MCHB/DPSWH Healthy Start Grantees Meeting

October, 2004

MARIBETH BADURA: Thank you. If everyone could please take their seats. We'd like to get started again so that we can make sure that everybody leaves in time to catch their planes. I do have another favor to ask. I understand that we are short of notebooks. And I have to apologize for that. If there is somebody from more than one person from a project, there are some projects or potential applicants that no one has a notebook. And so if there's more than one person from a project, if they would volunteer to share their notebook so that at least everyone from each applicant has at least one notebook to take back with them, I really would appreciate this. For those of you that, of course, don't want the bulk of carrying the notebook back, as I said, all this material, the guidance is already on the website for you. And these entire presentations will be there within two weeks. So unless you're married to your notebook, if you could share it, we would appreciate it. And now it's a real pleasure for me to introduce our next speaker. She has been someone that I've known since the beginning of the Healthy Start program. She worked with us and has worked with us as a fellow staff member and now as someone that we rely on for her expertise in Maternal Child Health, in particular, but also her knowledge of the Healthy Start program. And that's Mimi Brown. Mimi has her master's in public health from Boston University School of Public Health and she also got her bachelors in health Science from Boston University Sergeant College.

So our Boston people, we have an affinity here. She's had a 25 year -- she doesn't look this old. 25 years of experience in the field as public health and Social Service. She's been a policy analyst, a program administrator, research evaluator, project director, program director. She has extensive experience in public health, maternal and child health, substance abuse and youth violence. Health disparities, primary care. She really is someone both in her role as a federal employee and all of her roles as consultant and administrator who really believes in collaboration and how it works. And it's a real privilege for me. She has served on many, many HRSA reviews and many HRSA reviews under our new format. So it's a real privilege for me to now introduce to you Mimi Brown.

MIMI BROWN: Good afternoon. Good afternoon thank you. I'm delighted to be here. When I was called and asked to do a presentation on the review process, considering the new DIR structure and the reviews, I jumped at the opportunity. Recently I've chaired a number of panels and I've had an opportunity to work with some really strong, capable, fun people in the review process. And I'd like to share with you some of the perceptions that I've gathered as a result of that review process. You may want to know who are the Healthy Start reviewers in particular. And I'd like for you to know that they are your colleagues. They're educators, they're program staff. They're Healthy Start's administrators. They're infant mortality experts. They're MCH program staff. They're experts in the private sector. They're researchers. And they're evaluators. In essence, these are people who are actually committed to a fair and objective review of each and every application. They promote to the degree that you provide them with information; they will promote your application to the panel and support you to the degree that you provide them with the information. They use the program guidelines. They never lose sight of the search for excellence. And pointing it out not just to the panel but also to the Healthy Start staff.

They look for creativity. But they also look for accountability. So these are things that you should consider in the application process. You want to address these items, because it's important. What in fact do the reviewers look for? A number one, consistency with the guidance. They want each section to be labeled in accordance with the guidance. They want the applications format to be consistent with the guidance. Please, please, please don't have your needs assessment as the last section of the application if in fact the guidance indicates that your needs assessment should be somewhere else. They look for well-written, clear applications. The pages are numbered. Imagine dropping a 150 page application on the ground and not being able to figure out where this section goes versus the next. And unfortunately that's happened to our reviewers. And we're stunned. We don't know what to do. And unfortunately the review that they provide to the panel ultimately will determine your funding level. So that we want you to have the benefit of the doubt. If you number your pages, we know exactly where to go for each thing. We can check off the criteria as we review it. It's presented to the panel in that way. You get a better score.

The sections have not been cut and pasted. Now it's really frustrating at 3:00 in the morning when you're reading an application and you think to yourself, gee, I thought I read that before. And in fact, what's on page 12 you already have seen on page three. There's got to be a better way. Creativity would allow you to in fact just rephrase that document or refer back to the previous section and that's allowable based on what Maribeth Bedura has said earlier. We encourage you to do that. The references that you make in the narrative should be found in the appendices. If there are items that you have not been able to fully explain, I'm trying to think -- support letters. If in fact your support letters are extensive, and you are not able to put those in the body of the document, then in fact putting them in the appendices and labeling them in the appendices are extremely helpful for the reviewer.

Next is the methodology. A clear methodology is essential. Please keep in mind that the methodology is the meat. It's the essence of your application. While there are a number of parts to this process, what you are planning to do becomes critical. If you don't explain that well, you don't benefit from the review process nearly as well. If, as a reviewer, I can say the methodology is clear, I know exactly what they're doing. They want to provide transportation. It's in the budget. But in fact in the methodology it clearly explains why transportation is a requirement. It's supported in the budget justification. It's supported in the narrative. And any place elsewhere it's needed it's included so that your methodology becomes essential. I recommend that you spend as much time as the page limit will allow you. Explaining and clarifying your methodology. Imagine that the reviewer may have no knowledge of the strategies that you've proposed. For example, a reviewer may not be intimately involved in case management. They may not know. So it behooves you to explain your approach to case management so that that reviewer can give you the maximum point value. Reviewers are looking for an overview of current program successes. If you don't toot your horn to demonstrate your capacity and capability, unfortunately you'll lose in the process.

We have found in the past that grantees were not required to document what they've done. Continuing applications or continuing grantees assumed that because they were continuing, there was no need. The guidance did not require an update. It did not require an explanation of successes and accomplishments. Unfortunately, even though the guidance may not have specified that, you get dinged. If you don't take the time, minimally, to say we are good, we have done this, we have done that, we have succeeded in these areas, and we have not been as successful in these. And because we may have not been as successful in these, this is what we plan to do in our next cycle. Those things are very beneficial to us as a reviewer but they ultimately will benefit you. Toot your own horn. Reviewers look for a comprehensive needs assessment. We're looking for a valid, relevant statistics for the population to be served. Unfortunately, some applications that we have reviewed in the past have had great state data. Well, that doesn't help us very much if we're talking about a zip code, a series of zip codes in a specific target population that you want to serve. If you don't have valid state level, county level, zip code level data, my recommendation is that you speak to the division. And you ask them whether or not other data sources are acceptable and how you can document the need that's the basis upon which you plan to provide services. But to say that here's the state data, here are the county data and we don't have zip code data, we don't have ward data, we don't have local data, that's more relevant to the population that you are serving, that's going to ding you as an applicant. I strongly suggest that your data directly relate to the population that you want to serve.

Budgets. Budgets are challenging for most of us, because we're not CPAs. On the other hand, budget justifications need to tie directly to the budget figures that you have laid out. My pet peeve is numbers don't add up. Well, the numbers don't necessarily have to add up. If I'm clear about how you're going to spend the money, because ultimately grants will determine whether or not the numbers do or do not add up. But we need to help grants in determining whether or not those expenditures are justified and reasonable. You help us do that by providing a clear, comprehensive budget justification. We're looking for realistic staffing plans. Documentation of credentials and experience. We're looking for job descriptions for all personnel. Lacking in any one of these areas provides an area in which we call deficient. What happens is that you haven't justified or you may not have justified why you need this staff and why you're paying this staff this level. Either this much or this little. That determination we can't make for you. It's not our place to say that the salary is too high or too low. On the other hand, if you don't describe what the staff person is going to actually do, then we can say the salary is too high, because you haven't justified the need for that staff.

