.

Register early.

Now, this is important primarily for the agencies who will be - (those) that are submitting the applications and not the other partnering agencies. But for those who will be the lead agencies, the agencies that are actually submitting the application, this isn't important, this isn't a little bit important. This is life or death important.

Register early. What do I mean by early? With this, I mean immediately if not sooner.

If you have not started that process when you leave at the end of this, if there's someone back in your office, call them and get them started on it this afternoon.

If you do not have someone back in your office, (may) getting started on this in Grants.gov Priority Number 1 for tomorrow.

Typically, Grants.gov will tell you that this takes three to five days, and I think typically that's correct. However, you know, like a lot of things, little things can go wrong, and the closer you wait to the deadline, the more likely that you seemed to go wrong.

And if you're not registered when you go to hit a Submit button in some place, you're just going to get a bunch of error messages. And if you wait too late, it's going to be too late to do anything about it, and that means all of your work is going to have gone or not.

And I know you'll be calling (Jill) or I or one of us on the telephones, (Fatima's) had that experience. I know, you know, saying, "What can I do?" And the ugly answer at that point is there's not going to be anything that you can do. And we're going to feel your pain, but we're not going to feel your pain as much as you feel your pain because a whole lot of effort is just literally at that point going to have on or not, do not - whatever else happens in the application process do not find yourself in that position.

Use the application checklist. That's just something we put together. Use that to make sure you've got, you know, all of the content pieces there, you know, a lot of those, most of that stuff you can assemble, you know, off-line, and then, you know, in search just sort of a checklist of it, you know, you don't leave out the response to one of the selection criteria are the, you know, the requirement (thing) on the priority or the budget or anything else because even though you're still getting application in, it'll be evaluated.

If there's critical elements that you're, you know, that you're missing, you know, from there it will be a, you know, a major problem as I think you can tell what you expect this to be a very, you know, highly competitive program.

And so, it's a program where there's not going to be much room for, you know, error and if you do something, you know, major like that to suit yourself in a proverbial foot, it's likely going to make you less than competitive.

Three, and then I'll go back to be laboring.

Submit your application early.

For this particular competition, the application due date is Tuesday, April 15, and 4:30 pm. And so I'll tell you what I think early means in this context shortly and to sort of build up to that.

I'm going to take - and I don't often do this and actually lead to you from Page 89 - 86 in the Federal Register Notice. And what the department does there is it tries to caution you. The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection, and it could go on with a host of other things as well.

Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov. And I think that strongly, it is probably still somewhat politely understated, you know, so if you can go back and italicize and bold italicize and underline bold italicize that strongly and take it seriously, do so.

Why? Why do I stress this so importantly?

Because - and again, I'm going to read, applications received by Grants.gov are date and time stamped, and I mean ruthlessly. You know, there's no, you know, rounding. So if you submit an application on Tuesday, April 15, that date and time stamp, you know, goes down to the section. So we'll get something and it'll say that the application was submitted at 4:30:07 pm.

It's late. And I can tell you this and others in this room can tell you this because we've had that experience. It's as ugly an experience and as painful an experience as the problems associated with registration.

And there still won't be anything that we can do for you and you'll still have the outcome of having a lot of work instantly, you know, just evaporate, you know, because your application, you know, at that point we're not even in under most circumstances going to be able to consider it at all. And I had experiences with these even as short as, you know, seven seconds or a minute and three seconds, we've had members of Congress write on behalf of applicants, and we've had all sorts of things happened.

And the end result has been, you know, we really appreciate, you know, the work and your commitment, but there's not anything that we can do and we're not going to evaluate your application, end of discussion.

You may not like that but that's the reality. So take seriously - take very, very, very seriously our encouragement that you submit your application early. And I promise you that I would tell you what I thought that should mean in practical terms.

With an application due date on Tuesday, I would be aiming at not later than Thursday or Friday of the preceding week.

And I suggest that for one reason, you know, if you submit it early and you discovered you've got a problem. not always but most of the time, you know, with that four days even if - with the weekend, you've got at least a fighting chance to get it solved and get your applications submitted.

If you wait until 20 minutes before the application due date, you don't have a snowball's chance and you know where.

So, you know, I would do that. I would be looking at that sort of a buffer period in order to - just for your own protection. You know, if you've got a

viable application at that point, I'd submit it. I'd submit it because I would then know whether I've got a problem there and I'd know I've got something in.

And you can also, you know, submit a revised version, you know, later on, you know, and if something happens with that at least you haven't, you know, cut yourself out of the game competitively.

To verify the submission is okay. I guess it sort of goes with the territory you'll know pretty quickly. You've got, as I understand it and from going through some of these other things, I think I do understand it, you'll get a message initially from Grants.gov saying that they have received your application. That's nice at one level.

That message does not tell you whether it's considered a timely application. At some point after that, electronically Grants.gov (answers) the applications over to us, meaning the US Department of Education.

And at that point, you will get a second notification that will have the date time stamp on it and that, you know, will tell you whether or not electronically your application is considered to have been submitted in a timely manner. And those two notifications in most cases do not come sort of ping-ping back to back. Sometimes there can even be a gap of several days.

But, you know, this stuff is getting - seems to be getting easier to deal with, but you can - not paying attention to Grants.gov requirement - submission requirements can, you know, be an invitation for, you know, just really major disappointment.

I know. I've talked to people who have been, you know, through that and I also, you know, just know how the system works and what happens.

So I say to you in all sincerity, it's a conversation I do not want to ever have to have with any of you. But my experience is unfortunately someone will not listen and we will be having those conversations.

Finally on this, there are certain areas and that will often come down in those final days where you'll have a problem. You know, you've got a bunch of error messages when you first try to submit your application, and it's not clear, you know, what's going on and time is running out and you'll call us. And for that, you're wasting, you know, the couple of minutes.

When you run into any technical problems, because all we're going to have to do is say, (call), you know, the Grants.gov customers support desk at 1-800-518-4726.

So, you know, if you run into problems at any point, remember this number, use this number.

My own limited direct contact with these folks and everything that I have heard from other, you know, other people and a lot of programs is that they are very knowledgeable, they are very good, they are very professional and, you know, they will try to help you solve every problems you can't.

And I see somebody in the front row shaking his head "yes," that he's had, you know, that experience.

I don't think I could do their job, you know, quite frankly. But you know, as I said, everything on a completely unsolicited basis that I have heard about their

customer support staff has been excellent, and they are very, very prompt and very, very helpful.

So with that, we're about ready to go to questions. Before we do, a couple administrative announcements.

As we were going through the early part of the presentation and if you were following along on the handout with the slide, you probably noticed that one page, Page 3 was missing. And I appreciate the fact that you did not, you know, riot right on the spot.

We are in the process of putting that - the complete PowerPoint up on our Web site. I don't know that it's there quite yet. But if you look at this link www.ed.gov/programs/communityschool/index.html - oh okay, that's important.

