Guidance for Completing the 2012 Non-Competing Continuation Application

Moderator: Amy Margolis
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Coordinator: Welcome and thank you for standing by. At this time, participants' lines are in a listen-only mode. To ask a question during the question-and-answer session, press star 1 on the touchtone phone. I will now -- this conference is recorded also. I will now turn the meeting over to Ms. Amy Margolis. You may begin.

Amy Margolis: Thank you. Hi, everyone. My name is Amy Margolis. I'm with the Office of Adolescent Health and we are all gathered today for a Webinar to go over our guidance for completing your 2012 noncompeting continuation application.

We hope that the information we're going to present today will be helpful and that it will answer most of your questions. But, of course, if you still have questions after the Webinar, please contact your project officer or your grant management specialist and we'll be able to help you with whatever questions you have.

So by now hopefully you have all received an email that contained a letter from the Office of Grant Management announcing the continuation application requirement. The 2012 continuation application guidance, an example six month progress report template in Word, two example workplan templates, also in Word so you can just fill them out if they're useful, and a manual with instructions for how to process your continuation application in grant solutions.

If you haven't received that information, it did come out over a grantee list but if you haven't received it, please let your project officer know and we will get that to you as soon as possible.

This is our agenda for today's call. We're going to start by reviewing the application submission requirements, then we'll talk about the progress report and work plan requirements, the budget and required grants forms. Those three pieces are relevant to all of our grantees, so we'll stop after that and have a break for question and answer.

And then at that time, all of the pregnancy assistance funds and the HIV resource center grantees can sign off because then we'll be getting into information that's specific to the teen pregnancy prevention grantees.

So we tried this structure just so that you only had to listen to information that was relevant to your grant program.

From there we'll go into a discussion about the teen pregnancy prevention performance measures and then we'll have a break for questions and answers, after that and then at that point any of the teen pregnancy prevention grantees that are replicating evidence-based programs for the tier one grantees who are not conducting a rigorous evaluation can then sign off because we'll be then getting into the evaluation progress report requirement and that is only relevant for those teen pregnancy prevention grantees conducting a rigorous evaluation.

Okay, so to get us started, we just wanted to review that OAH does have six primary reports that are due each year. You can see them all listed on this slide. We will be focusing today on the non-competing continuation application that's due on May 31st.

And the purpose of the continuation application as you're probably aware, is to report on the progress of your project during the current budget year and then to provide a work plan a detailed budget for the upcoming project year.

The continuation application guidance that you should have received by email in advance of this Webinar goes into a lot more detail about what's required, how to submit the information. We're going to mirror that guidance on today's Webinar and go over some of the detail but there is additional detail in that guidance, so I do encourage all of you to go back to your email, find the guidance document, review it and let us know if you have any questions.

Just a couple of points on the application submission that we wanted to highlight, most importantly, your application is due on May 31st at 11:00 pm Eastern time. We won't accept late applications, so please make sure to get your application in on time.

And an important change for this year is that your application must be submitted through grant solutions. In previous years we have accepted hard copy applications. We will no longer accept hard copy applications, so it must be submitted through grant solutions.

You will not have to submit the signature page separate this year. In the past we had required you to sign that and send that in separately. You will not have to do that as well any longer. We're going to all electronic.

So, again, make sure you submit your application through grant solutions by May 31st. We will not accept applications any other way, so if you try to mail or email or fax it, we will not be able to accept it that way.

One of the documents that you should have got through your email in advance is the guidance document that helps walk you through the process for submitting your continuation application through grant solutions.

So please take a look at that and reference that as you're getting ready to enter your application and it'll walk you through the different steps so, hopefully, will make it an easy process to submit.

If you go into grant solutions now or after this call, each of you will have a non-competing continuing application kit established in grant solutions. Your application must contain all of the required forms and information as outlined in our guidance document in order to be considered complete.

And then if you do have any questions as you're working on your submission that are specific to grant solutions, if you have any challenges with the whole grant solution system, we've included the contact information for the grant solutions help desk on the Webinar slide and it's also in the guidance document, so please use that if you need to.

And with that, I'm going to turn it over to Allison Roper with the Office of Adolescent Health to talk about a progress report and work plan requirements.

Allison Roper: Thank you, Amy. So we are going to get started and talk a little bit about what is the content that you need to submit for your continuation application this year.

So this slide talks about the required elements for this continuation application. This is all information that is located in the continuation application guidance that we did send out but the basic pieces are, of course, the table of contents, your project narrative, which is your six month progress report and your work plan for the upcoming project here.

So for Year 3 of your project for TPP and past grantees, for the TPP grantees only, you need to be able to submit your TPP performance measure report.

The rigorous evaluation grantees, meaning the TPP Tier 1 CD and Tier 2 grantees, you have your evaluation progress report and, of course, we have all of our budget and required grant forms that Roscoe and his team will review in just a few minutes.

So your six month progress report, this is the report that you're going to be submitting that's going to describe the activities that you completed during the first six months of Year 2 of your project, so from September 1, 2011 through February 29, 2012.

This is the report that we're going to use to be able to assess how much progress you've made for the first six months, so we really are looking for some thorough descriptions of all of the objectives and the activities that have gone into play to support the grant program.

In your, -- and some of the expectations for your six month progress report are that you're going to include an introduction to briefly restate the purpose of your grant. We want you to spend some time describing your major accomplishments, so we want you to include sufficient detail that anyone picking up the report can understand what you've been doing and what has been accomplished.

And whenever possible, make sure to include statements that include the outcomes of your actions. We want you to also describe any challenges or barriers that you encountered and how they were addressed.

If applicable, and make sure to include reasons that goals and objectives were not met during this first six months and a discussion of assistance if any are going to be needed to resolve the situation.

And also in your progress report, we would like for you to report on any other significant project activities, accomplishments, setbacks or modifications such as a change in key staff, potentially a change in scope of work, a change in location that have occurred during the current budget period that were not part of the program work plan originally.

And these could also include -- some of these actions may also include legislative or judicial actions that may have impacted the program.

We did want to make sure that we noted that you can provide some supporting documents in the appendices only if they add clarity or depth to the narrative. Please do not send in a whole bunch of appendices that don't directly reflect back upon the six month report and the progress that you've made.

Also there is no specific length that's required, so we do not have a specific page limit. What is required is that you have what we're judging these reports on, on the basis of substance, so not on the basis of length.

We have submitted -- we have provided you a recommended template that we would like for you to use but it is certainly not required. But the requirement is for these reports just to make sure that you meet all of the outlined expectations. They don't have to be specific format.