We're looking for a capacity for program evaluation and evaluation is an absolute must. We're in an age where everything is evaluated. You have to demonstrate your outcomes. You have to demonstrate the capacity to evaluate what you plan to do. An explanation of how you will capture the data and report on the performance measures is essential.

Please don't put a line we plan on addressing the performance measures. This is short death. Let me assure you. That is something that needs to be interwoven in the process. And please understand I'm not suggesting that you need professional writers in order to write an application. All you need to do is follow those instructions. You follow the instructions, you write it. You cut it. You paste it. You e-mail it. It is not that complicated. It's a lot of work. I'm not minimizing the amount of work. But we as reviewers want to make sure that you get the credit that's due for the amount of work that you've put into it. And we can't do that if you don't give us the ammunition to do just that. In terms of evaluation, it doesn't matter if your evaluators are contractual or applicant staff. It really is not that significant. What is significant, however, is that you explain why you have appointed those particular people as evaluators; what credentials do they have? What capabilities do they have? The dos and don'ts of the application process.

Use statistics that justify the need in the community where services will be provided. Provide a comparative statistics that help justify the need. If in fact you stated that in the state, the level of education for this population is X and Y, and as a comparison you demonstrate the need for your services based on an educational level, based on an income level, based on health statistics, and that's used as a comparison with the state statistics which may be very good but in your particular area they're very poor, that dramatizes the need for your services and that will greatly enhance the readability of your application. Explain culture in the target population. And keep in mind the cultural competency is not limited to hiring bilingual staff. There are such things as culture that are not necessarily restricted to language. There are cultures based on income. There are cultures based on region. There's a rural culture. There's an Appalachian culture. There's an urban culture. And it's your job to tell us what cultural competence is in your particular community and how you plan on addressing that cultural competence, or demonstrating your cultural competence.

Please explain how the cultural barriers to services will be overcome. To tell us that 80 percent of your population may be non-English speaking and only saying that you're going to provide one Spanish-speaking staff member may not be sufficient if some of your staff members -- I'm sorry, if some of your population is speaking Creole it's not going to help us much to see if only part of your staff consists of a Spanish-speaking staff member who is going to address the other members of the population that you plan to serve? So the cultural issues become significant. We recommend that you propose a realistic staffing plan and you ask yourself, is it too top heavy? Are there too many chiefs and not enough Indians? And that becomes a real critical issue. Ensure that your staff credentials, your experience are commensurate with your proposed salaries. And include those job descriptions for all the personnel. It helps to justify your staff. Now to my don'ts. I heard earlier someone asking about supplanting funds. This seems to be an area in which reviewers are particularly sensitive. Don't even try it. I would not go there. If in fact you choose to go there, then unfortunately what happens is it antagonizes the reviewers.

Almost more than anything else. That the applicant may propose supplanting funds. Don't go there. Overemphasizing innovation. While innovation is truly, truly encouraged, you've got to be realistic. You've got to be focused and you've got to be realistic.

Innovation is great. But that pie in the sky strategy is not going to be funded, unfortunately. And there is a way of being innovative yet realistic. And I strongly recommend that approach. In terms of some final thoughts. I understand that your application is due December 28th. Start tomorrow. In some ways I'm very serious. I strongly recommend that you start the application process early. It ensures you that you have sufficient time to review, to rewrite. And you need that time. You need that time not just to make sure that awful your Ts are crossed and your Is are dotted. You need that time to ensure that every criteria has been met. Don't be afraid to ask for help. The division is available.

Now you notice I'm volunteering the division to help you. The division is available to help you. And they actually want you to be successful. I've known a lot of the staff here for a long, long time. And what they get most excited about are strong, well-presented applications. They are here to help you. Take advantage of them. I recommend you appoint a red team to read the final draft of your application. The red team should not include anyone who has helped write the application. That team will go through with a red pen and using the criteria on one hand and your application on the other, you would be surprised how helpful it is if they don't understand it, the division staff won't understand it. The reviewers will not understand it. If they, that red team understands, I can guarantee you that the reviewers will understand it and it will strengthen your application. Double-check your final application to be sure that all of the instructions are followed. The page limits, et cetera. Have the document copy edited and proof read by a skilled editor. That doesn't necessarily mean someone who is professionally paid. People volunteer to do that. And you may find on your staff that you have staff capable of doing just that. You can do it. You can be successful in the process. I wish you luck and success in your application process. And I thank you. (Applause).

MARIBETH BADURA: Mimi said some very important things. And one of it is each one of you is approaching the problem of infant mortality and disparities in your community based on your past performance and experiences. You need to tell that story. You need to tell the story of what you've accomplished and what you've learned and based on the lessons learned, and they may not all be positive lessons, you've had challenges, that's the reason you're still requesting federal funds, to continue to meet that problem. But you need to know that your capacity as an applicant is assessed by how well you tell the story and your honesty in telling that story that comes through consistently in the application. So use the process to do that, please. If a reviewer sees that you're competing continuation and they don't have a sense of what you've accomplished, why are they going to invest future federal funds in you? Very frank statement, but that's what they do indeed look at. We're doing some switching here on the computers. Are there any questions for Mimi at this point?

UNIDENTAFIED SPEAKER: I have a question about (inaudible) talk about successes (inaudible) can we go ahead and talk about (inaudible) and I was (inaudible).

MARIBETH BADURA: Use the data that's available to you. And if you don't want weave it into your response to the individual questions, as I said we added a question that allows you to say you know these are additional information that we feel will help you understand our project. But you have to show that, first of all, you're providing all the services that are required, that you're doing it in a logical and reasonable manner, but you have to show why there should be an investment of funds in your particular organization as an applicant. And the best way to do that is to be very honest about what your successes are and your lessons learned and how you're tweaking your system to better serve the population in the future. Okay. I think we're ready now. This is a presentation all of us have looked forward to. This is a colleague that I -- he's been working for a long time with our web-based systems. And it's been a privilege for me in the past couple of months to really get to know him further. This is someone with a lot of creativity who really hears your comments and wants to make our discretionary information system the best system there is and the easiest for you to do. So without further ado, Chris.

CHRIS DYKTON: Does everyone want to stretch for a moment? First of all, I'd like to thank Maribeth for having me here today. There's nothing more exciting than getting to the end of a day and the end of a meeting and talking about computers and web-based applications and all sorts of exciting things that I'm sure you're all waiting to hear. What I'd like -- I'd like to follow up on something Mimi just said. She said start your application tomorrow. Well, right before I came here, I happened to jump into the system and take a look. And you know that 14 Healthy Start grantees started their application already? It is really rather impressive. And that's the on-line system. So what I'm going to do today is kind of assuage your fears or maybe realize them. But in any case what we're going to do is talk about it in detail. I recognize many of you from having come into the learning labs throughout the meeting. So this will be repetitive. But hopefully it will raise questions and I want to reiterate what Maribeth said about providing feedback. One of the things that's been the best thing about the development over the past few months is the amount of testing, retesting, beta testing and development on these forms. And working them on line to try to make it as easy as possible as ordering a book at Amazon.com. That being said, it's going to be developmental.