And then go to applicant information, you will get that. If you don't want to go through all of that, the missing material is all in the EDGAR point, the EDGAR handout that you have. It is just the continuation of the discussion on group applications. And essentially, what you would see in looking at that handout in Section 75-128 and 75-129 is in those three slides.

Okay. I have just been given another one. And this is also important. Also, and it reminds of a point.

If you see any contradiction between any handout information or, you know, anything and what's in the Federal Register, the Federal Register (wins), that's the source.

But if you look at the back page of the overview, you will see on here that it indicates that the closing date is 04/25. And as we've been saying all along, the closing date is 04/15, which should be an easy date to remember for other reasons.

((Crosstalk))

(Steve Rackhaus): And the association with that date is purely coincidental.

Okay. We are now about ready to launch into questions and answers. It's a little bit after 2:30, so we have about an hour, you know, for this. If you've got questions that last that long, and which is when we said we would end in the Federal Register notice, and it's also we'll end at that time because that's when the teleconference time ends.

And then we will all still be available for you at another hour to consult on individual issues or questions.

And one last thing, I think that I have been asked to remind us all is we have two microphones, and please we'll insist that you use them. It's actually helpful for a couple of reasons.

And I've got another - oh thank you. Yes, I was going to forget that. So thank you very much. I now know what this note means.

And if we don't use - it'll be easier for everyone in the room to hear the question, and it's also necessary for those who joined us by teleconference, you know, to, you know, to pick up and hear what the question is.

And my last, before we finally actually do maybe get into the questions and answers, at the back of the room, we have another flyer, which is for prospective reviewers.

If you decide that they're not going to apply in this competition, and you are interested in participating in the process as a reviewer, you know, we would welcome you to send us your resume.

If, you know, if you find yourself in that situation, if you're - certainly if you're, you know, involved in developing applications and you haven't had this experience most people, you know, do tell us that it's a very valuable, you know, experience because they don't look at - it helps them to look at their applications in a more constructively critical manner than they did prior to that.

And we would appreciate the opportunity to use your expertise and I think, you know, if you then - if there's a later opportunity, you know, to submit more applications under this program let's say an experience that will serve you well.

So with that, (Jill) you can come on up here and I think we've got our first question already.

Man: Yes, sir.

Man: Thank you.

This is under eligible services. Can private schools be part of your full service schools as well as public? And I have two more and I'll just sit down.

Woman: Private schools can serve as partners, but a full-service community school site must be a public elementary or secondary school.

Man: Okay, very good. And second one, can we pay or tutors or job training counselors like in a summer program, is it allowable to have (piped in) for them in the funding?

Woman: I think so.

((Crosstalk))

Woman: Yeah.

((Crosstalk))

Woman: Yeah. I mean, as long as it - you can justify the cost in your application in terms of, you know, the goals and the objectives and the services that are being provided, yes.

Man: Okay.

Woman: I would also strongly encourage you to make sure that you reference the OMB circular.

Man: Sure.

Okay, one last question and I'll have my seat. Do you prefer small group or individual one-on-one mentoring if...?

((Crosstalk))

Woman: No. We have no preference that's you as the applicant need to decide what strategies and what model is best for your community.

Okay?

Man: (Yeah).

((Crosstalk))

Woman: Okay.

Man: Yeah.

Woman: (Uh-huh).

Woman: All right. According to the Federal Register, applicants must propose a project based on scientifically based research as defined in Section (91013) of the ESEA, could you elaborate on that and tell me how I can read that?

Woman: Yeah. Actually, there was a typo in the Federal Register. It's not three. It's supposed to be 37 and that's part of the No Child Left Behind Act.

And when you read that citation, the definition of scientifically based research is not very specific. For the purposes of this program and this competition when you are developing your application and describing what you're going to do in your narrative, you want to be able to reference a link between your project design, your model, your intervention, your activities and be able to link that with some scientifically based research, for example, work that maybe has been cited in a peer review journal so that there is some body of

evidence to suggest that the strategies that you're employing have been found to be promising or effective strategies.

(Anything else you want to talk about)?

((Crosstalk))

Woman: One other question. Does the grant allow for leasing additional space for your - for the - any of your projects or...?

Woman: What do you mean by leasing additional space?

Woman: Well, for example we're a school district, we're pretty tight on space.

Woman: Uh-huh.

Woman: And we might - and also there are lot of concerns among our principals about people coming into the school all of the time. So the thought was that we might get modular space right there on the premises for some of the services that we would be offering.

Woman: I'm going to table that one. I don't think I can quite answer that.

Man: Yeah, I'm not sure that I wanted, (but it's) something...

Woman: (Unintelligible) microphone (unintelligible).

Man: I'm sorry.

Woman: (Unintelligible).

Man: Yeah. I want to do - we want to do a little more research on that do this, you know, follow up, send us an email so we can be absolutely certain to get back to you. We're also going to, you know, based on things that we've already gotten an email and this session be developing a set of FAQs that we'll also be posting on our Web site to update some of these - some of the more recurring issues come up.

Woman: Okay thank you.

(Bob Cidel): Good afternoon. I'm (Bob Cidel) with Communities and Schools Incorporated, and I've spoken with a number of people around the country who asked me to raise questions this afternoon, (unintelligible) (I got) at this time.

Okay, can a consortium applying for this funding include more than one local education agency? For example, if a community-based organization is countywide and that county has three local education agencies and they apply and include all three of those (LEAs) in their application.

The announcement says, a consortium is consists of a local education agency and newly based.

Woman: No. I don't think there's a limit, right?

Man: Right. We had talked about this.

((Crosstalk))

Man: Our answer to that, (Bob), is yes and then discussions, we had sort of anticipated one of the things might be exactly the sort of situation that you described so that's okay, yeah.

Woman: (Uh-huh).

Man: Corresponding to that, can a statewide community-based organization apply partnering with multiple (LEAs)?

Man: A statewide nonprofit?

Man: Yes.

Man: You know, I don't see anything in what we've written that would prohibited it. I think that the expectation would still be that the services that that organization was providing were at the local level and not statewide but yeah...

(Bob): Absolutely. Okay.

When is the funding likely to start in terms of planning year-to-year, what's the timeline on making the awards and then when the funding is likely to be available?

Man: I do not want this to sound flip, but obviously not later than October 1, 2008, that is what year we're in. If we can make awards, you know, a little bit earlier we're going to make every effort to do so, but I think realistically, I would count on notification and funding starting sometime of, you know, late summer to not later than October 1.

And then with a multiyear grant once we get that established, you know, that will sort of be the anniversary date for continuation awards.

(Bob): Thank you.

Woman: In the presentation, you mentioned that a consortium or group has to submit an MOU along with the proposal.

Woman: Uh-huh.

