

**NWX-OS-OGC-RKVL**

**Moderator: Allison Roper  
December 13, 2010  
1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen only mode. During the question and answer session, please press star 1 on your touch-tone phone. Today's conference is being recorded. If you have any objections you may disconnect at this time.

Now I will turn the meeting over to Ms. Allison Roper. Ma'am, you may begin.

Allison Roper: Thank you so much. Welcome everybody. We're so happy to have you join us today for our first Webinar on best practices for a strong implementation plan.

This is a joint effort between the Office of Adolescent Health and the Administration on Children Youth and Families, the Family and Youth Services Youth- I'm sorry, the Family and Youth Services Bureau for both of our sets of grantees, our Tier 1 replication grantees for TPP, our Tier 2 TPP grantees for research and demonstration and the prep innovative strategies grantees that house out of the ACYF office.

So welcome. We are excited to have this opportunity to talk to you today about implementation plans. We are going to have an opportunity for questions and answers at the end of the presentation so feel free to jot your questions down and then hold on to them until the end of the presentation.

You are able, right now, to print the slides to PDF so hopefully you are able to do that. We have allowed that permission on this system. If you are not able to print, please let us know. We are going to have everything - let us know after the Webinar. We will have everything put onto our Web site within the next week.

And in addition to that, we will also have - we will have the ability to just email you the slides as needed. So please feel free to let us know.

So today we are going to - oh, sorry about the mix up there on this slide - we are going to go over a few things. As I said a minute ago, my name is Allison Roper and I am one of the project officers with the Office of Adolescent Health.

We're going to have a couple of other presenters talk today - Tish Hall from the Office of Adolescent Health and (Labrida White) from ACYF. We're going to talk a little bit about our objectives for the day. We'll (talk) about an implementation plan, what the - how to design an implementation plan and why it's important.

And then talk about some of the best practices around implementation plans, what should be included in them, and also review a couple of sample plans. All of you should have received some sample plans as well as the best practices tip sheet that we sent out on Friday. If you haven't received that,

please contact your project officer and we'll make sure to send you additional copies.

Today we are going to go over several key elements that you need to know about (hersing) - I'm sorry, about developing an implementation plan so by the end of this Webinar you should really have a firm grasp on what those key elements of an implementation plan are and really the importance of an implementation plan, and how it is used in program development. Because we feel that this is a really strong element to (approach them) and how you can build and - build it in to your overall program design.

And right now I'm going to turn the call over to (Labrida White) and she's going to talk a little bit more about what is an implementation plan and why it's important. (Labrida).

(Labrida White): Thank you Allison. The topic of this slide is what is an implementation plan? An implementation plan is a management tool used by organizations to guide program development. The plan identifies the steps which are critical in starting a project.

An implementation plan also encourages organizations to be proactive in identifying challenges early in the process rather than being reactive to challenges that may arise along the way.

This can result in organizations being more efficient with their time as well as with their resources. Implementation plans are developed and finalized in the first six months prior to other work on the program development that may be occurring.

They are separate and distinct documents from project work plans and grantees should be aware that an individual implementation plan is required for each site where the program will be implemented. This is important as there may be variations in how the program is delivered based on the different aspects of each site.

Okay. This is often an area of confusion for organizations. Implementation plans have the actions and activities fully stated in relation to achieving project goals. The description of actions must be of sufficient detail so that there is no ambiguity in what actions will be taken and how much needs to be done, i.e., method, quantity.

So the plan should also provide a timeline that addresses the initiation, duration and completion timeframes for actions and activities. General activities to be highlighted in the implementation plan include hiring and training staff, conducting needs assessments, piloting the program and other readiness tasks required for full implementation.

The work plan covers the entire five year project period and provides an overview for key elements of the program including goals and objectives. The work plan, on the other hand, should serve as a guide for the entire project period. In summary, the major differences between an implementation and work plan are the focal period and purpose of the documents.

And next slide. Okay. An implementation plan is critical for program development. It strongly encourages the organization to create time and space for thinking through components that are vital to program development. This process encourages organizations to proactive and anticipate central challenges.