Once we go live, we know that there's going to be bugs that pop up. And there's also going to be things that you find and have an idea about that's probably something that no one else has thought about. That's what we are expecting and that's what we want to hear. And we want to try to tease that and develop it into the system so it really does serve you. This afternoon I'm going to talk about the overview of what the program specific information is. And what that basically is what we call the discretionary grant information. It's the forms that you'll be reporting concerning program data as well as the performance measures. We're going to look at the work flow a bit of these forms on-line. And then talk about the big thing: How do you get help when you're working in this system. Back in 2001, as Peter has mentioned and Jack mentioned, I'm sure Maribeth has mentioned, there was the development of a series of performance measures as well as program data forms. And this was approved in August of 2002 by OMB. The idea and the intention behind all of this was to have all MCHB grantees report during the life of the grant, right from the very beginning, from the moment you go for the initial new competition and that first application through your noncompeting continuations and into the final year in closeout. And the idea is to capture the data live all the way through the grant in a way that's easy and also avoids repetition. That once you put it in, then you come back next year, the data that you had there you can add to. Adjust, change, finalize, but it's continued and placed in one spot. But of course the purpose of all of this was, one, to help grant review so that fair and good decisions can be made.

Second is program analysis. What's effective. What's not effective? What needs to be tweaked in some way? And the last, and very important thing for us as taxpayers, is public accountability. That it can be made public on the web. Reports can be done. Research can happen, and we can further best practices. So we have this great idea of these forms. We're collecting data. They've been approved. Part of this was also then developing it into an on-line system. I began my work with MCH at Georgetown University in the development of the TITLE V information system, which is reporting system for the TITLE V Block Grant. I began that in 1999. Since then we've moved on and that has become a very sophisticated system. There's been a lot of changes and upgrades, enhancements along the way. But it served as a model. It became the big brother to the discretionary grant information system, which is great because there were many, many lessons that were learned during that development. And those of you know who are associated with state governments and state grants might be familiar with the Block Grant. If you are, many of, much of this information is going to seem very familiar to you.

One of the things that's important, I keep saying the program information specific information. I keep reiterating that phrase. That is the phrase that you will find when you come into the HRSA's on-line grant application or the electronic handbook. So the acronym is EHB. But when you come in that, wherever you see program specific information link, that's the magic phrase that you will click on and it will take you to those forms that are associated with your grant. So what are these forms? Well, a whole battery of forms is rather impressive. There are eight forms that deal with finances and demographic or program information. There are 37 performance measures. Those are known as forms nine and ten that are national. They were developed at cross programs and there are additional data element forms where a number of programs got together and said, you know, there are certain program data that we are not able to collect on these larger national forms. And we're going to develop our own form for our specific program. One of the things that's important about when these forms are developed is the system allows you that when you go for a specific grant, only those forms associated with your grant will appear. So if you have forms one, two, eight, nine. Performance measure 17 and 23, that's all. You will know this from your guidance. The guidance will have the forms associated with that to you and you will then be able to collect the information that you need to report on line. Not only is that broken down by your specific grant program, but depending when you come in during the work flow, there are different things you can do at different times.

When you're applying for a new award, you're going to be doing some things that are a little bit different than when you come in for continued funding as noncompeting continuation or when you're reporting final data after a grant year is completed. Part of this is, as I think you'll find, as you use this and come in and register, log in, go to the forms and look around, you're going to find that it's going to become a management tool.

If you apply and receive the grant your budget may be changed or adjusted. You'll come back in and you may have to adjust your budget figures. A few months later, after you've been working your first year you come up toward your competition, your noncompeting continuation funding, you'll come in and provide that budget information, provide provisional data on what's been going on for the first year, market it as such. And then after the first year ends, you can come in and provide the expenditure data, finalize your indicators for your performance measures and your population served and so forth. So then you're into the next year. And a few months later you come back in. And through the course of your grant you're going to find you'll probably use this a lot more than just apply for the grant and it will be a place of being able to gather your information and your data.

The constraints as such are going to be different. When you come in for a new application, for instance, when you're applying, the objectives for performance measures will be the only things you're allowed to enter. You can't enter indicator data yet because you haven't done the work or received the grant to do the work. That can only be done after you've come in near the end of the first year at the time of noncompeting continuation or after the year is over. Similarly, it's just like with the budget, you won't be able to put the expenditure datas in at the time of your grant application. It doesn't make any sense. You only do it after you've spent money after you receive the grant. These constraints are in place to help you. They will keep you in the form and make sure things are working correctly. So let's talk about some of the forms in general. I know it's kind of hard. We were talking about these things theoretically and I may get into a little bit of detail. If you find yourself getting really board and wanting to find out more about this later on, there's a brochure out on the table concerning getting started in the on-line application. If you haven't picked one up, by all means please do.

There's a link there that has this PowerPoint presentation in it. So we'll go into some details on some of these forms and try not to get too arcane. I do get very excited about this. Yeah, I've gotta get a life. (Laughter) Form one deals with the project details for the fiscal year that you're applying. So at the time of new application this will apply to the budget year. It will pull data over from your 5161 as you complete it and it's the First Financial form that must be complete. All grants are required to fill it out and it will have the grant application amount that you're going for and requesting on your 5161. But in addition to that, this form also collects funding that is being leveraged for your project from the state, from local funding as well as program income and such. MCHB is so interested in not only what you want from them but what partnership is that's supporting your Healthy Start program. So that this is a really important form that starts to look at the sources of funding. It's the first one that must be done among the financial forms, because information from this is gathered and put on another form so you do not have to enter it.

Form two takes that information and pushes it over into the first -- that first budget year that you've filled in. And it also allows you to then define the continuing years that you're requesting. So you do year two, year three, year four, year five, however long your application is. This is important too, because this is dealing with all the sources of funding across your potential grant. And it's important to complete this before you go to forms three and five, because the bottom line budget figures that you have across years for both budget and expenditures are going to have to agree across these other forms, because what the forms three and four do is take that budget bottom line or the expenditure bottom line and asks you to divide it, the money differently. When you get into form three, the budget details by types of individuals served is asking you to break it down by the people you are serving. For Healthy Start, this is a form you will have as you do direct healthcare enabling population based service. If a structure does not fill out this form. You will break it down by certain pregnant women, children, infants, children with special healthcare needs and others.