So some of the tools and resources that we've provided to you through the continuation application guidance that was sent out to help you with writing your progress reports as we've provided you with a progress report template, we also included an example of a partially completed progress report to give you some ideas for what kind of level of detail you're looking for when you're describing the activities for each of the objectives and the goals that you are striving towards.

We also provided you with a continuation application checklist, so this includes a list of key information that you want to include in your progress report for past and TPP grantees that we will be using in our office to assess the progress that you've made.

On this next slide, we're looking at an example of the six month progress report and I know the text is really small, so you can't actually read it but you can kind of see the level of detail that we do put into these progress reports and the importance of really describing the activities, the outcomes of each of the activities so we have a really clear idea and a very clear picture of the progress that you've made for that first six months of Year 2.

So that's your progress report. So that's the first six months of your Year 2 budget period. Now, on to the work plan.

Your work plan is really your guide to the activities and for your project for Year 3, so it's going to guide you as you move through Year 3. This is going to be the work plan that is going to cover the period of September 1, 2012 through August 31st of 2013, so it's your Year 3 work plan for the Year 3 budget year for TPP and past grantees.

Again, the work plan is the same. We're asking for the same format as we've asked for in the past which is to really provide some solid descriptions of the goals, objectives, activities and timeline, people responsible for each activity and measure of effectiveness for each objective for your overall program. So there's going to be quite a bit of information that you're going to include in this work plan.

We really want you to include sufficient detail in your work plan. When you're thinking about your work plan, we want to make sure that you include several, several key pieces. One, of course, is your grantee name. We want you to -- we do want you to include your five-year goals, so we want you to be thinking long term and how Year 3 is going to support your long-term goals.

With your objectives, we want them to be SMART, so that acronym stands for specific, measurable, achievable, realistic and time-phased. And we can certainly help you as project officers. We can certainly help you in establishing some smart objectives and pointing you to some resources if you need that.

We want you to provide rationale to support those objectives that you've identified and then your activities and timeline and your measurements of accomplishment and the people responsible for implementing those activities should all go to support the outcome objectives that you've identified.

The work plan is really intended to be an ongoing monitoring and evaluation tool for you and for OAH. It does help us to look at your work plan so that we can assess if you're moving forward, what kind of progress you're making and where you may need some extra technical assistance or where you're really excelling and may be able to provide some technical assistance to others.

This is a plan that should document, that should be a document used and continually updated based on new information, so it's not something that's going to be stagnant to go sit on a shelf. We do anticipate that you're going to continue to use your work plan and make decisions based on your work plan for Year 3 and then make adjustments as appropriate.

The template that we provide and the continuation application guidance is a suggested format. It's not required but we do encourage you to use it if it works for you.

The requirement, of course, is that the work plan is very detailed and is complete. So, again, we've provided you with some tools and resources to help establish your work plan. We've provided you with two work plan templates and we've provided you with an example of a partially completed work plan so that it can provide a -- it gives you, again, that example of the level of detail that we're looking for.

And then, again, the continuation application checklist that gives -- that lists out the key information that you would want to include in your work plan.

Here is an example of one of the work plans, one of the work plan templates that we have provided and many of you have used this for work plan template. Many of you have used the other work plan template that we provided.

They're both located in the continuation application guidance, so I encourage you to look at those and figure out which one you think might work best for you.

We talked a minute ago about the appendices but just to reiterate, we do want the appendices to be -- we want you to use -- to provide us with supporting documents in the appendices. We want to make sure that this is information that is going to help us to really be able to review the progress that you've made from your six month progress report or help support the activities that you plan on doing during Year 3.

So think carefully about the appendices that you include. There's really no need to include extensive appendices if they don't directly relate back to your progress report and to your work plan for Year 3.

And with that, we're going to turn it over to Roscoe and he is going to talk about application content for budget and grant forms.

Roscoe Brunson: Thank you, Allison. Good afternoon, everyone. I'm going to briefly cover the application contents for budget and grant forms, just briefly look at some of the forms that we'll be reviewing, the SF424, which is your application for federal assistance. It should list the program director and their authorized business official on this form.

The SF424A, which is your budget information sheet; we want you to list the federal and non-federal in kind on matching -- required matching contributions on this form.

In addition, this year we're going to ask that you include the unobligated balance of fund that is projected to be available at the end of the year, too. Again, we understand this is an estimated amount.

The SF424B will be one of the online forms that you'll complete. It's just an insurance form that requires -- that indicates that you will comply with all applicable policies, laws and regulations.

And then we will have to complete the disclosure of lobbying activities. And as I indicated earlier, the SF424 form is no longer required to be submitted separately in hard copy signed. Again, the electronic copy that you complete in grant solution is acceptable.

Just mention briefly about the budget, the SF424A that is the breakout and I'll talk about that shortly but it'll break out the costs by object class category. Your budget page should be completed and it should list all applicable major budget categories similar to what's in your SF424A in which funding is requested for each major budget category.

You should list these items within the category and indicate the amount of money allocated for that line item, including the federal amount requested, matching in-kind contribution and direct reimbursement and total budget.

For equipment items that are included in the budget, please ensure that if you indicate an item as an equipment cost that cost should be for any individual item over $5000 or more.

Budget narrative justification, we'll ask that your budget narrative justification fully explain in detail and justify the federal and non-federal expenditures by category, similar to the forma that you lay our in your SF424A.

We'll roll with that briefly when we get to the budget justification section. This is an example of the SF424A. It is a fillable online form once you log on and begin submitting an application in grant solution and this page is for non-construction projects.

When completing Section A, we ask that you enter the budgetary data within column C. This is your federal amount and D, the non-federal if it is applicable to your grant.

The estimated dollar amount should also be included on this form and I believe that should be listed in Section C and D. In Column E, enter the total federal amount for Year 3 if applicable. In Column E, enter the total non-federal in-kind or required matching contribution for Year 3.

When completing a section B, enter all federal requested budgetary categories by using Column 1 showing the various costs requested by either class category.

As you can see, personnel, fringe, travel, equipment, supplies, contractual, other, indirect, those various costs, we'll ask that you include that just for federal only.

We will move on, if applicable, complete Section C. Again, this is only for non-federal or matching in-kind contributions amounts. We ask that you enter based on resources that will be provided by applicants organization, your state or the other resources.

Section D, E and F are optional but not required for submission. And we ask that you please check this form when you're completing the form for the total amounts that are indicated. If you're not going to complete the SF424A online and upload the form again, if you complete the SF424 outside of grant solutions, you need to make sure you double check the budgetary cost, the total budgetary cost.

Applicants must have a budget, an itemized budget narrative justification. This document must list the federal and, if applicable, the non-federal expenditure by object class category. The cost should be outlined from top to bottom similar to, again, the SF424A. Please provide a breakout of all costs just as you see in this example.