Additionally, the implementation plan provides a common document for all staff to work from. It is not uncommon for different staff to be involved in different aspects of program development. This can result in staff not being clear regarding the entire picture and how it all fits together.

The implementation plan provides a common tool for staff to refer to and ensures that all parties are on the same page. Therefore, misunderstandings and discrepancies are resolved before they become major issues or challenges.

The implementation plan allows organizations to thoughtfully identify elements to include in program development. This assures that best practices are used and ideas are carefully thought through. Implementation plans are especially important in that they ensure the time and energy of staff are efficiently used focusing on development of the program rather than continuously addressing challenges.

The implementation plan will be used to guide the organization through the critical steps of developing and piloting. All staff should refer to the implementation plan regularly to ensure that all efforts are coordinated and expedient for project success.

Organizations should use regular meetings to review the implementation plan and discuss individual interpretations of the plan or parts of the plan to ensure misunderstandings and other issues are addressed early in the process. The documents should be revised and modified based on these discussions and lessons learned as planning and implementation occurs.

And now I'll turn it over to Tish Hall.

Tish Hall: Thank you (Labrida).

(Labrida White): You're welcome.

Tish Hall: So you may be wondering how do I begin. Each grantee should have a written implementation plan and each implementation plan should have specific information related to each site that is implementing the program. For instance, grantee A is implementing the teen outreach project at X high school, Y high school and X high school.

There should be an overarching implementation plan for grantee A and then high school X, Y and Z should all have sections of the implementation plan detailing how the teen outreach project will be implemented at each site.

This is important because there can be variations or different challenges at each site that need to be considered. Elements to be included or identifying information - these im- these elements are specific to the grantee and will remain the same for each site.

So please include the grantee name and other important contact information, the program model or models being used, goal or goals of the programs, the number of sites that will be replicating or implementing/testing the programs and the names and types, i.e., the school, community, et cetera, of sites implementing in the program - implementing the program - excuse me.

Specific information should be provided for each site. It is important that the plan clearly delineates which site you are referencing. We recommend a separate section for each site includes the facilitators for each site, provide a description of each site's setting. Is it a school, health center, community center, et cetera?

Also include the location at each site where groups will be held. Will it take place in a classroom, a teen center or a waiting room? Provide the date and times when the program will be implemented. Include the number of groups and the number of youths per group that will receive the program intervention.

For example, high school X will have three groups and each group will serve ten youths. Site specific staffing - these staffing factors are important to consider for each site. How are you going to recruit for any vacancies that you may have? And what types of positions are you looking to fill?

Retention is a key factor. Youths build relationships with adults and when there is high turnover amongst staff that can impact the youth involved in the program. They don't want to retell their story to a new person each month. How is your agency or program going to encourage staff to stay for the entire program or beyond?

Are there ways that you can let your staff know they are valued beyond a larger paycheck? How can you prevent burnout? Keeping staff involved in the development process can actually validate their position and role within the agency.

Engage them in early in the implementation development phase. They are on the ground doing the work and may see smaller details that the program directors or agency directors miss as they look at the bigger picture. What training can your agency offer besides training on the program model being implemented?

Is there a way to offer staff continued professional development? Can you partner with a collaborating agency to provide quarterly training for your staff?

Site specific client recruitment should be included in your implementation plan.

Recruitment ensures personal contact with potential participants. It engages schools and existing community programs and it makes sure that the youth (links aface) with the program. If you are working with youth already you can involve them in the recruitment process. Go to where the youth congregate or hang out.

A retention strategy - or retention strategies. What are some of the ways you can creatively help youth engage? Award ceremonies at the end? Snacks, incentives. Look for ways to create a sense of belonging. Involve parents and guardians when possible.

If the adult is in a youth (slice) is invested in the program, that adult can encourage the youth to attend. An important element for both Tier 1 and Tier 2 is to maintain fidelity to whatever model you are using or developing. Thinking through proposed adaptations and reasons why ahead of time will ensure that fidelity is maintained.

Make sure to discuss and have all adaptations approved by your project officer. This is a proactive step rather than a reactive step. How are you going to monitor fidelity and what are you going to do when there is lack of fidelity? Who will address it and how will they do that?