Maribeth, is it okay to talk about the worksheet? Furthermore, you can break it down more specifically by age ranges in a worksheet to help you fill this form out. This is something that Healthy Start met with us in development back in June and since then we've worked hard to get this form up in time for this competition. And it's there. It's ready for you to be able to use. Form four deals with the budget by types of services. This is the levels of the pyramid. And you break down the bottom line budget again by the four levels of the pyramid. How much are you spending in direct healthcare and the other types of services. This one is completed by all grants. And again it's completed after form two is done. Now, all that budget information means is that people oftentimes say how can I remember all of that? Well, what I say is that first one is your next year's budget. And then you have three forms that deal with the budget across all your (inaudible) the first one is source of funding, where is the money coming from, who is it serving and what kind of service are you providing. That's pretty much it.

One of the things that's important is that there's validations between these forms. If you create a budget on one page for that certain year and that's different from the budget on another page for a certain year. It's going to catch. You're going to get a red warning sign saying yeah this didn't agree with this. And you have to go and make it agree. It will also generate errors if you try to put in a negative number or put in letters it will catch you. It will ask these things be corrected before you can save the form. And all the information that you enter in for your grant application on the 5161 is brought over to these forms. So you don't have to remember what it was that you filled out three pages ago. It's going to be automatically brought over for you. We get into the program demographic forms. We have form five which is the number of individuals served by type and source of coverage. Form six, which is dealing with the discretionary grant abstract on line. Form seven is the summary data and eight is the abstract for research of grants and applications. Five breaks down the number of individuals, the number that you serve. And then asks you to break it down by individual age ranges. And again form five has a similar worksheet developed for Healthy Start like form 3. So you had a specific budget break down over form three that dealt with individuals serving. And you have a similar type of thing for the actual number of individuals served on form five.

Form six is the abstract. It's the synopsis of the grant and other data that comes into this form from other fields. You'll complete an abstract form each year of the grant. It's used by all discretionary grants except research. Form seven is kind of, I've described it as a hodgepodge form. It collects a lot of different information in parts of it but everybody uses the first four sections, which collect project service focus, the geographic project scope and infrastructure and grantee organization type. The remaining only appear if it applies to your grant. And those are very specifically defined by the project office. And they will deal with demographic characteristics of clinical project participants and also technical assistance in training resource data centers have their own data on the form. But this will not appear if it does not apply to you.

Performance measures. You have 37 performance measures to fill out. No, that's not true. You have a certain number that have been selected by Healthy Start. And, in addition, Healthy Start has, you are at the cutting edge with what we hope the rest of the grant programs will do, is develop program performance measures that are unique to yourselves. These are ones that are TITLE V related that you used as a model to develop the ones for your individual Healthy Start grants. It's rather exciting to see not only the system go live with everything, but it's also going live with your performance measures that are unique to you. I have to give you a hand of applause for that. That's great. No project has to report on all measures. And the measures are selected by the program offices, and some have many measures and others have very few. It depends on the nature of your project and the performance measures that are there to be assigned. The performance measures consist of a detail sheet which explains the performance measure, provides background and the purpose of the measure and how it actually is being measured whether it's a percentage base measure or a scale. Then there's the tracking form which has objectives. And those are your targets across the years of the grant you're proposing. And then you will have indicator values which will be your numerical value for measuring your progress.

As I mentioned there's two types measures, percentage based measures and scale measures. Percentage based measures will be titled the percent of and dot dot dot. And a good example of this is for example performance measure 20 is the percent of women participating in MCHB supported programs with an ongoing source of primary and preventive care service. Well, what's good to know about percentage based measures is they're population based. You're going to be measuring a population out of a population. And they're generally service oriented. And there's a numerator and denominator required for these. And you must provide both. You must provide what you're trying to measure out of the complete population. Here's an example of what it looks like on line. And it's really kind of -- it's kind of fun to look at this and analyst the entire form. You have your performance measure noted up here with the title you measured.

If you have a question or don't have your detail sheet handy to check on what you're trying to report and you click right here and the detail sheet will appear and you can remind yourself about what the details are about. If you have any questions you can go all the way over here and click. It does not replace the guidance. That's not the guidance. It's instructions on how to complete the form. It will help you if you get caught, something if you're not sure what needs to be entered, it will tell you how things work on the form itself. Right over here at the top, this little red icon, is a note. You can access a note page, to help interpret the data. You can put a note associated with this performance measure. If you are, for example, TITLE V uses notes a lot to tell us where the data is coming from, if it's a vital statistic in the year that's being reported on. The performance measure is rather straightforward. Anything you can edit, for example, will be in a box. And you can edit and enter future objectives for your grant. During the course of the grant when you come to report in on it. You have the capacity to put in the numerator and denominator and it will automatically calculate the indicator. You can also click on and note whether it's final or provisional. At any time you can cancel out.

And one of the things I recommend when you're in the on line application is use the cancel button rather than the back browser in your Internet explorer. And the reason is this will give you a warning that you're leaving a form without saving the data. If you use the back browser and have not saved the data you've worked on the form you will lose it. Really really use the buttons at the bottom to move around. If you have any doubt, do not use the back browser. Over on the right you save the form and the form will be saved when all the data is complete. If I come in here and I say I know the population. I know the number of people we served on this is 100,000. But I don't really know how many children were part of it. But I'm just going to save the denominator now because I don't want to forget it. It won't let you do that. As soon as you start filling out the numerator it wants the denominator. If you filled out the denominator, it wants the numerator. Scale based measures are a little bit different. They tend to be more process oriented. They will begin with the phrase the degree to which something occurs.

On a scale based measure you will have a data collection sheet that you will not need to complete during the course of, after the first year and score yourself on a number of elements that are there. For example, performance measure seven is the degree to which

MCHB supported programs ensure family participation and program and policy activity. It's one of your measures. It's on a scale of zero to 18. There's basically six elements, six statements that you will score yourself against. You will use this data collection form each year. This is what a scale based measure looks like. Very similar to percentage based measure but there's something very different. If you note, there's no numerator or denominator. There's just a field called a score, right here. And this score is automatically calculated when you fill out the data collection form, which you can access by clicking on the button at the bottom that says enter or edit. So if I was on this form and I was trying to fill it out I would click enter or edit and I would be able to go to the next page. I would go to the next form. This is the actual data collection form. It gives you the scale at the top that you will judge yourself against.

One of the big questions I saw at the learning labs throughout the meeting was how do I know what met means or partially met. How do I know what mostly meant. Your project officers will be able to help you, figure out how to decipher those meetings. That will not be here. This measure is used by many programs. So it's very general on line. It will not give you that definition. You'll have to use your guidance and the project officers to help you figure out what that criteria means. As you complete each of these and score you on each of these elements, what will happen is you will be able to -- you will automatically it will start calculating the total score at the bottom for you. This does it automatically. You don't have to add anything on. When you've chosen whether this is final (inaudible) of data. Save. You can save the form. So we were talking about work flow and how that's different across performance measures in the on line system. New applications for example on performance measures all you enter is the objectives across the years of the grant. Noncompeting evaluations.