I just want to briefly mention for travel costs, make sure you provide a brief description of the travel involved and its purpose, provide an explanation on how the travel is necessary for successful completion of the project.

Again, equipment costs for property items, only with the unit cost of $5000 or more per individual item. If less than $5000, please place that cost under supplies.

With supplies, please break out by quantity and cost per unit. For contractual, treat each contract or assign sub grant as a separate item and detail the proposed cost.

Describe the product and service to be obtained. Provide a separate budget for each sub contract or contract regardless of the dollar value. For other, the items by type of material or nature of expense not eligible for listing under the above categories need to include a line item showing the total direct cost at the end for federal if applicable, a separate line showing the total non-federal in-kind as shown here.

If applicable, again, just to try and approve indirect costs, percentage and the amount of reimbursement, you have a current indirect -- you must have a current indirect cost rate agreement or cost allocation plan. If not, then we will be restrictive for reimbursement of that particular cost.

We'll also ask that you provide a grant total listing the total federal and non-federal support for Year 3.

Amy Margolis: And with that, we'd like to open it up for questions before we move on to performance measures and some of you might be getting off the phone in just a moment. So we'd like to open it up to questions based on the information that we've already provided for the grants forms, the budget forms and the submission process as well as the content for the work plan and the progress report.

Coordinator: Thank you. At this time, we will begin question-and-answer session. To ask a question, please press star 1 on the touchtone phone. Please remember to unmute the line and record your first and last name when prompted. To withdraw the question, press star 2.

Once again, please press star one; and moment please. I do have a couple questions that have formed. Veronica, your line is open.

Veronica: The question's about the travel with the OAH conference, the national conference and the regional if we are still supposed to budget for three people to attend three regional trainings. Will there be, you know, are you planning the regional trainings to where you can tell us how many to budget for? Thank you. That's it.

OAH: So at this point, we would ask that you -- this year we did only have two regional trainings, so we would ask that you budget for three staff to attend two trainings and for three people to attend the annual conference for the TPP grantees.

For the PAF grantees we're having, I believe, it's still three trainings for next year and it's two to four people to attend and it's also the annual conference.

Coordinator: The next question is from Kristin Heinsloin. Your line is open.

Kristin Heinsloin: Hi, Roscoe. My question is for you. I'm curious. You mentioned sub contracts that we -- on those also need to provide budget detail on justification. Does that look similar to what we're doing for the grander budget?

Roscoe: I'm sorry. Say that again, the grander budget?

Kristin Heinsloin: Well, the budget for the project itself and then we have subcontracts under our -- over -- under our grant and those three subcontracts with their budgets look very similar in the way I should construct them as to how I prepare the budget for the greater grant.

Roscoe: Yes, yes, you should have your subcontracts and sub grants should work out the cost so we could identify with the plan expenditures by those subcontractors.

Kristin Heinsloin: Okay, thank you.

Roscoe: Okay.

Coordinator: The next question is from Jan Desper. Your line is open. Please check your mute switch, ma'am.

Jan Desper: Can you hear me now?

Coordinator: Yes, I can. Thank you. Go ahead with your question.

Jan Desper: Okay, thank you. My question is for Roscoe as well and relates to the budget where you have the various columns for the unobligated funds from this year. I think that's what you're trying to show.

And so it appeared that if you have unobligated funds for this year, by adding them to what your funding request is for next year, are you then asking to roll those funds over? I just want to be clear about that.

Roscoe: No, I'm asking you to -- based on what was awarding during the Year 2, in addition to Year 1, if you give an estimate, if you have an idea of how much unobligated funds may be remaining at the ending Year 2, not to consider in your application the funds that are subject to be awarded for Year 3. Just give us a general idea of what you expect to have in terms of an unobligated balance. Again, estimate it.

OAH: And it does not count -- it is not considered your request to roll those funds over. We're just asking for you to estimate the amount of unobligated you're expecting at the end of Year 2.

Jan Desper: Okay.

OAH: If you want to then roll those funds over at the end of Year 2, in Year 3 you will have to come in with another request similar to how you did in Year 1.

Jan Desper: Okay, I understand. Thank you.

Roscoe: Okay.

Coordinator: Our next question is from Pamela. Your line is open.

Pamela: Hello, my question is also for Roscoe. But did I hear you say that with the -- if the equipment's less than $5000 then it goes in the supply line?

Roscoe: Okay.

Pamela: Did I hear that correctly?

Roscoe: Say, again, you said for equipment costs or any costs that are under $5000 they should be listed under supply per individual item. If you have one individual item that's above $5000, it shouldn’t be sitting in supplies. You should move that to an equipment cost item.

Pamela: Okay. I got it.

Roscoe: An individual item.

Pamela: Yes. And then also I heard you say something. The budget is for Year 2 that we're submitting, not Year 3, right?

Roscoe: No, Year 3. This is a non-competing continuation application for Year 3. You already have an approved Year 2 budget.

Allison: Except, Pamela -- this is Allison -- yours. You are the only one, I'm sorry.

Roscoe: Is that the HIV Resource Center grantee

Allison: That's correct, so yours is for Year 2.

Pamela: Yes, okay, thank you. That explains it. Thank you.

Roscoe: Okay.

Coordinator: Debra Speight, your line is open.

Debra Speight: Okay, I just have a comment, Roscoe. Please let the grantees know that there is a salary cap. I believe it's $174,000.

Roscoe: Yes, when we issue the notice of award it will be in there as a condition of award under the Federal Financial Accountability Act. We're going to go ahead and put that information in so that they're aware that there is a cap.

Woman: So and I'd just like to say that this is something that's new that this guidance is just coming down the pike to us, so we haven't shared that with all of the grantees yet but we'll send out some additional guidance on it.

And we actually have a question on the -- from the Q&A box. I wanted to address that. Somebody was asking about the continuation application packet that went out via email.

It went out to everybody that we have on our listserve. It did not go out to the evaluators listserve specifically and I know that this person asking is an evaluator. So we will send it out to the evaluator listserve as well so that you have a copy of it.

I would also encourage you to, you know, to talk as a team because, you know, all of your applications should be a team and all of your reports should be a team effort. So make sure that if you're an evaluator you're talking with your program. If you're program, you're sharing this information with your evaluators as well. So we will send it out over the evaluator's listserve.

Coordinator: Our next question comes from Elizabeth Gardner. Your line is open.

Elizabeth Gardner: Hi, good afternoon. I actually have a question for Allison and it pertains to a slide that had some comments about the work plan. I want to make sure I'm understanding that correctly.

I thought the text in the PowerPoint said that our work plan goal should be for five years. Is that correct because it looks like in the sample, in the letter from the feds and in some of the sample work plans it looks like we're only writing a work plan for one year.