Site specific data collection and evaluation - data collection is a key aspect to sharing successes and challenges of any program. It is vital to think through what questions you want answered and how the data will be collected prior to piloting.



Do you need to create forms, ask questions? Working with your evaluator can help in this process. It is also important that all staff involved understand the importance of data collection. Remember that many front line staff don't see the direct link between data collection and the role they have in the agency.

Tell them to see how data collection directly impacts their job. Data collection allows others to see the hard work that they do daily. It is directly linked to funding and helps form best practices.

Site specific referral systems - the implementation plan helps you to think through the what-if scenarios. What if a youth needs access to health care including STD, HIV testing, pregnancy testing or family planning? Where will you refer the youths? How will you follow up to ensure and document that the referral was completed?

Is the site that you are referring to youths friendly? Excuse me, is it youth friendly? Do you have a specific name of a person the youth can ask for at the referring agency? Direct contacts are important. Also consider what do youths know about accessing health services? Do they understand the importance of health services?

What other information can you provide them with to ensure they understand the importance of health services and how to navigate this new and often complicated system?

Now I will turn it back over to Allison Roper to walk you through the plan.

Allison Roper: Thank you very much (Labrida) and Tish. So we've gone over what is an implementation plan, how it differs from a work plan and why it's important. And we've also - Tish went through all the different components or elements

of an implementation plan that we have identified that are really important that you'll include in your implementation plan when you're drafting it for your own agency and your own program.

We sent out on Friday the list of the best - the tip sheet for the best practices for implementation plans and all of the different elements that should be included in an implementation plan in order to make it a robust and thoughtful and useful plan.

What we have here also, we also sent to you and what we're going to go over right now are actually two sample plans. So we're going to walk through parts of two different sample plans. We have provided the sample plans to you in a chart format and in a narrative format and we'll review them here on this Webinar in those two formats as well.

These are just examples of how an implementation plan can be illustrated and documented. They are not required in terms of using these formats but they're just examples to help guide you if you choose to use them.

You can see on this first page that we have outlined fictional grantee information for a particular program or client and the grantee's name is what we call here the DC Latino Clinic and we've - the programs to be implemented would be (cudatey) and we've outlined a sample implementation plan using that information.

And this example that we're going to review, we want you to imagine that there are at least two sites proposed for implementation. In the interest of time and because this just kind of repeats itself we are going to only discuss example plans for the first implementation site.

So the bottom of the portion of this particular page would be repeated for the second site for this particular program with the site specific information for that site noted in that section. But we are just going to talk about the first site.

So you can see how the different elements that we've already identified would be included in this sample plan. And again, apologize for the formatting on this. So this is actually our (unintelligible) obviously.

So the elements that would be included on this - in this chart that we were discussing earlier in the Webinar are listed under program implementation indicators. So that's that first column. The chart then identifies how this will happen, who's responsible, the lead staff, the target date for completion and how this will be monitored, and finally, how you know when it's completed, what are the indicators to let you know it's been completed.

So, for instance, the first indicator is the number of staff to be hired on the first row. In this example we have two staff need to be hired - a health educator and a group assistant. The executive director, the project director and the deputy director are responsible for filling these positions and the deadline was November 1.

So through the development of job descriptions and through interviews, the hiring team will be able to track if appropriate and timely action is being taken towards this implementation goal. And finally the organization will know that this indicator has been accomplished or achieved when the positions are filled.

You can see how there's a nice progression along this chart that helps a person or an organization and a team to really identify what needs to be done, how it's going to be done, who's going to do it, when it's going to be done, how

you're going to monitor that it's done and then making sure that it's been achieved.

So it has a really nice flow to it that we are hoping - we hope will - you will find useful as a (unintelligible) when you're looking at developing your own plan. So this next page, this chart continues with the other program indicator, so again, this is - again for site one.

You can see how this process encourages the organization to consider the individual steps that are needed in developing and starting a program. Instead of just saying we need to get youth to come to this program, you know, that - we all need youth to come to our programs.

So instead of just saying that, this - the implementation plan actually will force an organization to think through and write down and hold themselves accountable to how it's going to be - how it's going to occur. So what are the steps to get youth to come to the program, who will do it, who's going to do the outreach and what kind of outreach will that look like?

