

PSC-ED-OSDFS

Moderator: Dana Carr
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11:45 am CT

Coordinator: Welcome and thank you for standing by. At this time all participants are in a listen only mode. After today's presentation we will hold a question and answer session. At that time to ask a question, you may press star then 1.

Today's conference is being recorded. If you have any objection, you may disconnect at this time. I will now turn the call over to Ms. Dana Carr. Ma'am, you may begin.

Dana Carr: Thank you. And thank you all so much for joining us this afternoon. My name is Dana Carr and I'm from the Office of Safe and Drug-Free Schools and I'm joined by my colleagues from Safe and Drug-free Schools Carlette Huntley, who's the Competition Manager of the Carol M. Wright Physical Education Program and Liza Veto.

We are also joined today with our colleagues - our colleague from CDC Anu Pejavara, who will be talking with us today about the School Health Index. Again, thank you so much all for joining us today on some very short notice. I see some names of old friends, so welcome and we're so glad to have you today.

As you know, the Carol M. Wright Physical Education Program for 2010 competition opened on Friday, June 18. Our application packet, if you haven't seen it - is available on the e-Application Web site as well as the Office of Safe and Drug-free Schools Web site.

We can give you that - I can give you the Web site link in the Chat box as soon as I finish talking if you haven't seen it already. If you've looked at the federal register notices, you'll see that there are many changes that - to the PEP program this year -- the focus on highlighting, self practices and research in the field.

One of the new requirements for the program is the requirement that all applicants who are at local educational agencies, LEAs, or community-based organizations, CBOs with LEA partners to undertake a self-assessment called the School Health Index.

This will help - this Index is designed to help identify needs and gaps in programming and policy at the school building level. We thought we would like - we wanted to provide you an opportunity to talk a little bit more in depth about the School Health Index as a tool and to talk about its application (unintelligible) and through just the logistics of undertaking the School Health Index.

So with that, I'm going to turn it over to Anu. We will take questions at the end of the webinar. We will also post a transcript as well as the slides from today's webinar on the Office of Safe and Drug-Free Schools applicant - Carol M. White applicant Web site.

Again, I will post those links in the Chat window and if you have any questions after today's webinar, you are welcome to contact me. And Carlette Huntley is the contact person for this program, and her email is carlette.huntley@ed.gov. And thank you and with that, Anu.

Anu Pejavara: Thank you, Dana. Thank you, everyone, for joining us this afternoon. As Dana said, my name is Anu Pejavara and I'm from the Centers for Disease Control and Prevention. I work in the Division of Adolescent and School Health, and I'll be talking to you this afternoon about the School Health Index.

To give you a bit of an overview of what I'm going to be covering this afternoon, first I'll go over some of the requirements that are related to PEP - the School Health Index. I'll talk more in detail about the purpose and overview of the School Health Index, steps to complete the tool and how to use the online School Health Index.

I'll be sharing with you a variety of screen shots to help guide you in using the online tool. The School Health Index is a self-assessment and planning guide first released by the CDC in the year 2000. So it's been around for about ten years.

We've released several editions since then. We're currently on our fourth edition of the tool. To the PEP requirements that are related to the School Health Index are as follows, and Dana mentioned some of this just a moment ago.

But specifically, applicants are required to complete the physical activity and nutrition questions in Modules 1 through 4 of the tool. And I'll be going over all of the modules shortly.

And then, after doing that, applicants are required to submit their overall score card from their assessment and correlate their School Health Improvement Plan, which is part of the School Health Index, to their project design to their proposal.

And when they're at the end of the project period funded applicants - grantees - are required to complete the same modules of the School Health Index and again submit their overall score cards.

And for community-based organizations that are not partnering with a school or a local education agency, they must use an alternative needs assessment tool. I won't be talking about alternative tools on this webinar this afternoon.

For the purpose of the School Health Index is to enable schools to identify strengths and weaknesses of their health policies and programs. And it walks them through a process to develop an action plan for improving student health.

And the best part is throughout the entire process it engages students, parents, teachers, community members in promoting health-enhancing behaviors in their school and in their community.

So as I mentioned we are on the fourth edition of the School Health Index. It's kind of grown over the years. Our current edition addresses the following five health topic areas - physical activity, healthy eating, tobacco use prevention, injuries and violence prevention which we call safety as a whole, and asthma.

As I mentioned a moment ago, PEP only requires you to address physical activity and healthy eating components of the tool. But there are other areas that are addressed in the tool that you are welcome to also look at.

The items in the School Health Index are based on CDC's guidelines for school health programs, which identify the most effective policies and practices in reducing youth risk behaviors.

The entire School Health Index is structured around CDC's eight component coordinated School Health Program Model. This model emphasizes the importance of these eight components of the school environment working together to having the biggest impact on youth.

So the School Health Index is already being widely implemented across the country. And in its ten-year life it's been used extremely widely. And we've heard from many, many schools about the difference that it's been able to impact in their school.

Some schools are creating school health teams for the first time. Some are doing things that don't require any money at all, like moving healthier options to the front of the lunch line. We've heard of schools that simply switched the placement of apples and french fries in the lunch line and apple sales have gone up. So it can really make a big impact on student choices in the lunch room.

Some schools are increasing time for physical education as a result of going through the assessment process of the School Health Index. They're starting staff and student walking clubs.

They're adding healthier choices to vending machines. They're offering access to the gym outside of school hours. They're providing parent education through newsletters and healthy activities nights where they maybe serve a healthy meal and provide a cooking demonstration.

They're replacing fried foods with baked items. They're offering health trainings for staff. They're starting school gardens. They may be incorporating health lessons or messages into classroom lessons.

So there's a wide variety of things that schools are able to do as a result of going through this assessment and planning process. And really this is the tip of the iceberg. There is so much more that schools out there are doing as a result of going through the School Health Index.

So the School Health Index is being widely used across the country. We know of use in at least 46 states and it's been adopted for use internationally in several other countries and even been translated in a few other languages.

There are certain states and districts that encourage or require the use of the School Health Index, which has resulted in hundreds of schools using the tool in those areas. And there at the last bullet you see DASH, which is the Division of Adolescent and School Health at the CDC.

We have several publications and consistently the School Health Index is one of the most popular publications. It's requested all the time. People order free copies off of our Web site and we have tens of thousands of users of our online system. So it's a very popular and widely-used tool.

So let me go over some clarifying points related to the School Health Index. The School Health Index is a self-assessment and planning tool. It is not a tool meant for research or evaluation. This is a really important point.

Because the School Health Index has been around for ten years, a lot of people know about it. But there are some misconceptions of it - about it. There

are other tools available in the field that are meant for research or evaluation. This is not one of them.

This is truly meant for self-assessment and planning and for community organizing and to educate school staff and community members and families about school health. It's not a tool to audit or punish school staff.