Allison Roper: Yes, so first of all, let me just clarify because we just realized that we wrote that with TPP in mind that the goals would be for five years and you're obviously pregnant assist fund, so I apologize. We neglected your group, once again, to clarify. So that would actually be for three years.

So we do expect that you're going to have for PAF, three year goals, for TPP five-year goals that you would include in your work plan but then you would have individual objectives in your work plan that related back to that specific year.

But those objectives for that specific year, for Year 3 let's say, will still support the five-year goals that you have for your overall project.

Elizabeth Gardner: Okay. I think maybe I'll follow up with our project officer because I think our -- I think some of our goals and object -- some of our goals for the PAF grant were written at the one-year level, so maybe we just need to expand those out to three years for the final year.

Allison Roper: Yes, and sometimes it's a semantics issue between goals and objectives. I think a lot of people use those interchangeably. So encourage you to talk with your project officer, about it and she can walk you through it.

Elizabeth Gardner: Okay, good. Thank you.

Coordinator: Our next question is from Christine Hyan. Your line is open.

Christine Hyan: Thank you. Allison, my question is for you. You mentioned that there -- excuse me -- are only two trainings for the 2011-2012 Year 2 time period and it was my understanding that there was one in January, one scheduled for May and another one is scheduled for July.

Allison Roper: Right, thank you for bringing that up. That is what we're in right now. So we're actually referring to next year for...

Christine Hyan: So next year there's only going to be two trainings.

Allison Roper: For TPP there's only going to be two plus an annual conference. For PAF there will be three plus an annual conference.

Christine Hyan: Okay and how many people are asked to go to the annual conference?

Allison Roper: We ask for three to go to the annual conference.

Christine Hyan: And two to four for the regional training.

Allison Roper: For PAF, yes, two to four. To TPP it's three people.

Christine Hyan: Thank you.

Allison Roper: You're welcome.

Roscoe: We have a question, a budget question, that was emailed from Jenny and she asked contracts would you need a separate line item budget for each subcontract or would a budget narrative for each be required as well?

No, under the cost, the contractual category cost, if you have a subcontract, we just ask that you itemize the information specific to that subcontractor so we have a clear idea of what is being proposed by the subcontractor and what work would be completed.

So, no, we don't need a separate budget narrative specific to that subcontractor.

Coordinator: I have our last question on the audio portion is from Debra Nail for this session. Your line is open.

Debra Nail: Okay. Yes, and it relates to the regional training of the three staff members. Is that -- for the regional training are you asking the evaluators to attend any of those?

Allison Roper: Not for the regional training, no; for the annual conference, yes.

Debra Nail: Okay, and I do have one other question that just references back to the salary cap of $174,000. Is that for your total payroll for your program?

Roscoe: You know, I will -- again, I'll need to go back and provide information to everyone. So after this conference is all over -- and I see some more questions are coming up regarding the salary cap -- I'll make sure I provide that information so that you'll have some clarity and some information you can reference.

Debra Nail: Okay.

Woman: But just, real quick, it's not for your entire team's salary. I mean, it would be more for an individual. But we need to get you the exact amount. We don't want to give out inaccurate guidance right now, so we want to give you the exact amount and give you all of the guidance on it at once.

Debra Nail: Okay, thank you.

Woman: Somebody else has asked, with the six month progress report -- it is due May 31st for all grantees, so for PAF, TPP and MAI, the six month progress report and your work plan and your budget forms for the following year, they're all due May 31st or no later than May 31st.

You can certainly turn them in tomorrow if you are ready. But they're due no later than May 31st for everybody.

Coordinator: Once again, if you'd like to ask a question on the audio portion, it's star 1 to ask a question; and one moment please. It looks like there is a question forming now. It'll just take another moment. A couple more questions are forming. Ms. Linda Rodgers, your line is open.

Linda Rodgers: Yes, I have a question, a general question. When you were submitting your forms when we used to do it on paper through email it was required that we have signatures. How is that going to be handled?

Roscoe: You're no longer required to do -- on paper, when you are in grant solutions, the fact that whomever is submitting on behalf of the organization and that authorized business official has delegated that authority to them, their username and password is enough information for us to accept that particular application from the organization.

So we no longer need a signed document. You'll see as you're completing the form, once you get to the end of some of the forms, particularly the insurance form, it basically asks you to check the box and sign indicating that you fully understand the requirement associated with submitting the application.

Linda Rodgers: Great, that's perfect. I appreciate that. Thank you.

Roscoe: All right.

Coordinator: And then...

Woman: We do have another question online again. I just want to clarify for everybody for the upcoming -- the TPP regional trainings, those are typically reserved for direct line staff. They are not geared towards evaluators. The annual conference evaluators are required to go for the TPP group but not for the regional trainings, so I just wanted to clarify that.

Coordinator: There is another question currently. Ms. Ella Fitzgardner, your line is open.

Ella Fitzgardner: Actually, Roscoe just answered my question, thank you.

Roscoe: All right, you're welcome.

Woman: Thank you.

Coordinator: And currently no questions.

Amy Margolis: Okay, so at this point we will continue on with the Webinar. The next section we are going to focus on is the teen pregnancy prevention grantee performance measure reporting requirements. So if you're not a teen pregnancy prevention grantee, you can feel free to sign off at this point. And I am going to turn it over to Ina Wallace from (RTI) to take the next section.

Ina Wallace: Hi. Thanks so much. I've met a lot of you and some of this will be repeat. You've heard it in any of our Webinars or if you were at the annual conference. But I'll go through it all again.

Importantly, we have a number of resources that can help you with the performance measures. We've developed a performance measures Web site measure that covers al to of information about reporting these measures and it is available if you go to the performance measure Web site. And you can see the link to it right on the slide.

We have reportings and transcript of Webinar training that we did last fall and that is available on the Web site as well as on OAH's Web site. We have developed a script for the perceived impact measure. That is also on the Web site.

We have developed a help desk for your use that, you know, we monitor all the time and if you have any questions related to the reporting, you should submit your questions there. It's a much better plan than emailing particularly that, you know, the link that was set up before, set up last summer. We do not monitor that regularly.

The help desk is the best place to submit your questions. And we will be adding, you know, more resources as they are needed. When those of you have particular questions that we can address in a document, we will post it there, so wanted to make sure that you are all familiar with these place you can go.

Okay, there has been some confusion in the past about the different reporting options, so I wanted to go through it. There are three ways that you can report your data and, in fact, some people are using more than one way.

The first option, which we've termed Option 1, is to report the raw data directly into the Web system. And we have found it to be -- you know, those of you who have used it have told me that it's pretty simple to use. We have directions right there on the Web site as well as on the manual.