Woman: (It's also) mentioned that partners of the center have to submit an MOU, is this one and the same or two different MOUs that have to be submitted along with the applications?

Man: No...

((Crosstalk))

Man: Yeah.

It's the same MOU, and it would just, you know, it's an MOU, you know, for the project that would outline what each of the partners are going to be responsible for doing, but it should all be, you know, one memorandum of understanding and then there would obviously be, you know, discrete information on the roles, responsibilities of each of the partners.

Woman: Second question, under the community service schools overview award information, it states that the available funds are 4,900,000, et cetera, the average size of award is 415,000 per year, but the number of estimated award is 8 to 12.

Woman: It's just an estimate.

Woman: Okay. Because that seems like it went to - awards to be made in that kind of number. (Unintelligible) of 2.5 million for five years for each side, so it'd be two awards.

Man: Yeah. My guess is that was based on 12 awards, you know, if we made 10 awards, it would - the average size on this amount of money would be about \$490,000. These are...

Woman: For the whole five years, (not one year)...

Man: ...are - yeah, per year, yeah.

I mean, these are nonbinding, you know, rough estimates. And again, as I said in the budget information, you know, the amount of one award may not be exactly the same for each year of the project.

Woman: Thank you.

Katherine Eckstein: Hi.

My name is Katherine Eckstein from the Children's Aid Society in New York City. I just want to follow up on the MOU question and then I have one other question after that.

Do you have a standard MOU form that you would like us to use and how - would you like signatures on those forms and how shall we submit those electronically?

Man: The first part is very easy.

No, there is no standard of what they look like, what I would do would be to, you know, take what's in the group application in EDGAR and make sure you've got all of those points covered. I would put in a PDF or otherwise signed copy in the application.

You may also want to include, you know, letters from the individual MOU members. I think letters like that are substantively more important than your otherwise standard support letter. And then, if we need a document with original signatures, we'll get that in the process of finalizing an award.

Katherine Eckstein: Thank you.

And one other question, in the community schools work around the country the existing work, we have learned that technical assistance and support to the schools is critical. Is there - will the Department of Ed consider technical assistance for this round or for future rounds of this very important program?

(Steve Rackhaus): I'm sorry.

Katherine Eckstein: Sorry, technical assistance to the schools their or districts that are developing community schools to helping them learn, think about implementation, do the planning, et cetera.

(Steve Rackhaus): Yeah. At this point I don't think we can speculate on what our future technical assistance plans may be. I think that that will very much be driven by what does or does not happen with the program, you know, legislatively, you know, primarily.

I mean the only thing that we have discussed in our medium range (meeting) is that we will be planning to have a meeting with grant recipients, you know, some time shortly in the early post-award period.

But - and there's a larger technical assistance question is a good one, but we're going to have to, you know, wait on future developments to know what direction we can or indeed maybe required to go on on that.

Katherine Eckstein: Thank you.

Woman: This is a question on sustainability. We currently have a program that provide services - community services like just the ones you've listed here currently at the consortium that does that and they're paid from the state schools help the students grants, but that's running out at the end of this year.

So we want to expand our services or can we use the money to sustain what we already have from this grant?

Woman: My understanding is that you can use full-service community schools grant money to either expand an existing full-service community school or to develop a new one?

(Unintelligible) but beyond that I don't really know how to answer that...

Man: (Yup).

Woman: (Repeat that question).

Woman: What about our probation services, can we use the grant to provide for in-school probation?

Woman: What do you mean by in-probation...?

((Crosstalk))

Woman: Well there's a probation officer in the school.

Woman: That's a good question. I don't know...

((Crosstalk))

Man: That's a question of first impression that we haven't had...

Woman: Okay.

Man: ...again, send us an email...

Woman: Got it.

Man: ...so that we can mail that one over and get back to you with the answer that would be helpful to you and not lead you in the wrong direction.

Woman: Okay thank you.

Man: Yeah.

Woman: Hi. This is a question about Grants.gov. In your notice, you say that documents that are received that don't have the extensions DOC, RTF or I guess it's PDH...

Man: Yeah.

Woman: ...will not be reviewed.

Man: Right.

Woman: And that's the decision that you make at the department or the (Grants.gov make).

Man: That's a Grants.gov.

Woman: Okay.

Man: Yeah, decision. So - and in fact, what will happen...

Woman: Well I know what will happen and I would just want to make a comment...

Man: Yeah.

((Crosstalk))

Woman: Because in reality, if you submit a grant even if you're using MS 2003 they can tell whether or not that file came - was originally written in 2007. And they will reject your entire grant, and although they will say and I don't know whether - this is my question, they will say that the ultimate decision is the Department of Ed, I'm not sure (with it).

Man: Not to my knowledge, but...

Woman: Even optional attachments not true is it?

Man: Well, I have to go look - this is a level of technicalities that - yeah, it refers to narrative sections.

Woman: So if you - so if...

Man: ...which...

Woman: If a narrative come in .DOC, RTF or PDH, you'll accept it. If there were other files and up in an incorrect will what, throw those files away?

Man: Well it - from what I've seen, it's not even that simple - I mean, what we get that times across (last is), there's just an error message that says that the file wasn't readable or retrievable.

And so, it's not that we get a usable file and just arbitrarily and capriciously safe. Well that was in the wrong format that we're going to, you know, sort of pick and choose, but the way the applications come to us, those are not readable files.

Woman: Well I guess that just serve in as a warning to everyone.

If you have the operating system, the MS 2007, don't submit your grant that way. If you have the operating system MS 200 - with this, just forget it. If you have MS 2003, be sure you saved everything as a PDF and send it that way.

They will reject your entire application even if an optional resume comes across with that (.DOCX) or something that they can reject.

Man: Yeah. And it's - and I think that's an excellent example of something that, you know, if you have questions about that, you consult with the Grants.gov support desk staff sooner rather than later.

Woman: It's also an excellent example as to why you should register and submit early because things like that can come up than you just never would have even anticipated.

Woman: Hi. I think you've just answered part of my question. If we have questions about the PDF files whether or not we make them PDF and submit them, you're saying we need to talk to Grants.gov?

Woman: Uh-huh.

Woman: And I'm assuming you're looking for the MOUs and for the letters of support and resumes and all to be in that format?

Woman: Yeah. The improved format, yeah.

Woman: Yes.

Woman: Uh-huh.

Woman: Because you need to get them, okay.

Then my last question would be, do we get any points (unintelligible) application?

Woman: No, this - no additional points, no.

Woman: No.

Woman: Okay thanks.

Woman: Hi. I have a question at the nonprofit entity. We're hoping to partner - we have agreement from the Special Education Consortia for 36 (students), so we are hoping that we can use that Special Education Consortia as our partner and get letters of support not only from that, but from several schools knowing thought that we're going to apply and say that we're kind of service 36 (school) district.