The School Health Index is a process that identifies low-cost or no-cost changes that can be made in a school environment. It's not a process that's going to result in requiring expensive changes to be made.

And ultimately it focuses reasonable and user-friendly experience. It's not a long, bureaucratic and painful process. So the format of the School Health Index is that it's meant to be completed by a school health team. And I'll talk about that more in just a - just a moment.

There's two separate versions of the tool based on school level. There's elementary school version and a secondary version, which includes middle school and high school. Probably about 75% to 80% of the two tools are identical - the elementary versus secondary - maybe even more a percentage than that.

Really we just have a handful of items that are customized for school level. For example, the elementary one includes questions about recess and the secondary one has more related to tobacco for example which I know is not the focus here, but tobacco cessation services and things like that.

And then the next two bullets really represent the core two components of the tool itself. It is a self-assessment and planning tool. And those two pieces are equally as important in the tool.

The self-assessment consists of eight modules which correspond to the eight component coordinated school model that I showed you a few slides ago. And the planning section includes an action planning process that allows for accountability to be set up and an action plan to be listed and timelines to be developed and all of that.

Again, I'll be showing you some screen shots and things to show you a little bit more about that in a few moments. So the modules again, just to re-emphasize, there are eight modules in the tool and they correspond exactly to the eight components of the coordinated School Health Program model.

You'll see here, because related to PEP there is a reference to Modules 1 through 4. Note Modules 1 through 4 are school health and safety policies and environment, two is health education, three is physical education and other physical activity programs, and four is nutrition services.

The remaining four modules you are not required to do at all related to PEP. Now within those first four modules, you are only required to do physical activity and nutrition questions.

Now I know it can be confusing because you see the word physical activity in Module 3, you see the word nutrition in Module 4. Physical activity and nutrition are actually sprinkled throughout all the modules. So I'll show you exactly what that means in a moment, but I just wanted to clarify.

So portions of Modules 1 through 4 are what you're required to do for PEP. So this question coding I'm showing you for a couple of different reasons. In particular, if you've ever seen a hard copy of the School Health Index or

you're going to get one following this webinar, you'll notice that we've got this question coding listed before items in the document.

And this is because we recognize the tool can - is large and it addresses several different health topic areas. So we created a system so that people could pick and choose the areas and topics they'd like to address.

So any question that addresses physical activity is identified with PA and so on and so forth. You can see the letters listed there. If you look at the last set of letters, CC, that represents cross-cutting. Now in addition to the five health topic specific types of questions we have, we have what we call cross-cutting questions.

Those are issues that apply to all topic areas. They're not specific to nutrition, they're not specific to tobacco. Again, this is something you're going to see in the hard copy version, so it's important that you recognize these letters.

So here specifically I've pulled out a number of items in the School Health Index that are related to your requirements. Now so this is a bare minimum for you to apply for PEP. So there again along the left-hand side you'll see the four modules listed. Module 1, Module 2, Module 3 and Module 4.

And what I've listed here again based on that question coding is physical activity and nutrition questions. Those are specific to physical activity and nutrition that are found within each of those modules.

Now I provide this just to give you a sense of how many questions we're really talking about. For elementary, it's a total of 38 self-assessment questions you'd have to go through. For secondary, 42 questions that you'd have to go through.

Now this is a considerably abbreviated version of the full tool. As I said if you're using the hard copy version, you'll be able to find the items based on PA or N designations. If you're using the online version, I'll show you later how you can pull those out to be able to only to address those areas.

All right, so now I want to talk in a little more detail about how you go about implementing the School Health Index. Well, first and foremost, it is a team process. So the first thing you need to do is to create a school health team.

So who should be on your team? Well, you see here quite a list of possible folks that could be on there. Along the left-hand side you see principals, PE teachers, food service folks, health teachers, school nurses, classroom teachers.

Along the right-hand side you see other folks like parents and students and community members as well. As - it's really important to have the team as representative as possible.

Now I know that PEP requires that the applications are due in just about a month and school is out for many of you. So this may be a bit of a challenge. But we do encourage you as much as possible to get involvement from other team members, other school staff and as much as you can from community members or family members as well.

So after you've created the school health team, the next thing you need to do is introduce this concept of the School Health Index to them. And there's a couple of good resources that can help you do that.

First of all we have the School Health Index Training Manual which can be found on our Web site, which I'll provide a link to at the - towards the end of the presentation.

The School Health Index Training Manual is a packaged set of materials that are found on our Web site to help folks do any sort of training on the School Health Index.

In particular, if you go to - I'll go back one screen, just one moment. Using the pointer here you see there's a table here on our Web site for the School Health Index Training Manual. And this represents all the components of the manual.

And there's hyperlinks to the various sections. And that's because various sections have PowerPoint presentations and handouts. Everything you would need if you wanted to do even a full day-long training on the School Health Index by yourself.

But in particular I think what you all might want to use is this third line here that says Orientation. And that's what this next slide shows. If you were to click on that link, you would see here slides called an Orientation.

If you click on that, you'll be able to download a set of slides which are very similar to what I'm sharing with you today. So they could be extremely helpful if you're meeting with folks and talking to them about the School Health Index, trying to explain to them how it's used, what the format is and so on and so forth.

The other resource available to you all in helping to get a team acquainted with the School Health Index is a program we have out of our division here - out of DASH, which is Division of Adolescent School Health, which is the

DASH training network, which we call the D-Train, and through that - it's a master cadre of master trainers. And through that program we're offering free workshops to folks.

We have a master trainer that can come to your site and provide a training on the School Health Index. At least a half a day long up to a day long training. Now again because your PEP applications are due within a month, I'm guessing you might not have time to schedule a full training and have one of our trainers come to you. We do usually need a little bit of notice to schedule someone and to arrange their travel.

However, you are required through PEP if you receive funding to complete the School Health Index, again, at the end of your project period, so I would highly encourage you to consider having a trainer come to your site. They can help facilitate you through the process of doing a School Health Index. All the information about our free workshops can be found at the link provided there on the left bullet.

So you've got a team together. You've introduced this concept of the School Health Index to them. What do you do next? Well, the next part is actually completing the module. And there you can see I say in small groups, separately, or together as a full team.

Now, particularly when we talk about the ideal scenario with the School Health Index, we think about that list of team members that I listed a moment ago. So having a very diverse representative team that represents the school and the community and families that are connected to the school.

Some schools choose to get that entire team together and go through the process of self-assessment and planning all together. Some choose to do it in

small groups, so they might meet together initially to talk about what is the School Health Index and then give assignments to smaller groups of folks.

So for example, the PE teacher and a classroom teacher and a parent might be the sub team that's responsible for Module 3, which is related to PE and other physical activity programs.

We do always encourage, no matter how you decide to implement it, whether it's the full team or in small groups separately, that you always have multiple people completing any portion of the assessment. This is a very subjective tool, so it's very important that you have other perspectives represented when you're going through the process.