The idea is you can come in and revise objectives in the future as needed and provide provisional indicators. After the completion of the grant year you can come in and do objectives. It can be adjusted as needing final indicators need to be entered and the process keeps repeating until the grant's conclusion. Program specific information. The additional data element forms. As I said programs develop some forms to collect data on themselves and you were one of the lucky ones because you do have this form. The perinatal systems and health form, Healthy Start does complete that out. You've seen this and prep has last year's guidance, correct? So you're familiar with it. It's a very expensive form looking at your program and community participants across many, many, many different aspects of Healthy Start. The important thing to note when you come in for this year if you're applying for the new competition, this cycle, you will not see this form on line. And if you think about it it makes sense. You're not reporting on data. You were just providing objectives on your performance measure, and this will only be available to you after the first year.

There have been so many discussions about the electronic handbooks on line and how much people like it or don't like it. And how it works. So I'm going to take questions concerning that even though I'm really kind of an MCH person and I'm just going to review some of the things about logging on and registering it briefly and just let you know how to do it and to guide you for furthermore detailed assistance if you do need it. One of the things that's really important, and I said this to many people over the past week, is that register into the HRSA grant system for yourself. Register yourself, your name and your title, who you are and get in there and take a look around. It won't hurt and it doesn't obligate you to anything. But what's important is to take a look and not be afraid of working within the system. You should encourage all of those working on your grant to do this. Because you will all be working in the system on the grant when you're working on line.

Now, there's a lot of rules about that. But basically everyone needs to have their own user name and password. You don't share it with other people at your organization. Yours is unique to you. What happens is that when you come in it will ask you if you're going to tie yourself to an organization and that you will do. Because everyone in your organization will be tied to the same organization. What will happen, when someone starts a grant to start working on line, is that person is known as the creator. They basically become the grant administrator during the preparation process. And that person has the power of deciding who gets to look, work on the grant, who doesn't. That creator is the only one that can delete that grant application. And during the course of your preparation and your work on line, that creator, that administrator can turn off and on access. So this is how you're able to define roles in your organization. If, for instance, you want to get the program information in first before you put the budgeted information in, because you can consider that proprietary, you can only let those people in that are working on the budget. I mean on the program forms before you allow access for the budget to come in.

So there's a lot of different ways that you can work creatively in making this process work for you. One of the most important obligations on this process is the person's role, given the role of the authorizing official. This is the person that generally signs your face page, that I know many of you have described, run around trying to get a signature so you can get that thing in a FedEx box and get it out. That person will have the final authority of obligating the organization to the grant and sentencing it to HRSA. And it's created some problems over the past year and challenges, many of which have been deliberate, because one of the things that happens is you work on line you work very hard and you get it all done. You think you're all done. You hit submit and you're happy. What it does it rifles an e-mail to the authorizing official you have a grant you can send in. If that authorizing official doesn't send that grant in, it's basically stuck on their desk, basically, electronically. There's a few things that have been developed, two days out, five days out, before the final deadline, if there all these pending applications sitting, emails go out not only to the authorizing official but to the administrator, that creator saying yo, your grant is not in yet. And then you can run around try to make someone log in or hold a rifle to them and send the grant in.

Anyway, one of the things you want to do when you go on line and register is go to a link that you will see called search funding opportunities. This allows you to look at all the available grant programs that are competing at this time that are available. And you can start an application. And I strongly encourage you to take a look around at that. It allows you to see how you can access the guidance, where you can go for information. It's all sitting right there for you. Here's a copy of like the main menu. And I just wanted to take a moment to just go over it. You'll find that it's three parts. It defines the sections that need to be completed. And actually what you see here is exactly what all of you will see when you go on line and begin an application. To the right you have an update links that allow you to go to each of those individual sections. And as you complete the information in that section, once you come back to this page, it will refresh and it will go from complete -- from not complete to complete. If you notice down at the bottom where the arrow is pointing it says pro specific information. That's that link. Those are the magic words that take us to the program forms and the performance measures. If I clicked on that link, I would go to a page that looks something like this. This is not the complete page that you would be looking at, because there's many, many more performance measures that you have with Healthy Start. But it allows you to see the various forms that you need to complete, as well as the status.

One of the things, excuse me, in that status section is a link underneath called details. Details is going to be your best friend, because what that does is when you click on an incomplete part and click on details it takes you to a status page and actually tells you what's not there. Something is missing. The form has not been saved you need to provide an objective for this year because it's missing. It's a great report card to keep you on track with your application and it will become your best friend. We instituted that two or three years ago at the request of states for the TITLE V Block Grant. And you would have thought I was Canonized after that thing went up because so many people said I stopped having to worry about all these piles and all I needed to do was look at our application on line and click the details and it let me know what I needed to do. That's something that's going to, I really want you to use as you work on line and more importantly get feedback on. If there's information there that's not as specific as you'd like, we'll make it more specific. So really look at it. It's really I think it's going to be a great help. So we've talked about data fields and data entry. You can enter data where there's a white box. There are different field types they're numerical and text. It won't allow you to enter numerical in text fields and so on. They're just display fields that you cannot click on is, because that data is coming super someplace else. The data oftentimes it tells you where you need to go to collect it if there's something different.

So there's reminders in the systems. Errors are pop up boxes. If there's something wrong with the field, for example, if your scale is only zero to 18 and you try to put a 20 in it will pop up and say keep it between zero and 18. If there's a problem between forms a red warning sign will come up and ask you to correct it because it's not agreeing with something else. There are used to explain and interpret the data. You can access it on the upper left. You can save your note and go back and edit it. Instructions are to your upper right and allow you to link to the instructions to explain the form. Save your data religiously. Except for the financial forms, most of them you can save at will. For example, when you're counting populations you may not have all of the data of how much children you may serve but you may have the data on how many pregnant women. You can go in and fill out that part of the table but you don't have to necessarily fill out the rest of the population figures. And you can save it at will and come back and change the data as you see fit. This gives you an idea of what we were just talking about. There's side bar navigation to the various forms and performance measures on your left. You see the icon, see the instruction. We talked about that. Over on the right you can see there were fields from the right that were brought forward from the 5161s, the grant award amount that you're asking for, unobligated balance, whether it's a matching fund according to MCHB. You can see the fields that have boxes are the ones you're allowed to enter data in. The status checker as I just mentioned will be your best friend.

Okay. HRSA and MCHB want you, your data to have integrity and to be safe. So one of the things that this does require is system time outs. And let me explain to you what that means with regard to working in a server setting. When you're working on line and typing and doing your application, you go and save something. And so you take that data at the moment when you say save and you shove it across the Internet and it goes over to a box over at HRSA. And this box is a database where this is put in the right place. As soon as you send that data over, the server goes, oh, you're there. You're logged in I know you're there. This is good. So you can type some more and then it forgets you're there. And then you save again and it goes, oh, you're there. What happens every time you save or talk to the server in the database is the clock starts again. And it starts going for 30 minutes and it will keep doing this every time you save are on you cancel or ask for a note or ask for instructions. Anything that demands something on the part of the server to give you something to do to access. If however you're just sitting there typing it has no idea that you're doing anything.