Therefore I'm wondering is that in an approved, or there's a partner Special Education Consortia that - Consortia for 36 different school districts and then, during the first year of planning, we will designate all of the schools that are in it, but during the submission we will provide support letters for let's say five school districts. (So) would you...

Woman: There are two thoughts that I have, one is sort of going back to - we have sort of a similar question regarding sort of the state level organization, and you have to go back to this original purpose of the full-service community schools program you're providing, you have to identify full-service community school sites.

Woman: Uh-huh.

Woman: And you need to be serving a community, so...

Woman: This is countywide in Illinois...

((Crosstalk))

Woman: But you still need a full service community school site, so to the extent that you can develop a project design that's going to enable you to be so broad sort of in terms of your partners and yet at the same time so specific to be able to have specifically designated site and at each full service community school sites you are providing at least three of the 12 services that are listed in the Federal Register. I would think it's - that would be acceptable.

Woman: Okay, because the agreement would be with the Special Education Consortia and then saying that, you know, we have this existing school relationship and that we're going to expand to the whole consortia, the Special Ed Consortia will help promote in addition to that. We will be providing services.

But there's another issue that some of the school districts are not able to be open during summer. But the Special Education Consortia themselves have location that could provide summer enhancement activities. So that also seen as approved that some of these partners would go to a central location as needed, (but not seen) - you want everything at that...

((Crosstalk))

Woman: Services can be provided at the school site, off the school site or a combination of both.

Woman: Okay. Thank you very much for answering...

((Crosstalk))

Man: Yeah, one other thought on that is at least - and something I thought I was hearing in the question that some wouldn't be ready right away...

Woman: Right.

Man: ...remember that you can use funds in the first year for planning.

So it might be that for, you know, certain aspects of the program or certain sites you would be conducting planning activities in the first year with the plan to bring them online for delivery of services beginning in the second year.

Woman: Yeah, that was one of the strengths...

Man: Yeah.

Woman: ...we were hoping but not to share with everybody...

Man: Yeah.

Woman: ...that we'd start with this number and expand, I think.

(Claudia Washburn): Hi. (Claudia Washburn), Champagne, Illinois in the first school district. I have a couple of budget questions.

In doing the budgets when we do - did I hear correctly and just for clarification, we should submit an individual budget and budget narrative for each partner as well as the applicants and then what about a summary budget,

should there be a summary budget that combines the numbers for the applicants and all of the partners into one budget so that you have a total...

((Crosstalk))

Man: Certainly, it should be developed in a way that they're - that all of those components, the lead agency and each of the partners that there's a discrete annual budget. It doesn't really need to be sort of an aggregate five-year total budget. If that - I don't know if that's answering your question or not, but...

Woman: Yeah, I think, well, in terms of the notion of aggregate when you look at the (524)...

Man: Yeah.

Woman: ... (524) budget sheet, it's a chart and you'll see the column that we'll have for each year of the budget and then your rows have your major cost categories.

It would be helpful for there to be an aggregate of the partners combined with the lead applicant for each year. And in addition to then having a detailed budget where then you're breaking it out so that when we're analyzing the budget and trying to determine whether or not, you know, costs are reasonable and necessary, we can see specifically how the budget is being broken out per partner and get a sense of does this (became) reasonable when necessary based on what's been proposed in the narrative. Did that answer you question?

Woman: I think so.

Woman: Okay.

Woman: So what I mean - I guess that what I'm calling a summary budget, you're calling an aggregate budget.

Woman: Yeah. It is - yeah, that would be reflected on the 524, yeah.

Woman: Okay.

And then you mentioned having those that are funded (perhaps) meeting in Washington to have a meeting, should we be including funding in our budgets for those types of meetings?

Man: Yes.

Woman: He said yes.

Woman: Thank you.

Man: Yeah.

Man: Good afternoon. I have a couple of questions. One has to do with (unintelligible) RFP that private entities are eligible partners to be involved in this process.

And my question has to do with whether or not there are any technical distinction partners and vendors because the assumption is that a private entity would require fee for service (unintelligible) and I'm assuming that that would be eligible activity under this grant. And if that is the case, would anyone, any agreement that will require fee for certain types of services qualify entity as a partner?

Woman: When you say vendor, are you basically talking about a for-profit entity?

Man: For example, government agencies have budgets, they provide services at the local governmental agency and mental health agency or something (where they're) providing mental health services, a private entity, for example, that contacted our school systems after having come aware of the RFP for this (brand), offering to provide services that would start for certain types of services, requesting for partnership with our school system, we consider them a partner and then, of course, after (developing) a Memorandum of Agreement with them or (unintelligible) (system and) vendors and pay them through...

(Steve Rackhaus): I think that with the, you know, caveat that this private vendors as you referred to them are nonprofit organizations that's a judgment call to that, you're going to have to make in terms of the design of your application and who you want to, you know, be the major...

Man: That, I think, add to my concern. I can represent them anyway possible.

Man: Yeah.

Man: My question is if that's a for-profit entity...

Man: If it's a for-profit agency, they can't be a partner.

Man: They cannot be a partner.

Man: It cannot be.

Man: Okay. Yeah. But we can take funding from the grant and provide - they services as a non...

((Crosstalk))

Man: You could enter into a contract with a - but as a contracted, you would have to then follow, you know, the procurement, you know, regulations in the applicable part of the department's general administrative regulations...

Man: Okay.

Man: ...on, but, yeah, that would be the way for budgeting. She would handle them as a contractual cost.

Man: Say that again, what you just said.

Man: That you would have to consider them to - as a contractual cost and that once you got the award in making that contract, you would have to follow the appropriate requirements for procurement that are set for in general administrative regulations.

And I word it that way because they're slightly different - there's a different set for state and local educational agencies that are in (Part 80) and there's another set for non-profits that are in Part 74 and while they're similar, I don't recall that they're identical.

Man: Second question, it has to do with types of activities that might be eligible for planning in (fund) looking over material, a lot of times it's largely (assessment) on evaluation plans and evaluation activity, just give a general sense of what kinds of things you can sort of designate you use planning (unintelligible).

I guess my question becomes if you want to write a strong grant proposal, you have to give some kind of - (seemed like you would have some involved) - thinking involved in it, sort of a layout what you want in order to have a strong grant proposal, but at the same time if you can use your one money for planning, it's sort of gray right there between what you can put off planning your one and what you need to go upfront to have a stronger (unintelligible) grant proposal.

((Crosstalk))

Man: That's another one that I think, in order to give you the best answer, I want to think about and send us an email.

Man: Okay. Okay, I'll (unintelligible) you.

Man: Yeah.

Woman: I'd also like to make an announcement, (Joan) has brought it to my attention that someone's phone has been found from New Orleans named (Rockaway), is there anyone here from New Orleans who lost their phone?

Okay. Well if anybody knows that individual, (Joan Scott Ambrosio) has the phone.