So let's talk a little bit more about what the module completion involves. So first of all I know a lot of times the challenge is how are we going to find time to do this?

And schools do different things. Some of them, like I said, have smaller group meetings. Sometimes they give assignments and folks just meet on their own time. They might find time with a professional development day.

I know again, I understand that with the PEP application being due soon, you may not have the luxury of scheduling around teacher workdays and things like that, but I just want you to know about this also if you're going to be implementing it again during your project period.

So sometimes schools schedule their School Health Index assessment process to be done during a teacher workday. They might break it up over a - across several staff meetings. They might do it at a PTA meeting.

And just a note there - some schools have found ways to offer continuing education credits for the time that staff spend working on the School Health Index. And often that can be a great incentive.

So let's look at an example of a question, just to get you familiar with the tool and how it's structured. Now here I've provided a question and you can see it's listed as PA2. So PA means that it's physical activities specific, it's a physical activity question and just so, you know, this example comes from Module 1, just FYI.

And each question is structured this way, they have the question coding, in this case it's PA and this one happens to be the second PA question in Module 1 and they all have this title - have a title and this one's is, "Access to Physical activities facilities outside of school hours."

And then they'll have the more detailed questions. Can all students use your school's indoor and outdoor physical activities facilities outside school hours? You can see we provide an asterisk after the word, Hours.

We often do this in the School Health Index where we provide additional information. Here we say, outside school hours means after school and during evenings, weekends and school vacations.

And additional information there in the note that use of endorseability should be supervised. Oftentimes, you'll see in the School Health Index extra information like this. Again, keeping in mind that this is also an educational tool so we hope by providing this extra information we're helping you think through what are the implications of offering your facilities outside of school hours?

So that's the core - the question and then they all have a four-point response scale. We've got a 3, 2, 1, and 0. And 3 represents what we consider the gold standard always. And so in this case we mean that both indoor and outdoor facilities are available to all students.

And then you can see a score of 2 which we still consider to be very good is that indoor or outdoor facilities but not both are available to all students. And then a score of 1, indoor and outdoor facilities are available to all students but the hours are very limited. And then a score of 0 is that none of that is present.

So you'll see this structure for all of the questions in the School Health Index. So just keep that in mind. And again, let me just reemphasize, a score of a 3 is our gold standard but a score of a 2 is still very good.

So later in the School Health Index we asked you to identify strengths and weaknesses. So we always think about the threes and twos as being strengths and ones and zeros as being areas of weakness.

So after you go through a series of questions you circle your scores on a module score card. Now, this is a full module score card - this happens to be from Module 1.

This is just a screen shot of what one looks like. This is if you're using a hard copy version and you can see there we've got all the scores circled and then at the bottom you calculate a percentage score for that module.

The online version does all of that for you, all that calculating. The hard copy's not difficult to use either but again, just keep it in mind that the online version makes it even easier.

So you would go through, complete all those assessment questions, circle all your answers on the score card, come up with a module percentage score and then continuing on that module, we've got some planning questions.

We asked you to first look back at the scores and thinking about those what are the strengths and weaknesses of your policies and programs? And again this is where you're thinking about your threes and twos as your strengths and your ones and zeros as your weaknesses.

And then the second planning question asks you for each of the weaknesses with several recommended actions to improve the school scores. So there as an example - well, actually why don't we do an example based on the one I just showed you - access to school physical activities facilities outside of school hours.

So your action for planning question 2 might be that you're going to investigate ways to offer the gym outside of school hours or the track offer ways - offer that to the community.

And then thirdly, we have a third planning question within each module and what this is, is a very nice little table that's in the hard copy document that if you look - let me get the pointer out - here in this second part of the table.

Across the top you see these criteria, importance, cost, time, commitment and feasibility. And across the left hand column what you would do is list out all those things that you're brainstorming so if it's to offer the gym or the track outside of school hours and all the other ideas that you've come up with.

You list them all and then based on these five criteria you score those activities, those actions, those projects because we recognize that there might

be a lot of good ideas that might be generated through this process. But they might be too costly or they might require too much time or it's just not feasible in your school environment.

So it's really important to go through this process. It really helps prioritize things. So related to the modules, it's important to keep a few things in mind. First of all, answer questions as accurately as possible. Remember in school, teachers always told you if you're cheating you're only hurting yourself and that's truly the case with this School Health Index.

It's a self-assessment tool, it's a self help tool. So you should expect to get some low scores. There's no such thing as a passing grade. This is a tool to help you understand your school.

The scores are not meant to be compared from one school to another because each school situation is different. And as I said you should expect to get at least some low scores.

I never heard of a school that's actually gone through this process honestly and accurately and gotten a score of 3 on every single item. It's just not the case. It's fine because low scores are going to help you find areas that you can improve on and in this case to help connect your PEP project proposals to.

So let's go back to our list of stuff. We've created a team, we introduced the concept of the School Health Index to the team and then we completed the modules. Now, whether you did that as a large group or you did it in small groups separately.

At that point, you want to complete the overall score card and this is what that looks like. Again, this is a screen shot from the hard copy version and I'll show you what the online one looks like later.

Essentially, what the overall score card does is it gives you a kind of a bird's eye view of all of your modules. Remember, when I showed you the module score card and we - I showed you that you calculate a percentage score for that module.

So here in this table you kind of just mark off whether it's a low, medium or high area for you. So Module 1 might fall in the medium. Here, we see that it's a 41% to 60% range that it falls under and so on and so forth.

Again, this just kind of gives you a snapshot of what areas you're doing really well in, what areas you could use some improvement in. Again, as part of your PEP application you are required to submit this overall score card. Not any of the individual item scores, not any of the individual module score cards.

Just this overall score card and the improvement plan which I'll show you in a moment. So you complete the overall score card and then as a group based on all the ideas you've generated and based on all the prioritizing and discussions you've had, select about three to four or five actions for the upcoming school year.

This is traditionally what we tell folks. Again, because you're applying for this grant opportunity you can think about how you want to link your activities to your assessment item.

And based on those three to five actions, you're going to develop a School Health Improvement Plan which basically includes the activity that you want to do, the steps to complete it, who's going to do it and by when? And that's what this looks like. This is a screen shot of the School Health Improvement Plan from the hard copy version of the School Health Index.

You can see here, along the left hand side is where you list the actions. This is just space for one action here. You would use more pages for each of the other ones, here as A, B, C, D. You list out the specific steps to actually make it happen and then build in your accountability and timeline - by whom and when are you going to do it.

Again, my understanding is that this is the second piece that you're required to submit with your PEP application - the overall score card and the School Health Improvement Plan. This is what an example of what one might look like once it's completed.

So you've developed your School Health Improvement Plan and then it's time to implement it. Again, whether or not you get funding through PEP, we encourage you to implement whatever plans and ideas you've come up with.