The second option is to upload raw data using spreadsheets and this is pretty straightforward. The one thing that you need to remember is you need to use the pre-defined variables listed.

Information about how to do this is also contained in the manual that is on the Web site.

The third option is to enter aggregated data into the system. And we -- only grantees with approval will be able to do this and anybody who has not received approval won't even be able to see the fields for entering this.

We are discouraging this because it is going to be a lot more complicated than we even first thought because there's lots of different ways that we want to be able to report the data which means that grantees will have to do extra work.

So we're really hoping that most people will choose Option 1 or 2. To date there's only been four of you and I believe we have spoken with all of you -- all of you who are choosing it.

I know some cases grantees are only using Option 3 for one or two variables and are choosing Options 1 or 2 for the others.

Okay, so what are our measures? Well, we have a variety of different measures. We have measures that we are calling grantee level measures and these will be ones that grantees will pretty much enter and there are several different kinds.

The first kind is -- concern the structure of the program. And the first one is reach. And for reach what we want to do is to know how many program participants are being served by the particular program. And key here is served by the program.

They do not have to be in the evaluation. It's just served by the program and would include both youth and other types of clients such as parents. And we have specified the dates that we're interested in. So we very much want to know how is served between whatever the starting date for your particular grant is until February 29th.

Those of you who are reporting using Option 1 or 2, we'll be giving out reach information and we've also asked you to provide a separate accounting of demographics that we will be able to include, so we will be able to get the kinds of information we need.

Option 3 grantees won't provide us aggregated data classified by the demographic characteristics. And in your guidance you will see a demonstration of what it is that we do need.

The next measure that concerns the structure of the program has to do with partners. And there are a couple of different measures. We want to know the number of organizations that are partnering with a grantee and that includes those with formal agreements, without formal agreements and assisting in other ways.

And then we want to know also the retention of partners. So at the end of the reporting period, how many of those who had formal agreements at the beginning of the reporting period still are involved.

And all of you are asked to enter the aggregated data on the Web site. You know, it's just a few numbers. So I think it's pretty simple.

The third measure of the program structure has to do with training. And for training, we are interested in any type of training that will improve the facilitator's delivery of the program.

So, for example, it could be some kind of workshop that facilitators would attend having to do with adolescent development or classroom management strategies. It doesn't just have to pertain to the curriculum.

So we would like to know -- our measures are the number of new facilitators trained and the number of facilitators receiving any follow-up training. And as with the previous measure, all grantees are asked to report the aggregated data directly on the Web site.

And we have our measure of dissemination and dissemination on materials that should be related to the funding through this initiative. So it could include experiences in implementing the program, lessons learned, and evaluation results. But it really should pertain to the TPP or previous grant.

And we have several different measures. The number of manuscripts accepted for publication or published with publication information and the number of manuscripts submitted for publication and it should not be this -- they should be different from those measures that we're -- those manuscripts that were accepted.

We're also asking for the number of presentations at various different levels such as region, state or national level and we'd also like you to include the title and where it was presented.

And these are to be -- we're asking all grantees to give this information. Tier 2 and previous grantees are also asked to indicate about how, you know, what different facets of the program have been packaged for replication.

So for example, have you documented your manual? Have you documented your logic model? And every year you would report on -- or every reporting period you would document on what has been completed. And these data are also reported on an aggregated level on the Web site.

And then we have a few measures of program implementation. The first of which is dosage and this is how much of the program participants received and we're calculating this using attendance data.

And this will be collected on all participants, even those not in the evaluation. So it's just like the measure of reach. And for this we're interested in the mean and median percentage of program services that the youth receive and for this we are interested in knowing this according to age and gender.

We also want to know the mean and median percentage of program services received by other participants such as parents. And then finally we want a percentage of participants who received at least 75% of the program.

Now for reporting, Option 1 and Option 2 are asked -- will be reporting attendance data for every participant, for every session either on the Web site or by (up) spreadsheets. And because we will already have your demographic data, you need to do nothing further. We'll be able to summarize it according to gender and age.

Option 3 grantees who are providing aggregated data will need to report it by gender and age for use and I think I have contacted all of you who have elected Option 3 to explain exactly what this will mean.

You don't need to report it by gender and age for the other participants. So if there's any questions from Option 3 grantees we can follow up with you by yourself.

Fidelity, now fidelity will address how well the implantation adhered to the program's model and we have a couple of different ways of looking at this. We have measures that are based on the facilitator reporting and we are looking at the percentage of completed sessions for which there is a fidelity monitoring log and the mean and median percentage of activities that are completed.

Then we have measures that are based on observation and we're supposed to -- you're supposed to have 10% of your sessions observed. And for this we will also be computing the mean and median percentage of activities that were completed because we're asking the observer to complete the same fidelity monitoring log.

We're also having the observer complete a quality assessment form and do this for each one that's observed. We're also -- there's a few additional measures. We want to know the percentage of sessions completed out of those that were supposed to be as well as the score on the fidelity process scale.

That's something that only need to be completed once a year so you will not have to be concerned with this for this reporting period.

So reporting, Option 1 and 2 grantees will be reporting the required data for each session on the Web site or by uploading spreadsheets and then there's a few additional measures that we're asking for aggregated data that you would put right on the Web site. Option 3 report aggregated data for all measures on the Web site.

Now we come to participant level measures and the perceived impact I know has generated a lot of discussion among you and this is something that we're asking all grantees, those in -- those who are in Tier 1, A, B, C, D, Tier 2 grantees to complete.

And it's to be collected anonymously either at the end of the program or annually for longer programs. And I'll come back to the anonymously.

And we need demographic data as well because we need to analyze it by demographic characteristics. And because we're not asking for any identification we need the demographic data.

We have provided a sample script to facilitate the administration of questions and this can be found on the Web site under the resources tab. So there are four measures: perceived impact on sex, perceived impact on condom use, perceived impact on birth control use and perceived impact on abstinence.

All grantees must report non-aggregated data, either on the Web site or by uploading spreadsheets. Now, for those of you who are conducting a rigorous evaluation, these perceived impact data may be collected at the same time that the -- that post test data are collected if the post test data collection is near in time to the end of the program, that is a couple of weeks at most.

For programs that are very longstanding in which post test data wouldn't be collected until the end of maybe Year 2, we'd like you to collect and report perceived impact data once during the first year of program implementation, ideally, you know, close to the end of the year.

Now, I'm going to come back to this anonymously. For those of you who are conducting a rigorous evaluation and you're collecting it alongside of the post test data, you can append these four questions to those behavioral data.

Now we know we will have an ID for them but, you know, we will not be doing any linking of this with other kinds of data, just so you know. But to facilitate your collection, we wanted to make that a possibility for you.