Woman: Hello. Given the limited number of grant awards, how important is it that the grant applicant be able to serve large numbers of children?

Man: It's not all about quantity per se. You're going to want to demonstrate that the project is cost effective, and it's going to achieve the results that you say it is

and - but just going with an increasingly larger and larger number is not going to be, certainly in my view, a key element to success.

You know, clearly, you're not going to want to serve so few students that, you know, it looks the project isn't going to have any impact. And I think you're going to have to just, you know, make the judgment as to, you know, what is right.

Woman: So...

Man: And that maybe a touch call and it's - but it's not - but there isn't - as you've seen in the criteria, there isn't anything that looks like or approximates in any way the extent to which the applicant proposes to serve, you know, just absolutely astronomical numbers of students.

Woman: So an applicant from a rural area would be - realistically, could be competitive?

Man: Yes, an applicant - I believe an applicant from a rural area with a high-quality application can be just as competitive as an applicant from an urban or suburban area.

Woman: Okay great.

Just quickly, is there a maximum cost per pupil allocation? No?

Man: No, there's no maximum cost per pupil. I think if you look at the variety of types of services that can be included and addressed, you know, in those, the cost of those is not going to be realistically (averageable) and (unintelligible) (sense).

Woman: Okay, great.

Man: Maybe if we have the program for ten years and (can walk) a lot of that on that, you know, we might see but not at this point.

Woman: Okay thank you.

(Bob): Good afternoon. (Bob) from Connecticut.

The RFP seems to assume that the FSCS model we used to transform an existing school or schools, would the Department of Ed be receptive to a proposal that fully integrates the (FCS) model into a new alternative school that it's currently being planned?

Woman: That sort of "that depends" question. It depends in part on at what stage the news - well, that be yet to be built school is.

Man: That's within the planning year?

Woman: Given that you do have the planning year in Year 1, it is conceivable for you to have a full service community school that has not yet been built to serve as a full service community school site if you're spending Year 1 for planning and then you're ready for implementation in Year 2, a similar question did come up maybe about a week or two ago. And we were able to get some feedback from the program attorney and that was our understanding.

But there would need to be, you know, some documentation that, in fact, you know, the resources are there and the plans are in place for the schools to be built and in the events that there were significant delays with the opening of

the schools and that could possibly impact continuation funding and being able to continue the project if you're not able to go according to schedule.

Man: Is there a flexibility in the Ed's definition of community or does it refer exclusively to the neighborhood or geographic area that's around the proposed community school?

Woman: There's no specific definition.

Man: Then if - since you recognized that there could be a planning year, will you consider proposals - responsive, rather, if the MOUs are framed as expectations regarding rules and resource commitment subject to approval of the final plans of each partners' board? I mean, the whole idea is if there's a planning year and you have an MOU based on expectations, right?

Woman: That's kind of - (I say), it's a little tricky, but it's sort of this - you have to keep in mind that when you submit your application and you submit this MOUs, you are in essence saying as the applicant, this is what we proposed to do.

And in accordance with that, the reviewers are going to be scoring and reviewing the application against the selection criteria based on what it is that you have proposed in your application.

So, if what was stated in the MOU then gets significantly altered, it would sort of throw into question whether or not what was originally approved is actually what ultimately is going to be implemented and it's, you know, a possibility that it would go beyond the scope of work.

Man: (That's as close) (unintelligible).

Woman: Yeah, you know, my suggestion would be, email us that question so that we can follow up so that we can, you know, get something a bit more definitive.

Man: Okay thank you.

Man: Hi. I'm with the (unintelligible) Foundation. And we see Full-Service Community School as a process rather than just a fixed model.

Woman: Uh-huh.

Man: As such, we would expect that the first year, the school might have three or four or five services being provided, but the success can be measured not only in terms of the outcomes, but then how many additional services can be brought in by the consortium.

Woman: Uh-huh.

Man: Okay.

Man: Is that appropriate to put into this - okay, it also implies that the amount of money needed in the first year is going to differ from that needed in the third, fourth, fifth year.

Woman: Sure. Yeah.

Man: So - and also, that we don't know who our partners are going to be the second, third, fourth years. You know, that we begin with a health clinic, we begin with (after)-school programs and adult programs and so on, but at some point, we want to bring in a dental group to help us, we don't know who that dental

group is going to be. So do we just ignore (unintelligible), go for local funding for them or...

Man: Well I want you to just go for local funding and I don't know what you're visualizing when we actually start talking numbers of dollars. Yes, as we had said, the amounts may well differ by year, the one thing that we've also said is that the maximum for any year is 500,000, so clearly, you know, to the extent that the nature of the expansion would, you know, carry you substantially beyond that, yes, I think it's...

((Crosstalk))

Man: ...in the first year only...

((Crosstalk))

Man: ...300,000 the last year, it's okay to move the funds around from agency...

((Crosstalk))

Man: Well, I mean, it might be that your request for Year 1 is \$300,000 and then I don't know, it could go, you know, down and then, you know, sort of go back up (towards) the 500,000, you know, in Year 3 or Year 5, you know, there's a lot of different, you know, ways...

Man: As long as we could...

((Crosstalk))

Man: ...we can play out, you know, there might be, you know, some things even that are, you know, are phased out at least with federal funding over time...

Man: Right.

((Crosstalk))

Man: ...you know, that are part of your institutional plan and that would then, you know, create, you know, the opportunity to use that amount of federal funding without exceeding the \$500,000...

Man: So we can just stipulate that in our budgets...

Man: Yeah.

Man: So this money will be shifted over...

Man: Yeah. Yeah, as I've said in many cases, it very well may be that your budget from year to year is not going to look the same with respect to either specific amounts or in some cases with respect to, you know, specific activities and the easiest example, you know, to use and you've gone to a more sophisticated one is, if you're doing nothing but planning in the first year, your budget is almost inevitably going to look far different in Year 2 than it did in Year 1.

Man: But then, I guess my second question was going to be...

Man: Yeah.

Man: ...if we don't plan on doing any planning the first year...

Man: Yeah.

Man: ...(before we got) everything planned, then we can just start implementing October 1 or whatever.

Man: Yeah.

Man: And finally, how do you feel about us commingling money with that - from other federal agencies, is there a problem there?

Man: I'm not sure what you mean by...

Man: If we have money for supporting a part of a full-service community school that they come from Justice Department...

Man: Yeah.

Man: ...and then we'd simply want to supplement that with money from...

Man: You can coordinate the use of funding for accounting.

((Crosstalk))

Man: ...you need to be able to keep records that...

Man: Okay.

Man: ...account for...

((Crosstalk))

Man: Yeah.

Man: Okay. Great, thanks.

Woman: Yes. And the list of what's required for Full-Service Community School, you mentioned nutrition, could you give a clear definition, what you mean by nutrition?

Woman: No.