Keep in mind, schools have been doing this for years with no money at all. So the process of doing the School Health Index can still be extremely informative.

And then of course, if you get PEP funding you are required to reassess at the end of the project period. Aside from PEP, we usually encourage reassessment annually.

So overall, what are the keys to success for this overall process? Having a strong leader champion the process is really key. Having buy-in and support from administrators really contribute to the success of the process. Excuse me.

Having a team that's as representative, cohesive and committed as possible can contribute to the success considerably as well. Having a process that's clear, organized and well facilitated can really help.

We've heard of a lot of schools that are using outside facilitators because sometimes the discussions can get a bit heated depending on, you know, if there's issues that are controversial in your school. Sometimes it helps definitely from the outside that can come in and just facilitate folks through the process.

And of course, starting with some small, achievable goals and then highlighting on those and building on those successes.

Keep in mind again, aside from this funding announcement many actions will require no new resources or responsibilities. Always remember the example I gave you at the beginning, switching the placement of the apples and french fries in the line, or maybe even just getting rid of the french fries. That doesn't require a lot of money on the school's part.

But for those actions that require new resources, your results from the School Health Index process can help provide information to stimulate administrators, the school board or community members to support your effort.

Of course, here again you're going to be integrating your ideas into your PEP application but if for some reason you're not able to receive funding through

PEP, keep in mind you can still use your assessment results in your plan to maybe get funding from another source.

It can help establish data and justification for funding requests through other groups. There's a lot of migrant programs that are offered through state and local agencies.

A lot of times foundations offer grants or you could even get a donation or grant through a local business. So keep all of that in mind, kind of the bigger picture behind the School Health Index and what it can do for you.

All right, at this point I'm going to shift gears and talk a little bit about the School Health Index online. And here's the Web site for all of our School Health Index resources - excuse me.

At this Web site you'll be able to find the training manual as well as a link to where you can get free workshops through the D-Train as well as accessing hardcopies and online version. So let me show you all of that.

So here, this first screen is the home page for the School Health Index. I'll go ahead and note one thing. If you're paying attention up here in the URL box, it looks a little different than the one that was just on the previous page.

Note that it will redirect you to this page so that the previous URL, this one, which is much more user friendly, you can type that in and it'll send you right to that page.

This is our home page for the School Health Index. So under here, I'll show you the School Health Index Training Manual. There's a link there that'll take

you to the screen I showed you earlier where you can download slides to be able to present the School Health Index to other people.

School Health Index Workshops, this is a link that'll take you to the page where you can request a free workshop, have a trainer come to your site.

Now let me spend some time under - in this part of the page. Participate Online or Participate Using a Paper Format, those are your two options. So let's first talk about paper formats that are available to you.

So, let me go back one screen. If you were to click on this button in particular, Participate Using a Paper Format, it'll take you to this screen. The first option here is PDF downloads. This is the School Health Index for elementary and for middle and high schools. You could download the entire tool free of charge immediately at your hand.

I'm going to skip down to the third section, Place An Order. This is where you can order a free copy of the School Health Index to be sent to your door free of charge.

Keep in mind though it will take a couple of weeks to get to you. So I know you're in a time crunch right now, so the PDF download might be your better option.

The Customizable Paper Format here, this is for if you want to only select certain health topics. Again, this is going to give you basically PDFs that you would have to print off.

I'm not going to go into detail about this because I think the online version is probably a better option for you. Either the PDF download or the full tool or the online version are probably your best options.

So going back to the home page, now let's go through the option of if you were to click on Participate Online. The first thing it's going to ask you to do is register your team. Now, this is completely self selected. It's free of charge. We're not monitoring who's registering for the School Health Index.

So you come up with a team name and it can be anything. Usually people pick the name of their school, Wilson Elementary School. Password, do not use your personal bank account password.

This is where you want to use something that you could easily share with your other team members. Oftentimes schools will pick their school mascot, you know, something like that, something real innocuous that they don't mind sharing with other people.

And then an email address. You do need to provide an email address because this helps us when you have issues with your user name or password, we can send you information about that.

Note if you are working with multiple schools and you're trying to create team names for multiple schools, we do need an email address - a unique email address for each log in. This is something that I've gotten questions about in the past so I just thought I'd go ahead and put it out there.

We do have to have a unique email address for every log in. So sometimes I know like a district level person is trying to help everybody in their district set up their School Health Index online and they'll go in and try to create

everything for them. Just you're going to need - keep in mind - you're going to need to ask each school to give you one email address.

The good thing is that email address is used seldomly. Really, we only use it if you have some technical assistance request or you need to reset your password. Then the temporary password would be sent to that email address. So it's not used very much, it's not that big of a deal, but we do need to have a unique email address associated with each log in.

One other thing I'll note here on this page, you see under team name we've got Recommended Format and there's a hyperlink. It says state abbreviation, state school district ID, state school ID.

And I don't have a screen shot of this but if you were to click on this link it just gives you a link to a Web site where you can look up basically this information for every school in the country, every public school I believe.

This is just a suggestion, especially if you're using it district-wide. It allows for a consistent format across schools. And then as a district level person you want to be able to access everything easily. This really helps with that. This is just an idea, it's just a recommendation. It's not required by any means. You can have your team name be anything.

All right, so once you've created your log in information, it's going to take you onto this page where you create your online School Health Index. So I've created an example here and I've titled it PEP 2010 because you can actually have multiple assessments under one log in.

This is particularly useful if you are planning to reassess. A lot of school reassess annually and so they just title their School Health Index with the calendar year or the school year, 2009, 2010 so on and so forth.

Then you put your school level, elementary or secondary. And then this is where you pick your health topics. Now this part is going to be really important so please pay attention here.

Now remember I shared with you that we have five topics that are included in the School Health Index. You are required only through PEP to only address physical activity and nutrition. So you would only need to select those two.

Again, if you have an interest in these other areas you're welcome to look at those items, but my understanding for the requirement is that you would only need to check off those two boxes.

And then the other really important thing to note is this right here. Cross-cutting questions are also included in some School Health Index Modules. Our online system will filter out all the physical activity and nutrition questions for you but it'll also always include the cross-cutting questions.

PEP does not require you to do the cross-cutting questions. So I'm going to show you the work around for that but I just want to make sure you're very familiar and clear on what you're going to be seeing on these screen shots in case you decide to use the online version.

So once you've created your School Health Index, and see here I titled this one PEP - actually it should say PEP 2010, I think I created a different one. But anyway you can see here it is - it says physical activity and nutrition because

those are the two topics I selected. And there's a soccer ball and an apple that represent those two.

And then here is basically kind of your main screen. And it has a listing of all the modules and allows you to get to all the questions within those modules. Again, Modules 1 through 4 are really what you're interested in for the purposes of PEP.

So for Module 1, say we are to click on this button, Discussion Questions. It would take us to this screen. This question should look familiar to you. This is the question I showed you an example of a moment ago.