And how are you going to know when it's done? So again, it's just a very detailed way of looking at the different elements that you need in order to implement your program.

So again, this is just another chart that goes over some of the additional program implementation indicators and we see here that we do have sections that we've outlined for evaluation and data collection so that you can really think about - and this is not a place necessarily to - for those who are doing rigorous evaluations to get into a lot of detail in terms of your full evaluation plan but to identify at a specific site who's conducting the evaluations, how

it's going to be done, you know, what - how you're going to know when it's done and how you're going to monitor it.

We also have sections here on data collection because everybody is focused somewhat on data collection in different capacities so we do want you to think about that in terms of your implementation plan. How is data going to be collected, what data are being collected and what are the key questions that need to be asked?

The same process would occur for Site Number 2. So we just went through what it would look like for Site Number 1. The organization would start with the cover page again for Site Number 2, featuring the information about the site. And the com- and then they would complete the chart with the information pertinent to site two specifically.

Since sites are often different, the implementation needs are not going to be the exact same even though you are implementing these programs that, you know, you're implementing the same program all - at different sites. The implementation needs will vary.

So by developing an implementation plan that is site specific, the organization is able to identify the differences in the plan between the sites and what steps need to occur to ensure that each site is successful.

So here we have our second sample plan. This is our narrative format. And again, this is for site one. So this takes - this narrative format actually takes the same information as the chart format and presents it in a - just a slightly different manner as you would imagine, a narrative manner.

The first page again details information specific to the grantee and then also to the particular site you're about to discuss. So this is again for site one for this particular program and for Site Number 2 they would have their own information reflected in the same format.

So here's the narrative format. We - they - a narrative format is not just, you know, you write a ten page research paper on it. It's - we do have categories listed out that based on the different key elements that we've already identified for the best practices for developing an implementation plan.

So it really does ask the same questions as the chart format. It's just a different way to present the information. So, for instance, if two staff need to be hired you can see here you go through and you look at the staff recruitment in re-staff recruitment and retention and what are the steps that need to be taken in this process? Who's responsible for it? What is the deadline? How can progress be tracked? And how will you know when it is accomplished?

So it's got a lot of the same information. It's just done in a slightly different manner. You can also put more detail into this format. If you wanted to write a full paragraph you certainly could do that here. It's a little bit more challenging in a chart format. So it really just depends on people's own style and what works best for them based on their implementation needs and also their organization needs.

So each element is still discussed in both sections - in both formats, excuse me. And so it just really is dependent upon your own needs. So by going through and addressing each of the elements that we've already discussed in the Webinar, it allows you to identify the areas that you may not have considered or factors in the steps that haven't been considered that will end up saving you

time, energy and money in the long run if you think about these things ahead of time when you're developing your program.

So here's another page that goes into a little more detail. You can see that on the implementation section for recruitment strategies, it gives you more information. You go into a little more detail on that.

And then we have just another page with another example. Again, we go into some detail on the - monitoring fidelity, evaluation plan but again, this is not for your full evaluation plan.

You can certainly develop an implementation plan for your full evaluation but we haven't outlined all of the specific elements that would need to be included on that for these implementation plans.

So all of the information would again need to be completed for the second site. So it's - again, it's just really important to note that individual sites will have differences to consider, so it is important to not just cut and paste and repurpose the same material that you have in one site that we would ide- we would anticipate that each site would have some fairly different needs depending on what kinds of programs and what kinds of sites you're working with.

So just as a reminder the sample implementation plans that we just went over and that we also discussed - or that we also (unintelligible) on Friday are meant to serve as guides. They're not required formats. It is expected, however, that all of the elements that we've identified for best practices for implementation plans should be addressed when you are thinking about your implementation plans.

You can do it in whatever order you want to, whatever makes the most sense to you. I would recommend that you work directly with your project officer to make sure that you're getting everything covered in terms of everybody's needs and your programs needs.

An implementation plan is something that's intended to help guide and support the work of your organization through the development process of this - of your new programs. Going through this process is going to encourage proactive thinking and planning and we really believe it's going to help get your program just a solid foundation for implementing.