By design, we did not specifically define what those services mean. We're leaving that up to the applicants to define what it means by nutrition services in terms of the relevance to the communities that you're serving.

Woman: Thank you.

(Lisa): Hi, (Lisa) from Texas.

I had a question about your selection process. Are you - and you may not be able to answer this, but are you going to be selecting by region or by urban, you know, urban, rural...

Woman: No, there's no geographic preference.

(Lisa): Okay. How about elementary or secondary?

Man: No.

Woman: No.

((Crosstalk))

(Lisa): And one school or more?

Woman: Again, no.

(Lisa): Okay.

Then one last question since that was so quick, human subject research, one of the forums, I wasn't clear what that meant in terms of exempt or nonexempt and what implications that have?

Man: I can't give you the direct answer to that from memory. There - in the application package, there are a fairly extensive set of instructions and guidance on that subject.

If once you have read those, you still have follow-up questions, send us an email. But I am - it's about a page of what I personally consider pretty tedious reading, but - and because it's technical in nature, but I'm also fairly confident that when you go through that, it's going to answer your question and if I'm wrong, we'll follow up with this.

(Lisa): Okay thank you.

One other quick question, do you have to have more than one partner?

Woman: Well there has to be an (LEA) and at least one partner.

(Lisa): Yeah. At least, okay. Uh-huh.

Woman: This is another question about evaluating the application. When you're looking at them in terms of analyzing the quality of the design and of the project evaluation, is there a preference or a number having a lot of goals and objectives, a very robust or is there a bias toward a very focused project?

Woman: No, we do not have a preference.

Woman: Okay.

Woman: I think it's going to be what you as the applicant will need to determine what is appropriate based on your design and the goals that you stipulated.

Man: We're also administratively down to about ten minutes, so if you're not in line, we're going to cut it off with the people who we have in line at this point.

Woman: I've got one quick one that maybe is a Grants.gov question.

If we have a school district as the (LEA) and they're registered on Grants.gov but an individual school is going to be the lead applicant, must that individual school also registered on Grants.gov...

Man: Go ahead (with first because I know) (unintelligible).

Woman: Yeah, an individual school cannot be the lead applicants because the full-service community school must be a public elementary or secondary school and the elementary or secondary school is part of the (LEA). So...

((Crosstalk))

Woman: ...the (LEA) is serving as a partner on behalf of the school or schools, but the school itself is not serving as an applicant or partner. (It's a site).

Woman: Okay, thank you.

Woman: Uh-huh.

Woman: Good afternoon. A couple of quick questions, (may an LEA) be a partner in more than one nonprofits application?

Woman: My understanding is yes.

Woman: Can nonprofit organization operating in several states submit two applications partnering with one (LEA) in Pennsylvania and another one in New Jersey?

Woman: My understanding is yes.

Woman: And last question, you don't want to match, but do you want to see additional funding that's being used represented on the budget?

Woman: There is no matching requirement.

Woman: Okay, thank you.

Woman: Uh-huh.

Martin Black: Excuse me. I'm Marty Black with the Coalition of Community Schools.

The definition of community schools that you talked about coordination and many of the community schools around the country are indeed coordinating

existing resources from multiple agencies or indeed coordinating programs that often operated silos inside the school and they're using - they're capturing or seeking resources to help with coordination, hiring community school coordinators and the like, conversation and the language suggest - provide - coordinating resources and/or providing services.

Most of this discussion is so far focused on providing as though the grant would indeed provide funding for all of the services in the full-service community schools. To what extent are you thinking to highlight the - would you emphasize the importance the applicants demonstrating that they are coordinating existing resources and using grant resources to fill in gaps or provide management support for the entire enterprise?

Woman: Right, absolutely.

I think that's an excellent point that the grant funds can be used to coordinate services and/or provide services. And when you look at the amount of funding per year relatively speaking, \$500,000 is not very much money. So I think it would certainly be, you know, a viable strategy to coordinate existing services...

Man: (Yeah).

Woman: ...as well as provide and/or...

Martin Black: Thank you.

One other question, the underlying legislation that's been proposed for full-service community schools on which this appropriation has been based gives priority to partnership that work in more than one school in an effort to

make community schools a more systemic approach as opposed to a one-off isolated boutique, if you will.

To what extent are you looking for applications that would indicate that an (LEA) and its partners are trying to move this strategy forward as part of their systemic reform efforts related to No Child Left Behind?

Woman: Yeah, that language that you're referring to was not actually passed, and it's not part of the selection criteria.

So that may be something that down the road, we had a discussion earlier about what might the future of the program be that may be something that comes up in the future, but at this point in time in terms of the selection criteria, that is not something that is part of the selection criteria.

Martin Black: Thank you very much and I hope people will join us in Portland for the national forum of the Coalition for Community Schools. I appreciate the time for the commercial.

Woman: Thank you.

Woman: My questions go back to the first year planning in MOUs. If you plan during the first year, will you be able to implement at all or does it purely need to be a year of planning?

Woman: No.

Woman: Okay.

Woman: You could do both, uh-huh.

Woman: And then in the year of planning, if you discover that you do need additional partners or things come to mind, will you be able to submit additional MOUs?

Woman: I don't know and that maybe a question - matter of fact, I think that is a question to submit to us in writing and then we can follow up on that.

Woman: Thank you.

Woman: Uh-huh.

(Ann Mission): Yes, hello. I'm (Ann Mission) from Roslyn County, New York. I have a question, if we spend a year planning, would you think that you would be accepting applications next year if instead of putting in an application in a month, we spend a year thinking in how do real rate applications for year from now, do you anticipate - do you have a crystal ball to know if that opportunity would exist?

((Crosstalk))

Man: Speaking personally from years of experience, I do not have a crystal ball. That's a very good question but it's one that - you know, we just can't even, you know, really speculate on - I wouldn't in any event, any time, we're coming up against the - an election here that can add even more dynamics, you know, just to the legislative and appropriations...

Woman: Yeah.

Man: ...you know, process, I don't know.

Woman: It sounds like you might make sense to jump off the cliff and apply.

Man: Yeah.

Woman: I have a follow-up question. It relates to need. You don't really define need anywhere and I come from a county where we have very low-income communities. We also have wealthy communities, and then we have a whole spectrum in between.

Obviously, services are more needed and more services in certain communities, but I wondered how you would look at that because we also have a commitment to working with all eight school districts and we say that there's a (needy child) in every school.

Woman: That will be for you, the applicant, to define...

Woman: Okay.

Woman: ...need.

Woman: All right. But it's not - maybe it's not directly weighted with low income 100%.

Woman: Not necessarily, no.

Woman: Okay, thank you.

Woman: Uh-huh.

(Maria): Hello. I'm from Puerto Rico. I'm - my name is (Maria), and I have a couple of questions. I hope I'll be able to (translate them) in English. Those are - our primary language over there is in Spanish.