Can all students use your indoor and outdoor physical facilities outside school hours? So you can see the content of the online version is exactly the same as the hard copy version. It's just a little bit of a different format. And you see here in parentheses, you say that it's PA2 which means that's it's a physical activity specific question.

And here again are your scoring options which are very similar, identical to the hard copy version. Now if you're using the online version, you would just click on your Options and it'll give you a score card that looks like this.

Now this is Module 1 Scorecard. Notice there are several items that are left blank here. These are cross-cutting questions, see it says in parentheses CC1 and so on and so forth. I left those blank because for PEP you're not required to do those.

But then from number 7 on, you see in parentheses you see PA1, PA2 and then down here N1, N2, N3 and so on. So these items I went ahead and answered. I just provided an example here for you. I answered them all

individually and then this gave me a score card for my module. It already calculated my percentage score for me as well.

So you are allowed to leave these cross-cutting questions blank and it won't be a problem. If you want to do them you're certainly welcome to do that.

Let's look at another example. This is Module 3, another module where you're required to do the items. This is the first item in Module 3, see it says PA1 and this one happens to be related to the number of minutes per week that physical education is offered.

We recommend 150 minutes per week. This is for elementary school. And here we've provided our answer. And suppose we were to do that for all the items in Module 3, and then this - it would spit out this Module 3 score card for us.

Module 3 does not include any cross-cutting questions so notice there's none blank here. They're all physical activity specific. See in parenthesis PA 1, 2, 3, 4 so on and so forth. So I've completed all the items and it's given me a percentage score for Module 3.

After you've done all the relevant items in Modules 1-4 you can go to the overall score card, which can always be found here and this is what it'll give you.

This is similar to the one I showed you a screenshot of a moment ago in the PowerPoint presentation. Here it's showing Module 1, we gave it a medium score. It fell, the percentage fell between 41% and 60% in Module 2, 3 and 4.

Notice again Modules 5 through 8 are left blank because we didn't complete those items and that is fine. For the purposes of PEP you are allowed to do just this much and it's okay if you leave these blank.

The online version also has a place for you to enter in your School Health Improvement Plan. That can all be found here in this blue bar called Plan for Improvement. This is identical to the online version.

You list the action, the steps to complete it, who's going to do it and by when. And the good thing is after you enter it it'll give you a printer friendly version that you can print or you can copy and paste it, - the table into like a Word document or some other format that you can utilize for reporting purposes or for sharing with the rest of the team members.

So that gives you a little bit of the sense of the online version and how you can utilize it to fulfill your PEP requirements. And I know, I hope that wasn't too confusing. I just was trying to show you how you can use that as a resource through the CDC.

So at this point I'm going to wrap up my presentation and I think we will be ready for questions. Thank you for listening this afternoon.

Liza Veto: Thanks Anu. This is Liza Veto from the Office of Safe and Drug-Free Schools and I thought what we would do is I would - because Anu hasn't gotten to see these, but start reading off some of the questions that people submitted in the Chat box. And then people are also welcome to ask questions as well. But I thought since folks had several already we could kick off with those.

So let me check. The first question is if you work with a school that has grades K-8, then do you need to submit both score cards, both elementary and middle/high school? I'm guessing that's a question for Dana or Carlette.

Dana Carr: Actually, I'm wondering if Anu can respond to how that works or how that's worked in the past for other schools in the same situation?

Anu Pejavara: I can try to answer that and then I might - I might send it back to you guys. But overall when we have, when we've heard of schools that have grade levels that span across kind of what we've identified as our school level, what we typically recommend is for them to select one school level to do.

Like for example, for this school that's K-8, I would probably suggest maybe for them to pick up the elementary school version. Do the entire thing and if they want to find those other items that are more middle school related, that I have like a short table that I can email to folks that lists out specifically which items are unique in the two tools.

Overall, ultimately my perspective has always been any assessment is better than no assessment. And you're really making great strides if you are going through an assessment and planning process. And as I mentioned earlier, about 80% of the two tools are identical anyway. So really the main differences are in the secondary version.

As I mentioned earlier, tobacco cessation which won't be as relevant to you guys, but we do have questions related to coaching, athletic requirements, intramurals, things like that.

So if that's something that's very relevant to your school, then I might pick the secondary version because the elementary version, the main things that are unique in there are (unintelligible) the more to recess and things like that.

So it's kind of up to your discretion. As far as what's required for the PEP application, that's where I would defer back to you, Dana, to ask, do they have to submit for both levels or can they...

Dana Carr: No.

Anu Pejavara: ...just submit for one?

Dana Carr: I think your take is spot on in that I think we would want you to do the one that's most relevant to sort of your policy and environmental context.

And so I would encourage you if you want who - I think that's (Crystal Hedges) is the questioner. If you want to get in touch with us here we can put you in touch with Anu - actually I think Anu's email address was at the beginning.

You can get in touch directly with her if you managed to jot it down and we can get you that crosswalk so you can see which items are different elementary to secondary. But I think we're kind of with Anu is that we just want you all to do an assessment so that your project design is actually responsive to the needs that you have.

Liza Veto: Great. The next question was from (Brett Fuller) asking how this would work for a school district that is applying? And (Brett) notes that Milwaukee Public Schools already requires a health team in each school, but the grant they

intend to write is for the elementary schools in the school district and that is 117 schools.

So I think he's basically asking do we do one for the district or do we do need to do 117 assessments? I think that's a Dana question as well.

Dana Carr: What, it's sort of an Anu question as well. And what we told folks yesterday - and hi, (Brett), it's good to hear from you - is that we - this is a school building level assessment.

In what- for our purposes what we would like to see is you can submit to us either all of the assessments that you do or a composite of all of the assessments that you do.

I think to the degree that some of the questions are sort of district policy level questions and some will be specific to your school building and so that's where I would turn it over to Anu for a sort of a more nuanced answer in that respect.

Anu Pejavara: Yes, I'll do my best to answer this because it is a bit complicated when you look at district level implementation. As Dana said, it is a school building assessment tool.

So in that scenario and others, I would recommend that all the buildings do it, all the buildings that this project is going to be relevant to. Do the assessment. District staff then what they could do is collect only the overall score cards and the School Health Improvement Plans from the school.

So it's not a ton of data points that we're really talking about because each school is really only going to give you four percentage scores, Modules 1

through 4 from the overall score card and a more kind of qualitative School Health Improvement Plan.

So I guess the district staff would then be responsible for just if they wanted to aggregate the module scores, the four module scores from all the schools to provide some sort of aggregate report and then a more kind of qualitative aggregate of the School Health Improvement Plan, if you wanted to aggregate it.

Again, keeping in mind, we didn't design the tool with that purpose of aggregation of data. But if you do want it just for that kind of that bird's eye view of what's happening in your district to figure out really what needs are present and to ensure that your PEP application is aligned with priorities and needs of the schools in your district, then that would be appropriate.