So one of the things that's, what will happen is there will be at the 29 minute mark a pop up box will occur and it will say we are not sure you are there? If you are you say okay. If you do not save your data regularly and you miss that pop up box, you will lose your data that's been unsaved. If you saved other forms and so forth, they're fine. You will just lose what you're working on. And I'll give you a warning. If you find yourself typing a lot like doing a lot of text entry directly in, there's a really good chance this could happen to you. And you will lose all of that textbook, because it's usually when you're typing that you're not talking to the server. If you're entering a number here and entering a number there and entering a number and saving you're communicating back and forth. So my recommendation to you is do what you've done in the past. You're composing your abstract off line in cut and paste into the fields there. It will save you a lot of heartache if you start typing and creating directly and lose what you have unsaved. One thing about this you have to be careful you're like me I have so many windows open at the same time and warning could have popped up and I could have put something on top of it and I missed it. So be real conscious of that. Do you know how many times it happens you get on the phone and someone starts talking and before you know it you've timed out of something. The same thing is here. The HRSA electronic handbooks are located at the following URL and this presentation as well as other information is that will help you is at the following link, which is off the website.

We're putting together a getting started guide which has to do with giving you a lot more tangible information and examples about the log in process and registration. I have brochures up in the front as well as cards for the HRSA call center, and HRSA call center is there to help you throughout this. Do not hesitate to call, remember. The only ridiculous question is the one you never asked. Thank you all very much. (Applause).

Maribeth Badura: Any questions for Chris? Could you wait for the mic, please.

UNIENTIFIED SPEAKER: One of the things we talked about a lot earlier was whether we're new or competing. And one of the clarifications I tried to make in my training was how do we select that on your system. And what I was told was regardless of the fact that we've had a Healthy Start project and are now competitive continuation we would select new because what your system understands that to mean is an annual competitive.

CHRIS DYKTON: That's a good question because oftentimes what happens is that you've had a project in place doing Healthy Start for a number of years and the competition comes up within three, four, five-year cycles and you come to the end of your grant period of performance but you're going to continue the work, and the work is -- let's say you get awarded several times in a row and it feels like a grant, grant application that's not the case, Maribeth correct me if I'm wrong, what will happen, at the end of the new cycle of grants, you get a new grant number and start the process over again. It's a competing continuation. So what will happen on this is you can note on, when you start the application and you say go to, you'll have a series of three things you can select. You can say is it new? Is it a competing continuation? And if it's a competing continuation, you're going to tie it to your grant number. And that means you're competing again. Maribeth just clarified it's a competing continuation. The system sees the process and the grant application process the same for a new and competing continuation. The only difference is a new would have a brand new grant number continuation would tie it to your current one.

UNIENTIFIED SPEAKER: The information applies to how much you could apply for, because it's different between competing continuation. The system is aware of that and will have the appropriate information there?

CHRIS DYKTON: Yeah, that will be true.

UNIENTIFIED SPEAKER: Can you explain the circumstances under which we would check provisional versus final on the data streams?

CHRIS DYKTON: One of the things that was decided and looked at during the course of the grant, is like, for instance, let's say you come in, and this is concerning the time frames of the guidance and so forth to come out, that you have, you come in for a noncompeting continuation all that information for next year's budget and to complete information on line. One of the things that you can do and you should do is that the performance measures you can put in preliminary data of what has gone on during the course of that year. Now, the year's not over yet. You haven't started your second year. You haven't finished your first year so that data is not final. This allows programs that use the form and want to do this to collect that data and you mark it provisionally. Once the year is over you can finalize your data. This can help inform the project officer in terms of what's going on during the year. Does that answer your question?

UNIENTIFIED SPEAKER: On form two there's a line item for unobligated fund but I'm assuming since we're entering as a continuing competing project that it's all brand new and that that unobligated field should be zero.

Chris Dykton: That generally is the case, yes.

UNIENTIFIED SPEAKER: Yes, I have a question. If we want to submit all of the information (inaudible).

Chris Dykton: I'm sorry, could you hold for a moment? Maribeth just corrected me on that. For continuing competition, carry forward would be available so you could put the unobligated balance in.

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: If you know it. It will not be something that's required. But if you know it

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UNIENTIFIED SPEAKER: Yes, can I ask my question now? If we want to submit electronically but we have some attachments that are simply we don't have electronic copies of them, is it okay to send that in under its own cover letter.

UNIENTIFIED SPEAKER: That is one of the big questions that came out. It's one of the things I'll investigate a bit more and I suspect both you and Healthy Start and the training are both in the same situation, where you have letters of support, for example and that you get hard copies. It may be difficult for you to scan or to be able to put up on line. I'm not sure of the answer to that. But it will be one of those things that we'll be sending a message out about.

UNIENTIFIED SPEAKER: I apologize if you've already said this but I want to make real clear. On page 76 of the guidelines, it talks about those forms that have to be completed and submitted by December 28th. For example, form five is not listed there. And I assume that's because you wouldn't have the data to have yet.

Chris Dykton: That's true. During the first year form five you could not possibly provide.

UNIENTIFIED SPEAKER: Okay. And then my final question is on form seven, what you said was sort of a hodgepodge of questions. There's actually a couple of questions that we're not quite clear what they're asking for. For example, question four is asking for project infrastructure status from the MCH pyramid. I'm not sure what the heck that is.

CHRIS DYKTON: You don't have to fill that out because infrastructure is not you. Healthy Start is not infrastructure. Do they spend infrastructure funds, Maribeth?

MARIBETH BADURA: Project infrastructure is on page 91 of what the elements might be -- I'm sorry. I'm trying to move between the forms here. If you look on page 91, which is actually what form seven starts on the bottom of page 90, the way this particular copy came out. You would check those areas of infrastructure that you're spending funds on. So you are probably doing dissemination of information and resources, you're doing quality assurance. You're doing systems development. Some of you may be working on standards and guidelines. So you would check those that are applicable to you.

UNIENTIFIED SPEAKER: Okay. And then for question five, where it asks for number, say for example we do a certain number of presentations we just plug in the number per year?

UNIENTIFIED SPEAKER: What will happen during the course of the grant is you only have one form seven. So in your first year of the grant, section five dealing with development of products and the dissemination will not appear. Because the idea is you haven't done the work yet. But once you start developing products you will put in the number. And you will come back the next year. You'll see the number you had placed last year. And you can augment that number. In other words, it will be cumulative during the course of the grant.

UNIENTIFIED SPEAKER: Okay. Thank you very much.

CHRIS DYKTON: What I want to show is see what's going on up here with the way the system works and what the project officer is going. We're going this is you, this is me that's what we have to have patience about when we work on the system this year. Because what you'll do is you'll call Maribeth or Benita for help and you'll start with a program question that suddenly devolves, or evolves whatever you want to call it, into how do I do it on line? And it's also going to happen that way with the call center. They'll start helping you on line and then you'll start asking them a question. So one of the things you see up here is this dance we're doing is the dance we'll be doing for the next couple of months. We're going to make sure that the questions go to the right person and you get the right answer.