Woman: Uh-huh.

(Maria): And, I mean, we had a document - there were some things that (we wanted to) understand.

First, we didn't understand what you meant by intergovernmental review, and we're not sure in Puerto Rico there's one.

Man: The intergovernmental review refers to a process that was established many years ago by executive order. In the application package there is a link to those dates that have a process -- not all of them do anymore. Start there. If Puerto Rico is not among those, then you don't have anything more to do.

(Maria): Okay.

Man: If it is, then call that contact person to find out what, if anything, you need to do with them.

(Maria): Okay. And the other thing that we want - need to understand, when you - even though I think you've more or less talked about it a moment ago - (I mean), the applicants can decide how many objectives and how many performance measures they're going to put down there, and to make sure that I understood when we do the budget the budget is going to be for all of the - everybody. No matter it's the applicant and the partners, it's going to be submitted together. That's what the guys (unintelligible).

Man: Correct.

(Maria): Okay. The other question I have is that the applicants wanted to know if the company that I belong to - we're a public corporation, okay, and we're going to experiment that it's been done for an area that's called The Peninsula Cantera, where low - it's an area where marginalized people live.

And when - the law that created this says that we're supposed - we're like - we're supposed to be considered like educational entity, but we're a public corporation.

And we're not sure if really we're the - how we were supposed to be considered in that consortium. Are we supposed to be considered as that public entity or that other (unintelligible), and if there's a public entity and you have to - there's a school, a middle school inside of our area and some elementary ones, we wanted to know - when you said a while ago that it was that - they were - had to be considered as sites in Puerto Rico, even though we have a Department of Education - but each school is a community school and they decide with whom they're going to have their alliances or consortium or whatever.

So I will, you know, when you answered a question a while ago for one of the people, I, you know, I wasn't sure how we were supposed to do it.

Woman: My suggestion would be for you to email those specific questions because, you know, it sounds like the circumstances in Puerto Rico from what you've described are, you know, rather unique and we want to make sure that you - we give you an accurate answer.

(Maria): Okay.

And the other thing would be that there's - as this experiment that we are - we use - we not necessarily use traditional educational - education strategies. You know, we use a lot of popular education with our students and all that. Is there a problem with that or...

Woman: As long as you can tie it to a research base, then that's fine.

(Maria): Okay. And that resource base, that's the other thing I wanted to know...

Woman: Resource, yeah, uh-huh.

(Maria): ...since we are in an experiment and, obviously, we have part of the research we've done. And if this internal research - and we have, you know, the reports and the other things that can back them up. Is that enough or we have to go to find something that could be possibly similar to what we're doing if we are an experiment?

Man: Well, and that's going to be a judgment that the application reviewers who you make - I think you need to present the, you know, the information that you have and then that'll be considered in the context of the selection criteria.

(Maria): So we'll have to make sure that they (unintelligible) to understand. A copy of the (unintelligible) - no, the (unintelligible) would be something that I should send for you guys to be able to understand that we are this experiment and how we're doing these things or not?

Man: And a discussion of the, you know, research information that you've...

(Maria): Uh-huh...

Man: ...selected.

(Maria): Okay. All right, thank you.

Man: All right. You know, we said (we'd get these)...

Woman: Okay.

Man: ...so we'll just keep going till we...

(Ruth Jones): Good Afternoon. My name is (Ruth Jones) and I'm from Communities in Schools, Inc. I have a question regarding site selection.

Woman: Uh-huh.

(Ruth Jones): In the Federal Register, it states that a comprehensive plan that includes descriptions of the students' families and school community to be served must be included in the application, but it does not specifically state that the school sites must be identified. Could you respond to whether or not the school sites must be identified in the application or if that is something that the (LMA), in partnership with the community-based organization, can do after receiving the grant award?

Woman: ...opinion, but I'm sure whether - right one?

Man: Sure. Go ahead and then we'll follow up (unintelligible).

Woman: All right, my opinion at this point would be that it would be helpful to identify the sites in the application ahead of time, if at all possible, because it's going

to make it possibly more difficult to be able to more thoroughly evaluate the application.

Man: Yeah.

Woman: Well...

Man: I - without being able to site something specific, my - and we haven't had this specific question come up as you can tell but, you know, my just general reading of it is that it anticipated, you know, identification of sites. So, you know, and send us the question, obviously, and we'll, you know, give you a response to it probably somewhat more (unintelligible) hopefully along the same general lines. But no absolute, you know, promises on that, you know, at this point till we think about it a little bit further.

(Ruth Jones): And just to elaborate to the point made earlier about (systemic reform), I know that several school districts are going through the process of restructuring schools that have not made (AYP) under notes (I) left behind. And is an (LMA) - in particular, what - to utilize this opportunity as a part of that (systemic reform), I would guess that they may be reluctant to identify those schools without having a clear plan for their restructuring or corrective action processes, which is why I raised the question.

Thank you.

Woman: Okay.

(Danny Roach): Hi. I'm (Danny Roach) from here in DC and I've got a question about the project design. And if I'm understanding right, the applicants must include at least 3 of the 11 services that are listed.

My question is, will there be a preference for applicants who include more services or a greater number of services?

Woman: No.

(Danny Roach): Is there any additional information you can provide regarding sort of mix of services that you the interviewers will be looking for?

Woman: No.

(George): I'm (George) from DC as well.

My question is is there anything that would prohibit a not-for-profit research firm (unintelligible) lead firm as long as you're working with an (LEA) and other providers?

Woman: No.

(George): Okay.

Secondly, and this follows on (Larry's) question to some extent, no one has raised the issue of the evaluation of the projects per se yet. Is there anything - as long as the service providers are in fact providing most of the services, is there anything that would be wrong with using a large percentage of this to do the evaluation along with coordination of the (research)?

Woman: No.

(George): Okay.

And third and finally, I noticed the restrictions on food, and I, you know, typically, there are per diem rates that apply for consultants and for staff that are away from the site and so on and so forth. Are those prohibited under this?

Man: Do you mean like per diem costs?

(George): Yeah, per diem...

Man: No, those are not prohibited.

(George): Oh, okay. I assume not, but I thought...

Man: No, banquets - so that addresses things...

(George): Right.

Man: ...like, you know, large, you know...

(George): Yeah.

Man: ...banquets and luncheon meetings and...

(George): Things that could get you jail?

Man: Things like that, yeah.

(George): Okay.

Woman: Hi. My question is about performance measurements. And I wanted to know if there are annual benchmarks each year. And those benchmarks' change based on the project in which you're finding out about the project, how do you handle meeting those goals and/or changing those goals?

Woman: You would be identify - you would - when you're designing your project and preparing your application, you would identify your goals and your objectives, and then you would identify and spell out what your benchmarks are in the form of the performance measures.

Woman: Right. But my question is really if that changes over time, how do you specify or how you change or modify what those benchmarks are? So if you're not reaching what you said you were going to do in the beginning, how does that change?