So as Dana said, I would imagine either sending in all 117 overall score cards and School Health Improvement Plans or some sort of aggregate of that.

Dana Carr: And I would just add to that - this is Dana again - is that although you have 117 schools that you're going to have some similarities sort of at the district policy level. But you're going to also have, I suspect, a lot of nuances within your 117 schools. And so the project you design should be responsive to those nuance needs.

You're going to probably find that you have some, you know, schools where they're doing great professional development and what you may decide is that that sort of calls into question the allocation of your resources.

And if you want to put your professional development dollars elsewhere, to school buildings that may not be sponsoring, you know, professional development. You may have certified teachers in one school but not another.

So it's really a great opportunity to identify really specific needs at each of your 117 schools and recognize that one size is not going to fit all of those schools. So this is just a great opportunity to really dig deep on where the needs really are. But we can also talk more offline, (Brett), if you have follow up questions.

Liza Veto: The next question is from (Don Davis) asking about sort of the timing of the School Health Index and why it needs to be done before the proposals are submitted, and asked if that was because school was already out?

Dana Carr: This is Dana and I'll go ahead and respond to that one. So I'm sort of a little confused with the question but I think there's sort of two questions in there. And one is the School Health Index need to be done before you submit the proposal? And the answer is yes.

It needs to be done before the proposal - as part of the proposal and the application process, because again we want - our intent is really to ask you to think about where your needs really are and to design a program that's responsive to your needs as opposed to maybe because of some other forces in play.

And so we really want some very thoughtful analysis of where the needs and gaps are and to design a program and allocate resources attentive to those needs.

We recognize that school's out and we said this on our webinar yesterday - we fully recognize and acknowledge that the timing is incredibly unfortunate for this competition.

We know school's out. We know staff are gone. But we think this is a great opportunity. As you know we have to get our funds spent by September 30, so this is it.

And so we think this is a really great opportunity for everyone and we really hope that folks take advantage. But that's not why we're requiring the School Health Index and hopefully that's not what you were actually asking.

Liza Veto: Okay, we have a couple of questions that are Y - YMCA related. One was a general sort of how does this apply to CBOs like the Y? And another is, you know, does the CBO like the Y need to apply for the grant? So who's the applicant? Can it be a CBO?

Dana Carr: Okay. So this is Dana again and I'll go ahead and respond to those. So this would apply to a YMCA if the YMCA was in - entered into a partnership with a local educational agency.

We are offering competitive preference points - two additional points - for engaging in a very specific partner group. And again, you can find out more details about the two - I'm sorry - the three extra points for offering it. My apologies, it's three that we're offering for the partner group.

In the application package itself. So if you're working with an LEA as part of your partner group you would have to undertake the School Health Index to assess what's going on at the school to help the CBO, the Y or Boys and Girls Club, whatever else, design a program that enhances, supports, coordinates

with what is going on at the school for the students that are going to be served through the project.

For example, if you're going to be serving middle schoolers from a group of schools you would want to know what's going on at those schools so that your after-school program could complement and enhance or fill in for frankly what's going on or not going on at the school.

So CBOs also can be direct applicants without a partner group. CBOs are eligible applicants under this program. So a Y could come in for this program all by themselves. In which case, if you're not partnering with an LEA, you would be required to do a local - a needs assessment.

It does not have to be the School Health Index obviously because that is intended for a school building. So in the application package again we discuss some considerations that you would want to take into account when choosing what community needs assessment tool you would use.

I noticed there's another question in here about the Community Healthy Living Index. That is a YMCA tool, and that is a great tool if you're a Y. Terrific - at the time of the application or the requirements we were putting into place that was not a publicly available tool so we didn't want to kind of throw that out there.

We did include it in the application package as a great example of a needs assessment, so if you are a YMCA or working with a YMCA it's a terrific tool. And if you have access to it, go for it. I think that covered all the Y questions.

Liza Veto: I think that's right. There was another question, which I'm just going to allow to reiterate. Someone asked if the PowerPoints would be available for download or viewing after this webinar.

And just so everyone's clear, Dana had posted in the Chat box the link to the Web site where both the slides and the transcripts from both yesterday's webinar and today's will be available for folks to use after today.

The next question is will the School Health Index be used to demonstrate need for a PEP grant as part of the application process?

Dana Carr: Well, this is Dana - I think I understand the question. And I think to some degree it will demonstrate where the gaps are in the programming. The need section, if you look in the application package, there is a needs selection criteria, which is as you write your application, it's the information that the peer reviewers will be using to assess your application and to give you actual points for.

That we'll talk about and kind of where are your needs? It will talk about your needs and helping students meet their state standards for physical education. We want you to talk about what you learned through the School Health Index and where your identified gaps and needs are in your programming and policy, again to help students meet their state standards for physical education.

We also ask you to talk a little bit about who your target population is. But that's not going to be what we're asking peer reviewers to look for in your applications.

We're actually looking for some discussion of kind of what are your burdens, your needs, your desires again in helping kids meet their state standards for physical education.

Liza Veto: Next question - is a county health department considered a CBO for the PEP grant?

Dana Carr: This is Dana again, and I would encourage you to review the application package. There's a specific definition of community-based organizations and if you meet the definition - if the public health currently meets the definition in the application package, then we would consider you as CBO for the purposes of this competition.

Liza Veto: This one I believe is for Anu. If a project will serve both a high school and middle /secondary school, can one School Health Index user name manage both buildings or do we need to create user names for the separate school?

Anu Pejavara: That's actually a great question. They could create one log in and then create separate School Health Indices under that one log in. So say the log in was my name, Anu Pejavara, and then I had my Wilson Elementary School and then Thomas Jefferson High School.

I could have both of them within my same log in. But keeping in mind, that I'm just - as long as that person is fine with sharing their password with all of the relevant folks across both of those schools.

Liza Veto: Okay. Next question is how many school administrators should take the School Health Index? Do all members of the planning team take the School Health Index?

Anu Pejavara: This is Anu. I'll try to answer that if I'm understanding the question correctly. Everyone that's on the School Health Index team should be part of the School Health Index process. That's our vision of how it be implemented.

And if you can get at least one administrator involved in your process, then that really enhances the overall process. It gets buy-in from administration as well as just gets their perspective on what's going on related to policies and practices in the school.

So and as far as taking the School Health Index, keep in mind it's a collaborative process, so it's not like an individual test that individuals on the team would take but rather a process that people discuss the items. So like the ones I showed you in the presentation, you would actually discuss that issue of having access to physical activity facilities outside of school hours.

The entire team or the portion of the team that's completing that will sit around and talk about do we - have we ever had access? Or are the hours really limited? What can we do to maybe increase the hours? And so on and so forth, so it's not so much an individual test but a discussion process.