Okay, the other participant level measures have to do with behaviors and intentions and these are for grantees with a rigorous evaluation only. Some of you may be using these measures even though you don't have a rigorous evaluation, you don't submit them.

The only people who will be reporting them are those individuals. And these data are to be reported by the evaluators, not the grantees. And baseline and follow-up data need to be for both intervention and control groups if the youth have parental permission to be in the evaluation.

So this is the only instance where we want control group data. And there are several different measures of behaviors and intentions. So I want to go back to this idea of the comparison groups. We're asking you to report, collect and report behavioral and intention data for all individuals in both control groups and in the treatment groups if they are participating in the evaluation.

Do not administer the perceived impact on comparison use. Do not report attendance data on comparison use and do not report fidelity for any comparison group. So it's a very limited set of information that we would like on these particular individuals.

Now, how about program use without parental permission? As we said before, all youths who are receiving program services must be counted for measures of reach and dosage. If they do not have parental permission to be in the evaluation or to respond to perceived impact questions, we still need them to be counted for reach and for dosage.

Reporting dates, okay, so the data must be uploaded no later than November 30th and May 31st of each year. I think Amy described that pretty, you know, well.

And the May 31st report includes data from September 1 to February 29th. I will say that these dates may be slightly different for the PREIS grantees and whatever they are you should follow those rules.

Please enter your data early to ensure the questions may be answered in a timely fashion that, you know, we have our help desk and we're more than happy to answer your questions but if all your questions come in on May 29th, we're just not going to be able to help you.

Those who wish to use Option 3 must send a project officer a detailed description of the system for approval well in advance of the reporting deadline.

Okay, now I will entertain questions.

Coordinator: Thank you. At this time we will begin another question-and-answer session. To ask a question, press star 1 on the touchtone phone. Please unmute the line and record your first and last name when prompted. To withdraw the question, press star 2. Once again, press star 1 to ask a question; and one moment please. I have one question forming now. It'll just take another moment or two. Allison -- I'm sorry -- Alice Jackson, your line is open.

Alice Jackson: Hi. My question -- we are Tier 1. We're replicating Carerra. Now, understand that Carerra was going to be uploading through CMIS into OAH. Now, I'm not sure whether or not that's going to be acceptable or not but that's what they're telling us.

Ina Wallace: Yes, we have actually -- we've been in contact with the folks at Children's Aid Society and have -- you know, have approved a process. That's just for some of the measures. It's not for all of them.

Alice Jackson: Okay.

Amy Margolis: And, Ina, this is Amy. Just to clarify, the Carrera -- Children's Aid Society will not be reporting any data directly to OAH. They will be making it available to the grantee but it is the grantee's responsibility to report the data to OAH. So if you have questions about that, we sent out some additional information last week to try to clarify a lot of the confusion that's out there.

Please contact your project officer and let them know so that they can walk you through the process.

Alice Jackson: Thank you.

Coordinator: Once again, you may press star 1 to ask a question. I do have a couple more questions forming. Star Foverfine, your line is open.

(Star Foverfine): ...measures. We are a Carerra replication program and for the fidelity measures that are needed to go into the performance measures report, who does that? Is it the program's responsibility or is it the fidelity manager's responsibility?

Ina Wallace: I believe -- I think Amy just addressed this question. You will be receiving information from Children's Aid Society that you will need to, you know, include in the system.

Amy Margolis: Yes, Carerra grantees need to be entering all of the data that's required from Children's Aid Society into CMIS all along on dosage and program milestones, component milestones and they will -- Children's Aid Society will be taking information you've already entered into CMIS and submitting it back in the format that we need for the performance measures to you for you to report to us.

But you have to have been entering all your data in all along into CMIS for them to be able to do that. So, again, if you've got any questions, please let your project officer know and we can get on a call to talk through the specific career questions.

Star Foverfine: Thank you.

Coordinator: Our next question is from Hillary Denby. Your line is open.

Hillary Denby: Hi. I have a question about the data collection period. So we have an eight-week program and for our first cycle of implementation, only seven weeks were completed before February 29th. So I'm wondering should we enter that cycle data like even though it's gone beyond February 29th? I mean, that's...

Ina Wallace: Yes, we actually just discussed this issue today and so it will be -- it doesn't have to be complete. It will be, you know, the data that you have completed up to February 29th. And if you only had six sessions that were completed, we'll be looking to see, you know, what your fidelity is for those six sessions and what the dosage was for those six sessions. Does that make sense?

Hillary Denby: Yes, thanks.

Ina Wallace: Okay. Amy Farb, if you want to add anything to what I said.

Amy Farb: No, I think you said that just right and so most grantees will be entering their data through Options 1 and 2 we'll be able to calculate everything on back end. So they just need to upload their data that they have through February 29th. Thanks.

Coordinator: And currently no questions have formed, star 1 if you'd like to ask a question in the audio portion.

Amy Margolis: Ina, we do have one question online.

Ina Wallace: Okay.

Amy Margolis: The question is we just completed parent focus groups as a part of our two-year objective. Do these parent participants count in the reach numbers?

Ina Wallace: Yes, they do. That is a very good question. We're collecting data separately for youth and for parents. So we absolutely do want to know how many parents participated in the program. Thank you.

Coordinator: And currently no questions.

Amy Margolis: Okay, well, if anybody has any questions once the Webinar is over, please contact your project officer and we will get you the information that you need. At this time we will move forward with the Webinar. The next portion is focused on the teen pregnancy prevention evaluation progress report.

And, again, this is for only those grantees who are conducting a rigorous evaluation, so any of the Tier 1 grantees ranges C and D and all of the Tier 2 grantees. And with that, I would like to turn it over to Jean Knab from Mathematica Policy Research.

Jean Knab: Sure. Hi, everyone. This is Jean Knab of the Eval TA team and I'm going to refresh you on the annual reporting requirements regarding the progress of your evaluation. Some of you would already be familiar with these requirements as you submitted data to us in November. You already have some sample enrolled and we've already looked through that data with you.

Some of you were at our Webinar in the fall but haven't had a chance to go through this process yet. So we wanted to, again, provide a brief overview of the requirements, go through some examples and then we'll have time for questions at the end. And there are more details on the requirements provided in the written guidance that Amy stepped around.

And for the evaluators, if you haven't received that yet, there is a copy of that I believe on our Eval TA Web site. If not, I will make sure that it's -- okay, so what are we collecting and why?

Basically to assess evaluation progress we're going to request some specific details on two key aspects of the evaluation and that's sample intake and baseline equivalence. These are important aspects of the evaluation to monitor and they're too detailed for us to cover in our monthly phone calls.