All of the elements we've identified should be considered at some point in your project development and so it is best practice to address them early on to ensure that staff won't have to spend time and energy manning conflicts and challenges that could arise from not having a well thought out plan later on.

And with that, we're going to take questions. So if anybody has any questions, (Amy), I think that - do they press star 0?

Coordinator: Yes, they press star 1. If you have a question at this time, please press star 1. To withdraw a request, press star 2. Once again, that is star 1 for your question. One moment please.

Allison Roper: Thank you.

Coordinator: Once again, to ask a question, please press star 1. Our first question comes from (Lashondra Williams). Your line is open.



(Lashondra Williams): Hi. I was calling - I mean, I wanted to know if the - ensure that the implementation plan was not required by OAH, it's merely a guide for implementation at the federal - I'm sorry, at the state level.

Allison Roper: No, an implementation plan is required for OAH. We have several deliverables that need to be submitted to OAH for our grantees. One would be a work plan, another - a detailed work plan, another is an implementation plan, another is a needs assessment, and then any proposed adaptations if you're a Tier 1 program that you have to get approved.

All of those things do need to be submitted to our office to the project officer that will be reviewed and we'll send you a written letter that actually would approve everything all at once.

In terms of what's not required are these particular formats, these samples that we've given, you don't have to use those samples. We just wanted to give something to help give a visual to help people if they wanted some additional guidance. But implementation plans are required for OAH grantees.

(Lashondra Williams): Thanks.

Coordinator: Our next question comes from (Julie Garcia). Your line is open.

(Julie Garcia): Hi. So the due date and then we have about 18 full sites. They're all middle schools so is it (expected) that there would be an implementation plan for each site?

Allison Roper: Well let me tackle that one first. Yes, it is expected that you would have an implementation plan for each site. So, you know, again some of the - you know, we talk about that there will be differences across sites and there

definitely will be differences. We anticipate there will be differences in the implementation plans.

There will also be many similarities. But in order to go into the schools, I mean, we - it's - what happens is I think many times you - programs have already thought all of these elements through. They kind of have an idea and they have, you know, they have it - they have a plan for implementing and for moving forward for each of the sites. It's just a matter of getting it all down on paper.

So that - so they are - it is expected for all of the sites. In terms of when implementation plans are due, I would ask that you talk to your project officer directly about due dates for implementation plans. Each grantee at this point is moving at its own pace and is going to have different needs for completing implementation plans so we don't have specific due dates.

We do anticipate that they'll be coming in, in you know, late winter, early spring but some may want to - may be ready to send them in before that just depending on their size and where they are in their development process.

(Julie Garcia): Thank you.

Coordinator: Our next question comes from (Camille Lashley). Your line is open.

(Camille Lashley): Thank you. My question is similar. I think you've ans- I think you've answered it. We have - in Middleton we're going to be covering 26 counties and within those counties we'll be working with the superintendents. We'll be doing school based work. We potentially may have over 100 sites. So, I mean, I guess my question is one per - implementation plan per site or can the site be the system itself?

Allison Roper: Well it's - it needs - the implementation plans are really geared towards the sites that you're actually going into the schools and working with. I think that for - and I think you're not alone in terms of - both of you in terms of the size. I know of other programs who are really large as well and working in many counties and many states.

So one thing you might want to look at is working with your partners or your sub partners to see if they can't work directly with, you know, in terms of how they're going to be working with the actual sites that they're assigned to - what is their implementation plan for making it happen so that it doesn't all fall on one person.

Because along those same lines it doesn't make sense for somebody who's not actually going to be working in a particular community to develop an implementation plan for that community because you may not know all of the ins and outs and what is needed.

So I - because tapping into the resources that you have in those different counties would be ideal.

(Camille Lashley): Thank you.

Coordinator: Our next question comes from (Andrea Willis). Your line is open.

(Andrea Willis): Thank you. As our implementation plan may change over time, since you refer to it as a living document, how do we submit those changes? In other words, do - is there a particular format or do we just resubmit the implementation plan through our project officer?