Liza Veto: Okay. We had a couple of questions about the school health team. One was seeing as how it's the end of the school year, staff is dispersing, what is the minimum number required for a viable school health team?

And then a follow-up questions was is the school health team required for each school site being assessed or can there be a district-wide team?

Anu Pejavara: I'll answer those questions generally and then I'll turn to Dana to answer related to PEP requirements if there are any. There is no magic number as far as how many should be on a team.

Again, recognizing that you all are on a really short timeline and it is the summer, I understand if you're not going to be able to create a team of 10-15 people at your school.

But as long as there's several individuals involved in the process, several different perspectives are gotten from different types of folks in the school then I think you've gone through an effective assessment and planning process.

As far as the district level question, you could have like - I know a lot of times the districts already have some sort of school health advisory council or some sort of team or committee already established at the district level.

And that would be totally appropriate for you to tap into those folks that engage them in this activity. Now again you would still want to make sure you have at least multiple folks from each building that have a say in, kind of, the assessment and planning process. Dana, is there anything, I mean, does PEP require any certain minimum number of folks to be involved?

Dana Carr: No, we sure don't. We sure don't.

Liza Veto: Okay. Another question is about the CBO notice of intent to apply, asking if that's due tomorrow, or what the due date is.

Dana Carr: There is no required intent - notice of intent to apply, under this program. So I'm not sure exactly what was due tomorrow, but we don't - we don't require a letter of intent or anything like that.

Liza Veto: Okay. We have an...

Dana Carr: I will say, I think there is something in there, that if you're unable to file electronically, we are asking you to tell us, I think it's two weeks in advance. But I think that's, like, the only pre-advanced thing that we ask for. I just want to mention that.

Liza Veto: Another question, can we focus on a different school each year of the project, starting with one school in year one and adding a school each year? If so, do we need to submit a School Health Index for each of the targeted schools?

Dana Carr: That's a great question. And this is Dana, again. I would say, absolutely to both of them. Absolutely it does make sense to focus on different schools in different years.

Yes, we would still want you to do the assessment up front, because we would want to know what your plan is for addressing each of the needs in the schools that you're intending to target.

I would also, probably, say that, for the purpose of the peer reviewers, you definitely want to be as clear as you can possible be, in your plan and your program designs, so that you can convey it to them, that you have a very clear plan and vision for how you want to implement, so that you can sort of convey to them your understanding of how this is going to work out.

That probably just serves you better, in the peer review process.

Liza Veto: The next question is from someone talking about a brand new school that's opening this fall. They've used the eight components of the Coordinated School Health Model to design the proposed program initiative. But will the

school have to take the School Health Index assessment? This is a school that's not even open yet.

Dana Carr: That's an excellent question. Perhaps we could talk offline. And then maybe we could put our heads together and think of some ideas about how to approach this particular issue. If others have a similar challenge, you can contact us offline.

I tend to think this is a relatively few number of applicants, we hear from every year, that are brand new charter schools, or they're opening a new school. Anu, do you have any thoughts? Or Carlette? Anybody?

Anu Pejavara: This is Anu, I don't know if I have anything in particular, other than, the person mentioned that it's one of the schools that they'll be working with, so perhaps if they submitted the School Health Index for all the other schools and maybe just some ideas of plans for this new school. But I don't know, I mean, ultimately...

Woman: Yes, you stumped us.

Liza Veto: The next question is, if one school Food Service Director serves many buildings, does the school Food Service Director need to complete building assessments for each, or would one assessment be able to be used for each - for all the buildings together?

So basically, would the Food Service Director cover - do one assessment for the whole food service across multiple buildings, or does each building need its own assessment?

Anu Pejavara: This is Anu. That's a good question, I'll try to answer it and then if others want to add. I think, you know, I think that's a very - that's a very common issue, probably, that, you know, there's a district level Food Service Manager that kind of oversees everything.

So I think having their involvement could be really important, and they would probably have a good bit of knowledge about some of the items, in particular, that are in Module 4, which is related to nutrition services.

So just as one idea, perhaps, you would have a meeting with them, or invite them to a larger team meeting. And have that individual help complete as many items as they have knowledge of. And then fill in the gaps with more school level staff that are involved with future risk prep or, you know, other nutrition services related issues at the building level.

Because that Food Service Manager might not know everything. For example, we have a couple questions in there related to the actual kind of lunchroom environment, and the cleanliness, and the, you know, all of that.

So I think, a district level Food Service Manager may or may not know about that - those kinds of issues. Does anybody have anything to add, Dana? Any suggestions on that one?

Dana Carr: No, I think you covered it.

Liza Veto: Okay, the next one is from a participant who mentioned that their district applied for PEP last year and so last year, completed the School Health Index and the School Improvement Plan, asking whether or not you can update your School Health Index based on any changes during the last year, or do you need to begin again from scratch?

Anu Pejavara: This...

Dana Carr: Go ahead, Anu.

Anu Pejavara: No, actually I was going to ask you to answer first about kind of how current their School Health Index needs to be, and then I'll talk about what the online version will allow them to do.

Dana Carr: Okay. Yes, I think, for our purposes, updating it would probably be fine, particularly if nothing has changed, and you are still designing your PEP application according to sort of the needs that you've identified through your School Health Index, which I imagine you did last year as well.

I would - I would just throw this out there, that the application is quite different this year. There are also other requirements. So I just would remind folks to be mindful of that.

That your applications that you may have submitted in the past, are going - they're going to be quite different so you could not score as well in the selection criteria, and you may actually be ruled ineligible if you just submit last year's application.

But from my perspective, I think, it makes a lot of sense, if you've done the heavy lift and it's just a matter of, kind of, tweaking, I think that - I think that for our purposes, that's fine. Again, we just wanted you to do some kind of assessment, to design a program that addresses gaps and needs and strikes.

Anu Pejavara: And this is Anu, just kind of logistically, about how that would work. Our online version, again keeping in mind, you know, you log in, and then you create your School Health Index.

Say it's for that year, so say that you guys created one online last year. As long as you didn't create another one under that same log in, you can go in and change the scores. So basically, what it is, is you can have one active School Health Index under a log in at a single time.

You can't have multiple active ones at the same time. So if you wanted to create a fresh one, generally speaking for folks that are on the call, maybe that have done the (unintelligible) and index in the past, and have a log in, and all of that, but they just want to do it fresh.

You could create a fresh one under the same log in, and your old one would be archived, and they're available, but view only. For this school that wants to update, I would suggest just going from that active one from last year, and physically changing the scores for whatever may have changed.

Now, then you won't have a record of your old one, so that's kind of a bit of a catch, there. And that actually reminds me, I should clarify the question that came up a while back about, can you have more than one log in for an elementary school and a secondary school?

I should note - sorry, I should have clarified this earlier. Again, you can only have one active one at a single time. So that would only work if you are completing them at separate times. So if you were going to work with the elementary school, complete it and be done with it, and then work with the secondary school.