UNIENTIFIED SPEAKER: Regarding page numbering, you said that when you do it on line that it condenses it better. And so when you're typing the narrative on line, are you numbering it there and then these will automatically be numbered to fit in?

Chris Dykton: Let me clarify one thing about the narrative on line. The narrative in this section is an attachment. You attach a file. So you'll be composing that off line. You will not be on line when you're typing your narrative. It will be a word document or a word perfect document that you've created to upload into the system. Now, to answer your question, which is perhaps the million dollar question, next to the scanning of original letters of support, is the length of the narrative. Now Maribeth clarified for me, did you get an exemption on the length of-how long is the guidance for --? 160 pages total. That's a lot. What I want to say about that is on line, the on line system will have the forms. And of course the idea of working at HTML and so forth you'll be able to print out those forms and get a print copy and get kind of an estimated of how long it is. You have a number of performance measures and it's really good that this guidance tells you that you've got some space.

The other thing is what you can do is you can print that off, right away, and get a sense of how much you want space in terms of your attachments and how much you want to devote to the narrative proper. It is your eyeballing that. The one thing that I've learned from EHP is you can paginate each attachment and create a table of contents for your appendices, Attachment 1 is one of seven pages, this is two of 15 pages and so forth. And that seems to have worked for many grantees in the past. One of the things that's hard about this is the total page count that you've got to keep yourself to. Did you want to add anything?

Maribeth Badura: Your attachments have to be consecutively numbered. This differs from the Block grant discretionary system where they can indeed label the appendices A-1. Yours do have to be consecutively numbered in a discretionary system.

Chris Dykton: Yes, right here.

UNIENTIFIED SPEAKER: Is it correct that current projects, you are competing again, do not have to report any provisional program data from 2004? So even if we were in existing program we're only putting objectives we're not reporting any data from past years?

MARIBETH BADURA: The traditional data on major services, characteristics of participants are not included with that, because that is performance data on your old grant. You will just submit what's necessary as any grantee who has never had a project in the past. So you may want to weave that information, if you've got some successes, we've that into your narrative area instead.

UNIENTIFIED SPEAKER: So I'm assuming there will be a separate formal process for submitting calendar year 2004.

MARIBETH BADURA: Right. We'll be working with Chris to have as much of that as we can on line F that will be in March of 2004 that we'll actually -- actually, prior to that so you'll have enough time to enter it. But we wanted to get the applications out and for those grantees that have to submit a noncompeting continuation, get those out and then we're going to work on the reporting for the 2004 calendar period.

UNIENTIFIED SPEAKER: Because I did notice in the form that you did show us it's specified as fiscal year and we've been reporting calendar year. And is that a change that's in the works?

MARIBETH BADURA: The rest of the bureau uses a fiscal year for most of their problems; we're going to continue using the calendar year.

CHRIS DYKTON: That is the kind of things that's really important to know because that's one of the things we can tease into the instructions saying if you were a Healthy Start the reference to fiscal year is meant to be, is calendar year. So that's the things that we're going to be gathering. If you find things along that line, by all means don't hesitate to write and letter us know. We'll get it in.

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: Hmmm. It sounds like you need to write a note what you put that data in. A note field will really help explain that. Her question had to do with when she was putting in objectives for the new grant. Now, as to whether or not, with a new grant, you were then going to be able to report in your last year's grant? And since it's a new competition you would only be putting objectives. Maribeth said any of the data you've been gathering on the old grant that you can't purport in this new grant or new competition you should tease into your narrative to discuss your successes and what information you've been able to gather.

UNIENTIFIED SPEAKER: On the slide you gave for form six said that we needed to complete an abstract for each application year. If this is a four-year competitive cycle we have to compete four abstracts?

UNIENTIFIED SPEAKER: No, I guess what I'm trying to say and probably poorly when you come in next year and you're going to report experience to date all your data will come back from your first year and you'll be able to update that data next year. And then the subsequent year you will do the same thing and continuing. So you're doing just one abstract, each year of the grant you will create a new abstract.

UNIENTIFIED SPEAKER: It really behooves the grantee to use the on line system versus –

UNIENTIFIED SPEAKER: I can see where it helps. One of the things about abstracts that's going to be great by having it on line in a series of data fields we could then grab the information very quickly, like within five minutes, give you a list of invitations of all the Healthy Start grants and she could read that, assess what everyone's described themselves to be. It's going to be easier to use the abstract for everybody. In the brown, in the back.

UNIENTIFIED SPEAKER: (Inaudible) three levels. There's the official person. There is the businessperson and then there are the group runts. But the problem is that it would really be nice if the group of runts or at least the creator of the group of runts gets the notice of NGA, gets information because so many times those other folks are so far removed that they will actually delete the NGA or they will actually delete the notices because they have no idea what they're talking about. So that would be really helpful.

CHRIS DYKTON: You want the NGA to go to everyone who worked on it and have a party.

UNIENTIFIED SPEAKER: Designate it as program manager..

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: How many -- well, it should be one. It should go to the authorizing official to let them know that the grant came through. Just like the actual application came through the authorizing official.

MARIBETH BADURA: Okay. Could I clarify. That's not anything we have a decision about. That's a department wide grants policy. As part of the paperwork reduction act. Now, we try, when we get the notice, and an application has been funded, in our e-mail system we've tried to then forward it onto who are contacts are. But it really does go to that authorizing official. And sometimes the grants management specialist is able to send it on to the project director. And other times just because of the volume and work they're not. So I wish I could change that, but we haven't been successful.

UNIENTIFIED SPEAKER: I think my question is answered then. I was going to ask does the creator have been to the authorized signature of official grant. But the creator doesn't have to be.

CHRIS DYKTON: No. Actually the, creator, and this is an important point, the person who begins the application is trusted with the responsibility of managing it through from cradle to grave. So it's really going to be your grants administrator who is making sure that all parts of it get done. That's the person that should start it because they're the ones that are going to allow people to come in and take them off.

UNIENTIFIED SPEAKER: Maybe -- your presentation focused on the forms and the form completion. And maybe I missed this in the discussion about the appendix, but how are we to get the narrative in there? Is that to be files to be uploaded, is that the process?

UNIENTIFIED SPEAKER: Yes. One of the things is that there's a link just like we saw side bars link in the (inaudible) section. I was focusing on the maternal and child health program and performance data. But one of the things on the side is a program link called narrative. When you go there you'll see a big button in the middle that says see attached. You can attach it, browse on your hard drive, pick it up and drop it in. You have 20 megabytes. Very sizable. And in fact each any attachment is of that size.

UNIENTIFIED SPEAKER: That's intended to be a single file?

CHRIS DYKTON: What, the narrative itself?

UNIENTIFIED SPEAKER: Yes.

Chris Dykton: I'm sorry, I have a hard time seeing.

UNIENTIFIED SPEAKER: Mimi talked about it when the reviewers they look at the applications it's very important to have every page numbered. Are they going to be looking at it electronic version or hard copy or both?

CHRIS DYKTON: The review process at this time is hard copy.