Allison Roper: You know, we haven't talked about any need for resubmission. I think that - what we have talked about is the importance of, you know, obviously ongoing dialogue with project officers. So I would - my recommendation is that as major challenges come up or exciting pieces of information come up where you get to make a change that you've wanted to make to your implementation plans, that you just discuss it with your project officer.

Does it - it doesn't need to be - you don't have to resubmit every step of the way because it could be very cumbersome.

(Andrea Willis): Yes.

Allison Roper: You know, this kind of goes into the - one of the questions that I had identified that might come up and that is does our implementation plan need to be final prior to the pilot test? And it's, you know, a final implementation plan will - would not be in place prior to the pilot test. However, grantees should have a very strong working draft of an implementation plan that they can really build from prior to the pilot testing so that that would - you know, the pilot test would obviously help to inform how they're going to move forward.

So I would anticipate that you'd at least submit twice in this year where you submit a draft plan prior to the pilot and then again after the pilot once you've - once you have some lessons learned in terms of what works and what doesn't (that will) probably impact greatly.

(Andrea Willis): Thank you.

Allison Roper: You're welcome.

Coordinator: Our next question comes from (Sally Rover). Your line is open.

(Sally Rover): Hi. You just answered most of my questions. However, are we going to have to do this next year when we do full implementation - this amount of detail for each site because if we're only piloting a few sites and next year we're going to be really, you know, full out - full on, how's that going to work?

Allison Roper: Yes. Yes, we would anticipate that you would have prior to starting in the fall, that you would have all of, you know, the implementation plans set up for all of the sites that you're working with.

(Sally Rover): I see. Okay. Thank you.

Coordinator: Next question comes from (Mary Langley). Your line is open.

(Mary Langley): Oh, I think my question's been answered.

Allison Roper: Okay, well it's nice to hear from you (Mary).

(Mary Langley): About - I think - I wanted to know when it was due but I have a scheduled conference with my private officer so I'll get that information from her.

Allison Roper: Okay. And again, it's an individual basis so talk with your project officers.

Coordinator: Our next question comes from (Holly Manisary). Your line is open.

(Holly Manisary): Thank you. My question's been addressed. It had to do with the pilot versus full implementation. Thank you.

Allison Roper: Okay.

Coordinator: Our next question comes from (Deborah Losh Griffin). Your line is open.

(Deborah Losh Griffin): Hi. As the evaluator for our project, I can see this - the development of the implementation plan being a collaborative activity with the project coordinator and (it's kind) of an opportunity to clarify the indicators and who's responsible for collection of data, that kind of thing. I'm just wondering if you can see any advantages or disadvantages to that as my typical style is to do that. I wanted to see if you (see) problems with that.

Allison Roper: No. No, I mean, we - I don't think that we have - we would have any problems with that. I think that any time you could use a document to help collaborate on the different elements of your program and how you're moving forward as a holistic program, you know, the better. It would be great if you could join all of those elements together because to operate any of these pieces of the program in solitude is just going to - it will come back later and cause problems.

(Deborah Losh Griffin): Yes, thank you.

Allison Roper: So that's a great idea.

Coordinator: Our next question comes from (Tammy Flemming). Your line is open.

(Tammy Flemming): Hi. You already answered my question. Thanks.

Allison Roper: Okay.

Coordinator: The next question comes from (Amber Laten). Your line is open.

(Amber Laten): Hi. I just wanted to clarify if the first draft should focus on the pilot sites and the second draft encompassing all implementation sites or if our original first draft should encompass all the implementation sites.

Allison Roper: I think the first draft should encompass mostly your pilot sites because that's really where you're focused right now. You could certainly start on your other sites if you're ready for that. But the pilot may provide you with a lot more information.

(Amber Laten): Thank you.

Allison Roper: So I mean, I guess but along those lines - and thanks for bringing that up - it is important just that everybody recognizes that there's - there is a need for an implementation plan for your pilot sites but there's also a big need for implementation plan for your full implementation program. So to do it in stages makes sense.

(Amy Margolis): Yes, and this is (Amy Margolis) at the Office (unintelligible). Sorry to jump in but we just want to make it clear to everybody that before grantees can get approved to move to full implementation for Year 2, we need the implementation plan that covers all of the sites for full implementation.