So we're going to use the annual and mid year reporting process to collect this information from you. We'll then take that data. We'll review it and we'll provide you back with a written assessment of where your evaluation currently stands with regards to the HHS evidence standards and then we'll also follow up and review that data with you on our next monthly call to discuss how to use that data to inform your evaluation implementation, your data collection and ultimately your analytic plans.

So how is this data valuable to you right now? First, if we look at the consort diagram data now, it's really valuable for pinpointing sample loss throughout the intake and data collection process. Understanding where you're losing your sample, such as not turning in consent forms or application for surveys or disproportionate loss for a particular site or demographic group is important for improving implementation processes for the current cohort or for future cohorts who might enroll.

Similarly, examining baseline equivalents on a partial sample will allow you to determine whether there are baseline differences on key measures so large that would not allow you to attribute the impact of the intervention and the study -- the impact to the intervention and the study would not need HHS evidence standards.

If you identify these group differences early on, you could potentially target data collection efforts to rectify those differences such as on demographic characteristics by spending additional resources on targeted follow up with certain use.

So in terms of some general guidance, several people have asked in the past whether or not they should provide data on their evaluation pilot sample and the answer is no, you should not.

We only want to review the data no the actual evaluation sample that you would use in your file reporting. If you have enrolled multiple cohorts at this point within this first programming year, please provide us the data pulled across these cohorts and across sites.

However, we encourage you to look at that data separately by cohort insight as well. You may find that your first cohort of use is not based on equivalent simply by chance, say if you've done random assignment and knowing that early on would allow you to target your recruitment and data collection efforts in round two to attempt to rectify this.

And then finally, we're going to ask for baseline equivalence data for potentially two samples. For everyone we're going to ask you to provide baseline equivalents for the full sample who has baseline data. So that's, you know, aggregated across, you know, cohorts if you have them. It might be a full sample for one cohort, a partial for the second cohort.

Basically provide us all the baseline data that you have for the treatment and the comparison groups. Then we're going to ask for anybody who's already collected outcome data to provide us baseline equivalence data for the sample responding to the follow-up survey so basically, your analytic sample as it stands today. And then we will look at the baseline equivalents of those groups as well.

So the first thing we're going to ask for is the consort diagrams. I wanted to mention that there are Word templates available on (Eval TA) Web site. The guidance that went around was in PDF form so I wanted to make sure that you had Word templates available. And then the examples are also available, the ones that we're going to go over today are also available in the annual reporting guidance.

So for clustered random assignment -- clustered randomized control trials, we're going to ask you to provide two consort diagrams. First, a cluster intake consort diagram and then, second, a youth intake consort diagram that only includes youth and the remaining clusters. And I'll show you an example of that in a minute.

And for any individual level (RCP)s and (QED)s, we would like a youth consort diagram only.

Okay, so first we'll just go over a screen shot of what the first consort diagram would look like for a grantee with clustered random assignment. So in this case, grantee X has a clustered randomized control trial of a sixth grade program within a single school district. And then we're going to take a look at each of these pieces.

So the first thing we want to see is a paragraph on the intake process for the clusters. So, for example, I'm going to read this one to you. There were 30 schools in the district that were service sixth grade youth, which is the target population.

MOUs were obtained from 22 of the schools. Ultimately only 20 of the schools were included in the study due to constraints on staff time. The 20 schools were selected based on school size. The two smaller schools with MOUs were not included.

So here the key items that you're covering are, you know, the eligibility for the evaluations and any exclusions that you made prior to random assignment, the timing of consent relative to random assignment. In this case you got the MOUs first and any non-consent. And this is really important for understanding the generalizability and representiveness of your initial sample.

So if we move down the bottom of the consort diagram, the rest describes the sample from random assignment through present day, so you can see that they randomly assign those 20 schools, 10 to the treatment and 10 to control.

They did baseline data collection but right about the point of data collection one of the comparison schools left the evaluation, the principal left the school and baseline data could not be collected in time for that school to participate in the evaluation.

So, you know, that's a key item to document here. And one thing that's important to note is make sure that your documentation reflects the order in which the activities occurred if it isn't a parent.

So in particular, the random assignment of youth relative to consent of youth or assignment of youth to condition relative to the random assignment of clusters. And, you know, you can just shift those Word templates around to make the order fit your design.

So for the same clustered RCT design, next we continue with the youth consort diagram. Now, note in this one we're only going to include youth from the 19 schools that were still participating. Effectively, we don’t want to double count the loss of those kids in that one school.

So here we want to document again, you know, what made youth in those schools eligible for this evaluation? In this case, all sixth grade youth enrolled in the 19 randomly assigned schools as of September 15th were eligible for evaluation with the exception of students themselves contained special education classrooms.

All right, so they clearly laid out that, you know, while this was a school level designed, there were some students within that sample, you know, that would not have been eligible for the evaluation.

Next, they go on through the process of consent and, you know, refusals, forms not returned, documenting the counts for each of those cases and then, again, they also noted the counts for the kids who were not eligible in both the treatment and the control group.

Then they go on to document the completed baseline collection of the consented students, the dates of baseline collection, the reasons for non-completes and also the program start and end dates and we would also like to see those dates if there was a comparison condition that was an actual program.

So next, you would construct a similar consort diagram for youth enrolling in an individual level random assignment design or in a QED. And, again, while HHS evidence standards don't, you know, look at attrition in QEDs, we ask that you still provide this detail to us because it's really important for determining whether there has been intervention induced loss and at what stages throughout the process.

This is important for you for thinking about future implementation and also the representativeness of your analytic sample. So in this case, this would be a seventh grade youth in four middle schools were eligible for program participation. 600 youth expressed interest in after school program. 200 were in eighth grade and were ineligible.

Of the 400 eligible, only 300 provide consent, therefore, only 300 students were considered for the randomization procedure. So, again, they documented the eligibility for consent and rates of non-consent prior to random assignment.

Okay, again, looking at the bottom of the consort diagram there, you know, it looks very similar to the other one, documenting the random assignment process, the baseline data collection process. And in this case we also add a first follow-up data collection.

And then you'll just note the totals in these last boxes for the follow-up data collection, some to the number of students consented and randomly assigned, not the total number of students with baseline data. So in randomized control trials, you should attempt to, you know, collect follow-up data regardless of whether they have baseline data.

So next we'll talk about the baseline equivalents documentation. Again, we want data pulled against sites and cohorts. We're going to focus on variables that are assessed under the HHS evidence standards, in particular age, gender, race and ethnicity and measures of sexual behavior.

There's an Excel template that's available on the Eval TA Web site and in that file there are two tabs in the workbook. One is a blank template and one is a populated example and we'll go through the example in a minute. And there are two versions of those files. One is Excel 2010 and then one is an older version that's compatible with prior versions.