UNIENTIFIED SPEAKER: So when they print that out, the on line application, will it automatically print out page numbers on it?

MARIBETH BADURA: If you've put that into your Word, whatever your narrative is done in, whatever software package the file that you're attaching.

UNIENTIFIED SPEAKER: But when the reviewers look at it, hard copy of it, it's already going to print out with page numbers, I presume? I mean there's nothing I have to do?

MARIBETH BADURA: No, it starts the page numbers because some of the forms are, the assurances, the beginning forms are all set up. So it does that numbering for you.

UNIENTIFIED SPEAKER: But I can print that out to know what number to put on my narrative.

MARIBETH BADURA: Correct.

UNIENTIFIED SPEAKER: Yes, in my training session yesterday on this system I was told that we needed a signed face page that would be a hard copy that had to be submitted by the deadline date and I hadn't heard mention of that. Is that accurate? And are there any other hard copy attachments that must be submitted by the deadline date? Chris Dykton: My current understanding, and this is one of the things that I'm going to look into with regard to the attachments, and the other thing is that (inaudible) and signing it. My understanding is that you submit that one piece electronically. That information is put on the top of the application when you come in. This is one of the things that we want to make sure that you know and you do. When you fill out all the budget data on the form, you come to a certain page and it just looks like the front page and you can print it out and go for signature and it's all populated with the data that you've provided.

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: Yes, in addition to this. That's why I want to look at sending other documentation that can't be provided or attached.

UNIENTIFIED SPEAKER: Going back to attachments. We also have the budget narrative. That will be another attachment, correct?

UNIENTIFIED SPEAKER: Yes.

UNIENTIFIED SPEAKER: And our appendices will be as attachments. We might have a number of attachments, we just consecutively number them?

UNIENTIFIED SPEAKER: Yes, I wish I had an Internet connection because if I could show you this right now live it would answer many, many of these concerns. But in lieu of that what I would recommend and encourage is to go on line, register, take a look around. You'll see many of these things you're concerned about:

UNIENTIFIED SPEAKER: (Inaudible). (Chuckling).

CHRIS DYKTON: You're scaring me. No, I am not the call center ghosting in front of you. There is a staff of 10 to 15 people East Coast time, 8:30 to 5:30 that are there to help you throughout the entire application process. So by all means call them. They're nice and they're knowledgeable.

UNIENTIFIED SPEAKER: As the project director, if I sign on as the administrator or whatever it's called, do I also then have to have my appointing authority that's going to sign the face page sign on, he'll have to at some point be signed on.

Chris Dykton: At some point when everything is done.

UNIENTIFIED SPEAKER: Somehow is there an easy way for me to transfer the whole project. What you're saying is if he has to submit it comes from his e-mail address and not my e-mail address.

CHRIS DYKTON: That's correct.

UNIENTIFIED SPEAKER: Is there a way for me to get it over or he can just go in and send it, is that how it works?

CHRIS DYKTON: Yes. What happens, as you go through this entire form and you complete the main menu and all these noncompletes turn into completes, when they're all completed, and that means the program specific information linkage is completed as well, meaning that other menu is complete, you get a button that says submit it to your AO. You haven't seen it so far but it will be right there in front of you. You submit it and he is notified or she is notified it's time to review and submit the grant.

UNIENTIFIED SPEAKER: Thank you.

MARIBETH BADURA: Remember it says submit to AOL. That's not submitting it to HRSA. And that was the point I wanted to remind all of you. Please make sure that you've got that mechanism set up with your authorizing official to push the button to send it to HRSA.

CHRIS DYKTON: Yes, over here.

UNIENTIFIED SPEAKER: Am I to understand that we simply can forward that information over to our official and he simply?

CHRIS DYKTON: Pushes a button.

UNIENTIFIED SPEAKER: Pushes a button.

CHRIS DYKTON: Pretty much it.

UNIENTIFIED SPEAKER: Does he have to review it again?

CHRIS DYKTON: Yes, of course, he can go in and read the application.

UNIENTIFIED SPEAKER: No, no, he's not going to do that. We know that. But what I'm saying is it's been reviewed and after we have cleaned it up, been reviewed, we forward it over to that person and they, all they have to do is hit the button.

CHRIS DYKTON: You got it.

UNIENTIFIED SPEAKER: Thank you.

CHRIS DYKTON: What I want to say about that is I bet you have a hard time getting them to sign the face page when you submit it normally, right? These administrative issues that you face daily, and we all do, do not go away because you're on line. If you have those problems or -- be aware you may still have those problems. The only difference is instead of signing something in time, it's pushing a button in time.

UNIENTIFIED SPEAKER: I was going to ask, do you get a receipt that it has been received by HRSA?

CHRIS DYKTON: Yes, the authorizing official gets that, yes.

UNIENTIFIED SPEAKER: My question is real quick. When this goes over to the officiating agent, do they have the capability to write, or is it in a read only?

Chris Dykton: Do they have writing capability? At that point it's read only to the authorizing official. Hopefully, if they've been involved in the process, they've also been working on it with you. One last question and Maribeth is ready to push me off the stage.

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: That's almost immediate. HRSA will turn that e-mail around as soon as it comes into the database. It generates the (inaudible).

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: To the authorizing official.

MARIBETH BADURA: Just the question was, when the authorizing official submits the application, how soon is the applicant notified that the application has been received? And it's a pretty fast turn around. But it goes again to the authorizing official. That's why I said please make friends with their administrative assistant, whoever is going to be watching that mailbox for them to let you know.

UNIENTIFIED SPEAKER: (Inaudible).

CHRIS DYKTON: Yes, do you know, like when you order on line and you say do you want to be notified that this order has been received, you send it through and then you go into your e-mail and there it is. It works like that.

UNIENTIFIED SPEAKER: Yes.

UNIENTIFIED SPEAKER: If your narrative includes tables and charts and you attach it and then upload it, will the system accept tables and charts and things?

MARIBETH BADURA: I would suggest the thing that appears to be a big bulk of eating up space on line is if you're using things that are in Adobe Acrobat. For some reason that seems to take a lot of space entering on line. So those would be my only sort of hint I have on that is that Adobe Acrobat for some reason seems to take up a lot of bytes on line when people have uploaded it. But yes, it does accept tables and graphs, et cetera. Thank you, Chris. (Applause). Please, we have worked on these forms. We've taken all the input you've given us along the line. We've tried to translate it and tailor it for you as best we can. Get on line and try it and let us know how it's going so that we will notify anyone whose name and address we have from this who started in the application, if there are any changes, we will e-mail those to you. But you know it really is important to get started now so that if there are problems we can work with you in resolving the issues. It is closing on 5:00. You have in the presentation today you have Angela, Bev and Benita's address. Beverly Wright's telephone and e-mail address are in the application. She's at home right now but she's going to be answering calls from home, so you can call on your phone calls and we'll try to get answers to you as soon as possible. We'll be around to answer individual questions. Please feel free to call. We want this to be a successful experience for everyone. That's our commitment to you. Thank you very much. (Applause).