Allison Roper: So like you said, the two stages and having the pilot site in there is great but really before you can move to full implementation we need an implementation plan that covers all of you sites for full implementation, all those sites you plan to be in in Year 2.

Woman: Approving those plans? We can talk to Allison about that (on Friday).

Coordinator: Our next question comes from (Donna Golub). Your line is open.

(Donna Golub): Yes, I just wanted to review. You were talking about the required documents. You mentioned the detailed work plan and the implementation plan and I missed what else was on that list.

Allison Roper: We also have - a needs assessment should be submitted and the - any adaptations that you propose to make, if you're a Tier 1 project, any adaptations that you're proposing to make for the evidence based model.

(Donna Golub): Okay. Thank you very much.

Allison Roper: You're welcome.

Woman: The list of all of those Year 1 milestones were in the orientation slides - that orientation Webinar that we did a few weeks ago, that's a good place to look for them.

Coordinator: Our next question comes from (Celeste Forma). Your line is open.

(Celeste Forma): Thank you. I thought I had an answer to a question but a couple statements now make me want to make certain. I understand that the implementation plan is due for the pilot type. And then I understood that the full program implementation plan would come on an annual basis as you wind more sites in. Then I thought I heard something say a little bit different. And that's what I want to clarify because the full sites over the five year period, let's say, you may not know by name each of those sites in Year 1.

Allison Roper: Right.

(Celeste Forma): So...



Allison Roper: Right. So as you add more sites, you would add to your implementation plan. That's correct. But, you know, I think one of the things that (Amy) was mentioning earlier was just to emphasize that in order to actually be approved for moving forward with full implementation in Year 2, so whatever that looks like.

It may not be what you're really going to be implementing at in terms of your - the number of your sites for Year 3 or Year 4, but in Year 2 in order to move into out of pilot and move into full implementation you will need to have a - your implementation plan for that year...

(Celeste Forma): Right.

Allison Roper: You know, lined up, submitted to our (office) approved, and then you can move forward.

(Celeste Forma): Right. That's what I wanted to clarify for that year. Thank you.

Allison Roper: Yes, and so yes - and some - I think you're right. Many projects will probably be adding additional sites in Year 3, potentially in Year 4. So we don't anticipate that you're going to guess in terms of what their needs are that - in your, you know, beginning of Year 2 that you would actually - when you get closer to being able to implement with them, then you would add those sites.

(Celeste Forma): But the important point is that before you start implementation on any year, the full plan has to be approved.

Allison Roper: Yes. Yes. Thank you.

Coordinator: Our next question comes from (Amber Laten). Your line is open.

(Amber Laten): Hi. Could you please offer some further information on the needs assessment plan requirement? Is that something that we'll work individually with our project officer on or is there going to be structure offered to grantees comparable to what you're given us around the implementation plan?

Allison Roper: We have not developed any particular, you know, best practices on the needs assessment at this point. It's really an individual grantee and project officer discussion. I think most grantees or many grantees had - they had - they did a needs assessment in anticipation of this funding opportunity announcement or their grant application.

And so a lot of grantees do have quite a bit of good information in the grant application but it may not be detailed enough or maybe they didn't have the opportunity to go into enough of a discussion with their community to identify what those needs really are.

So we are asking that you go back and start looking at that in more detail. But we could certainly - and (Amber), this is Allison, so we could certainly talk more about that.

(Amber Laden): Great. Thank you.

Coordinator: At this time there are no other questions.

Allison Roper: Okay. Well as we said before, we will have all of this information up on the Web site. Please give us a little bit of time since it is coming up on holidays and things tend to run a little bit slower. I think - and when you try to get some of these outside (things) accomplished, but we will have information up

on our Web site and we will send out to our grantee list all of the - or to everybody on our grantee list - these slides that we just presented so that you will have a copy of those in a PDF format.

We thank you very much for attending today. Hope that this was helpful and useful. Please contact your project officer if you have any additional questions. And we are definitely here to work with you and look forward to getting your programs up to speed for full implementation.

Thanks everybody.

Coordinator: Thank you for your participation. You may disconnect at this time.

END