And we revised the template to make it more clear where you need to enter data and what the spreadsheet calculates for you. So, please, even if you used the prior version for your last reporting, you might want to update to the new version on Share Point for your next reporting.

And what we're asking you to provide is for binary measures, so yes-no measures, we're asking you to enter in just the percent and the sample size.

And when you enter in the percent, it has to be in decimal form, so 0.05 or else the test won't calculate properly.

For continuous measures, you'll enter in the mean, the standard deviations and the sample sizes. And for categorical measures such as race, you'll only enter in the counts in each category, so the number of treatment students who are white, the number of treatment students who are African-American and then the rest -- the spreadsheet will do calculations for you.

And then we just ask you to note any document -- you know, provide any documentation of any deviations from these basic statistics. So in some cases, you know, some of you would, you know, do a clustering correction when you're calculating a baseline equivalent, so just please note that in there for us if you did that.

There's a little bit of required data processing for this, though we tried to minimize that. The first thing that you have to do is construct a race variable with mutually exclusive categories and that means you'll have to recode those selecting multiple races into a two or more races category.

You'll also have to construct a dummy or binary variable for the yes-no survey items for gender and for Hispanicity. And then very importantly, you'll have to construct full sample sexual behavior variables. So, for instance -- well, actually, so basically that means youth who did not have sex should be in the sample and variables about the number of times they had sex or whether they used contraceptions but they should be coded as zero.

So for instance, youth show did not have sex in the past three months should be coded as zero and the number of times they had sex in the past three months and included in the denominator.

And basically, you know, we're trying to get at, you know, the baseline equivalence of the full sample, so we don't want to know just, you know, the subset of kids that engaged in that activity. We want to know the mean across the entire sample.

So you will look across measures and then effectively you will compute an answer, you know, when you know that from other data. So you know that a kid who never had sex, also, you know, had sex zero times and did not have sex in the past three months.

So this is the baseline equivalents Excel template. I apologize that this is small. You know, the numbers are important. We're just going to talk about the structure and the pieces that require data entry.

So this is the portion that examines based on equivalents for the demographic measures. All the yellow cells are ones in which you'll need to enter data. All the shaded and X-ed out cells are calculations that will be performed by the spreadsheet.

For all the measures, we're going to ask that you provide sample sizes for each one. I know that you provide sample sizes on the consort diagram but, you know, there may be some item non-response or there may be a lag in data entry you know, between this and the consort diagram. So we want to just make sure that we have the right sample sizes as we're assessing this data.

Again, you'll notice that the race variable is different. You will only enter, you know, accounts for that one. And one thing I wanted to mention, we left these categories as the ones that were created for the performance measures.

That means that the Hispanic category is separate from the others and there may be some categories for which you don't have data and they aren't focal groups of interest and you wouldn't even break them out in your analysis.

You know, if you have, you know, largely Native American population in your sample and you don't have youth in a lot of the other categories and you might collapse them, when you were doing your analysis, it's fine to do that for this exercise. You can just, you know, collapse the variables as you would and just please note that in the file to us.

So this is the section of the spreadsheet that looks at the sexual behavioral measures. Again, the binary data has to be entered as decimals and no standard deviations are required for those. Again, we're asking for full sample measures, so you'll notice that the sample sizes, you know, are consistent down the columns here.

Your sample sizes may vary a little bit if you have some item non-response but effectively, you know, it should be pretty close to similar throughout the table. What's not displayed on these slides is an additional column for a P value to be entered if it was calculated by using a statistical package, again, if you were counting for clustering but you would note that in your file as well.

So, again, I just wanted to mention that the templates are located on the Eval TA Web site under shared documents OAH annual progress report requirements. There are Word templates and examples in the -- actually, so again, the Word template are separate. They are not in the reporting guidance in word form. They were in a PDF, so you can get those on the Eval TA Web site and then the two Excel versions.

That's all we have to cover. So at this time, if you have any questions, please let us know. And if you have any questions in the future, you can follow up with your TA liaison.

Coordinator: Thank you. At this time, we'll begin another question-and-answer session. So ask a question, press star 1; one moment please. Ms. Jennifer Lobby, your line is open.

Jennifer Lobby: Thank you. We do evaluation data collection once a year in the summer and so in November we reported all these data and we don't have any new data to report at this time. Should we send you the same data again or how do we indicate that?

Jean Knab: That's a great question. If you have exactly the same data that you had before, I think it's fine not to report it, to just indicate we have done no additional data collection and, you know, processed no, you know, additional data from the last reporting. I think that's fine. But anybody who has any sort of update should update their files.

Coordinator: Our next question is from Jack Stevens. Your line is open, sir.

Jack Stevens: Yes, my question is this. So I know that this report is due May 31st. Is there a recommended cut off date by which we should say that, you know, if we collected data after a certain date we should not include it in the report because I'm assuming you need to give us a little bit of time to kind of accumulate all this information and put it in your file?

Jean Knab: We don't have a hard and fast cutoff. I know that some people are doing, you know, Web-based data collection and can, you know, spit these data files out really quickly and other people have to, you know, enter data manually.

So, you know, we're flexible on that. The, you know, this is really designed to help you and help you, you know, diagnose potential issues and, you know, ward off potential problems later in terms of meeting (HHS) evidence standards.

So, you know, we encourage you to try to get as much data to us as possible and if, you know, -- I mean, if we feel that somebody didn't make an attempt, you know, to provide data to us, we might, you know, let the project officer know that, you know, we were a little surprised that we didn't get any data.

But, you know, that said, you know, there is no hard and fast rule. We recognize that people, you know, have different constraints and different abilities to process data at different paces. So, you know, use your judgment. Try to get us as much data as you can.

Coordinator: And once again, it's star 1 for any questions on the audio portion.

Allison: This is Allison from OAH. I wanted to add for the cutoff date that the data you're reporting on should go at least through February 29th. So if you're able to add more data for, you know, additional weeks or months before your May 31st for the report, that's fantastic. But it should go at least through February 29th of this year.

Coordinator: And currently no questions on the audio portion.

Amy Margolis: Okay, and it doesn't look like we have any questions online, so I guess thank you, everyone, for joining us for today's Webinar. We can wrap up now. If you do, you know, get back to your desk in the next couple of days, as you read the guidance, have any specific questions, please follow up with your project officer, with your grant management specialist, with your TA liaison, wherever you need to go to get the information that you need.

We're all here to help support you through this process and, again, we just encourage you to try to get started as soon as possible. Please don't wait until May 29th to get pulling all this stuff together and then, you know, ask -- have come up with a lot of questions that we all can't respond to fast enough for you to meet the May 31st deadline.

So please get started early. Thank you for joining us today and let us know if you have any more questions.

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