Woman: Yeah, I understand.

If in the course of implementing the project you find that perhaps on - you're not reaching certain performance measures...

Woman: Yeah.

Woman: ...we handle that on a case-by-case basis and examine the reasons for not reaching those benchmarks. And essentially, we sort of take it on a case-by-case basis to determine whether or not certain modifications can be made to then, ultimately still achieve the objectives that you proposed.

Woman: Okay, thank you.

Woman: Uh-huh.

(Unintelligible)?

(Martie Stevens-Billingsley): Good afternoon. My name is (Martie Stevens-Billingsley) from Atlanta, Georgia, with Project First Step Outreach and have a question related to the budgets.

And, (Jill), speaking to your point about 500,000 not really a whole lot of money...

(Jill): Uh-huh.

(Martie Stevens-Billingsley): ...if we have consortium partners that indicate that they're just going to provide (in-time) services, can we eliminate them from the budget altogether and just include that in the memorandum of understanding?

(Jill): That's a good question and I'm not sure what the answer is.

Man: Yeah, right now I'm not sure what answer I want to...

(Martie Stevens-Billingsley): Okay.

Man: ...I want to give to you. So follow up with us on that. It's a very good question.

(Martie Stevens-Billingsley): Okay.

I'll do that, follow up in writing.

(Jill): Okay thank you.

(Martie Stevens-Billingsley): Thank you.

(Gene): Hi, I'm (Gene) from Neighborhood Houses in St. Louis, Missouri.

I'm assuming and maybe hoping that Full-Service Community Schools also really means a full-year programming. We're looking at doing a considerable amount of summer programming. That might include things like sleepaway camp, day camp for parents and kids where there'd be a pretty strong necessity to use space off school sites, properties.

Are there any barriers or any budget constraints that we should think about as we plan?

Woman: (Steve)?

(Steve Rackhaus): Well, the easy part first.

You know, certainly, doing thing across a 12-month span, you know, including, you know, summer school activities. I don't see any problem with it. The rest of it might get to be a more technical case-by-case basis depending upon what it is that you have in mind. And again, I'll use what I hope is an easy example and then we can have a further individual discussion.

If it was something that, for example, required you to acquire facilities given...

(Gene): Yeah, yeah.

Man: ...you know, by purchase or something like that...

(Gene): Yeah.

Man: ...you know, that would not be an allowable cost.

(Gene): Yeah.

Man: If it was something along the lines (of staff) time to implement activities...

(Gene): Right.

Man: ...for a summer camp program...

(Gene): Right.

Man: ...something like that, I think those would generally, you know, be allowable. But it might be good to, you know, especially - well, it might be good to just have a discussion. And also, it's where, you know, referring back and taking a look at what's in those. Those cost circulars can be, you know, sometimes informative and then sometimes we may want to have a discussion around them.

I, you know, if you happen to call me, you know, directly on this, I'd say, you know, hey, what exactly are we talking about. And then I might even, before I got back to you, want to take a look at that, you know, guidance, and it might generate, you know, even more questions so we could, you know, finally figure out the specifics on a case-by-case.

(Gene): Okay. Thanks.

Man: Two more.

Woman: You don't give points for novice? Do you give points for night pay?

Man: Correct. We do not give out novice points...

Woman: Because...

((Crosstalk))

Woman: ...at this room.

Man: Yeah.

Woman: It was cleared out before I got out here but...

Man: Yeah.

Woman: ...oh, well, let me just put mine out there.

Man: Yeah.

Woman: A gentleman earlier had said - had asked the question about (unintelligible) and how to set up their budget in terms of providing services. And the response was for-profit organizations were not eligible.

My question was, based on the Federal Register, it does not say specifically that for-profit. It just says private entities are eligible if they are a part of consortia, a consortia of a local education agency and one or more private community-based blah-blah-blah.

Woman: Uh-huh.

Woman: Since I am the proverbial tadpole in this ocean of very large corporations, where does that leave the small persons such as myself who has an already established program that would like to offer it to an identifiable school in an (LEA) that is specifically targeted in this register?

Woman: My understanding is that -- and I would say follow up with a question in writing and we'll, you know, make sure that we include in the FAQs. My understanding is that a for-profit entity could serve as a partner, but you cannot make a profit off of a Federal grant.

Woman: Right. Okay. So that being established...

Woman: Uh-huh.

Woman: ...I could, as the young lady said, "jump off of this cliff and go for it..."

Woman: Uh-huh.

Woman: ...which we will, but my question would be in terms of the school, it doesn't say how many schools. Where our company is located, we are in an at-risk area whose services, unfortunately, our community cannot always afford. So the whole purpose of our application was to be able to extend those services to those families free of charge, without a profit.

Woman: Uh-huh.

Woman: But my question is, do I have to - can I identify specifically the two schools that we would like to get an MOU with in the surrounding area or do we have to partner them up with the actual public school that we are in? The county that we are in or the school?

Am I making sense? Or do I need to really put my business out on (Fund Street)?

Woman: I will take followup within like - because it sounds like, I mean, the situation that you're describing is, again, sort of rather unique and we want to make sure that we give you a correct answer.

Woman: Okay.

Woman: Okay.

Woman: Thank you.

Woman: Uh-huh.

Man: And the last question...

Woman: So a final question. And I'm not sure if you can provide any more detail, but you say a comprehensive plan that includes descriptions of students' families and school community including demographic characteristics, do you have specific demographics that you're looking for, specific things that you're looking for in terms of the description of the students or the families?

But what are you looking for there? Because, I mean, that's very broad.

Man: Right, it is. And it has to be. There isn't any specific things that we are looking for. What you need to be thinking of in terms of what discussion of demographics with that is appropriate to your application is in the context of the services and the needs for those services that you're going to propose.

If, for example, you are doing something at the early childhood level, that's going to be a different sort of discussion and a different sort of - set of demographic considerations than if you're doing a high school-level, you know, dropout prevention or, you know, counseling program.

So, that, I mean, that's sort of the way you need to start your thinking about what the discussion of demographics and need need to be.

Woman: Okay, thank you.

Man: Okay. I - at this point, as we promised in the Federal Register notice, if you still have individual questions that you want to talk to us about, we will be here - we will stay here and be here until, you know, 4:30. And (Monique) and (Ayisha) and (Fatima) are all on the back and also available.

If you do not want to do so or even if you do and you have, you know, further questions that dawned on you in the middle of the night or tomorrow or the next day, you know, by all means, you know, feel free to get in touch with us. I think in terms of sorting things out and responding efficiently, email works a little bit better for us than telephone, but we do return telephone calls as well.

And I thank you for your interest, your participation in this question and answer session, even if we haven't been able to answer all of your questions right now, has been extremely helpful to us and I hope it's been helpful to you.

Thank you.

END