Again, because you can only have one active one within a log in at a time. But you can archive as many as you want, and they'll all be available there, view only.

You could still access your score cards, you're overall score card, everything that you would need for submission for the PEP application would still be available to you, but as view only. They wouldn't be changeable. I hope that's clear.

Liza Veto: Great. Another, just a statement to make for folks, with there's at least one question, I think they're probably more about, sort of, am I a CBO? Am I a LEA? And, as Dana indicated, the definitions for those are very explicit in the application package.

And if, after reviewing those, you have any questions about what your specific situation would be, I would encourage you to contact us and talk through the specifics of your individual situation.

The next question is, under the other initiative in Requirement 4, do we have to coordinate with all of the organizations that are listed? The Requirement 4, do we have to coordinate with all of the organizations listed?

Dana Carr: Hold on, I'm finding Requirement 4, to make sure that I understand the question. My guess is, is that this is the requirement for (unintelligible) with federal, state and local initiative. What the requirement asks for is any of these that pertain to you.

Obviously, not all districts are going to do coordinated school health, or have a teen nutrition grant, or Communities Putting Prevention to Work. All we're asking you to do, is that if you do have any of these other similar

complementary initiatives going on, that we just want you to coordinate those with your PEP grant.

We just want to make sure that there's no unnecessary duplication in your city, county, district, community. What we find is that sometimes these programs operate in different silos.

For example, the Communities Putting Prevention to Work grant comes through the health department. Sometimes, they're great about working with school folks and community folks, sometimes not so much.

So the point is, is that we want everyone to kind of be at the same table. It doesn't mean that there has to be, you know, any - you know, we're not requiring anything specific that you do, other than do some coordination.

There is, as if you look in the application package, one of the selection criteria under program design will - looks to you to describe how you're going to coordinate whatever it is that's going on.

So we're not saying that you have to coordinate with - or that you have to make up that you're doing something that you're not. We just want to know. We're going to assume that there is something going on, and if so, we want you to describe what those things are.

Liza Veto: Okay.

Dana Carr: Hopefully that was the right question.

Liza Veto: Next question is, for CBOs, is it okay to partner with a school or schools that recently completed the School Health Index and currently have a plan? And

I'm assuming that means instead of starting one fresh, you know, as of today, or going forward.

Dana Carr: Again, I think it's the same answer - again this is Dana - as before, in that, what we're looking for is for you do design a program that addresses gaps and needs that are identified. So if it was done, I would say, within the last year, I don't know, Anu, what do you think - a year or two years?

With updates for this current situation, where you are now and today, I think that's probably fine. Again, the extent to which you as the CBO are designing a program based on sort of complementing, not duplicating, enhancing whatever's going on at the school, that's great.

And that's kind of what we're looking for. But I sort of am feeling like it's the same answer that we gave a little bit earlier. Anu, do you have any other thoughts?

Anu Pejavara: No, I think that would be appropriate.

Liza Veto: Okay, operator, I think I'm at the end of reading the questions in the Chat box, so if anyone wants to ask a question now, that line would be open.

Coordinator: If you'd like to ask a question, please press star then 1. You will be prompted to record your name. To withdraw your question at any time, you may press star then 2.

Again, to ask a question, please press star then 1 and clearly record your name. One moment for our first question. Our first question comes from (Don Davis), your line is open.

(Don Davis): Hi. We are doing the Health Index for each school, and we have over 100 elementary schools. Do we take each one of those and then copy and paste them into a Word document, and then upload those into the E-grants? Or do we just leave them online? Or how is that process done?

Anu Pejavara: Dana, this is Anu, I'm going to defer to you as far as the format in which you'd like to receive.

Dana Carr: So I guess - and I would ask you, they receive it in, like, a PDF? Or...

Anu Pejavara: Well, basically what the online version will do, is like the screen shots I showed you, for the most part, that's what is going to be available to them. So...

Dana Carr: Okay.

Anu Pejavara: ...there won't be a PDF. The School Health Improvement plan does come out as a little bit of a more printer-friendly format. But it's not a PDF, it not - it doesn't automatically send to PDF or Word or anything.

Dana Carr: Got it.

Anu Pejavara: So basically, if people want to do stuff, I usually recommend just copying and pasting. As far as any sort of automatic sending from the online version, we don't have a way to do that.

Dana Carr: Okay, cool. That's perfect. Okay, so for our purposes, we would ask you to read, very carefully, the instructions for how to submit electronically. And you can submit it in Word format, or I believe, in PDF format, as part of your application in the attachments section of the application.

(Don Davis): Okay, and you want one for each school, so there'll be a hundred-and-some-odd attachments, plus the other attachments.

Dana Carr: I'm sorry, as I mentioned earlier, you can do it that way. I don't know that we can accommodate, like, 100 discrete attachments, but you could probably do it as one attachment with many pages.

Or, the other option would be to present it as sort of a composite across 100 schools, a chart, or something like that, a more of - as Anu said earlier, more of a bird's eye view.

(Don Davis): Okay, thank you.

Dana Carr: Thank you.

Coordinator: The next question comes from (Mary Bevins). Your line is open.

(Mary Bevins): Thank you. My question is, if an applicant has recently completed the School Health Index Modules 1 through 4 for all involved schools, do you now need to filter Modules 1 and 2 for the PE and nutrition questions only, or is it okay to submit four of the complete modules?

Dana Carr: The complete module is fine with us.

(Mary Bevins): Okay.

Dana Carr: Or if you want to filter, that's fine, too. Yes, let me say this, everyone is welcome to do - we would love you to do the whole School Health Index, absolutely.

But we won't - the PEP grant only covers, you know, a very discrete portion of any activities that would sort of - what would be a part of your action plan. So that's sort of why we're only going to require the ones that we're going to specifically pay for any of the actions after.

But we would love it if you undertook the whole School Health Index. And I'm sure CDC would as well.

Anu Pejavara: Yes, very much so.

(Mary Bevins): Thank you.

Coordinator: The next question comes from (Sarah Booker). Your line is open.

(Sarah Booker): Yes, I'm just wondering when - the next conference call is June 29th, but it doesn't say what time that is. Will we get instructions for the next conference call?

Carlette Huntley: We're actually going to post the time and the call-in information, for the conference call on our Web site. Or you can - this is Carlette - you can send me an email and I can send that to you individually.

(Sarah Booker): Okay, thank you.

Coordinator: I am seeing no further questions from the phone lines.

Dana Carr: Okay, we will - I'm sorry, go ahead.

Anu Pejavara: I was just going to say, just to be clear, earlier in the Chat box, Dana had mentioned the link of where this webinar and yesterday's webinar will also be posted. If folks want to revisit it, or refer other people on your health teams to it, or make other use of it, it will be available after today.

Dana Carr: And this is Dana, that you so much, again, for joining us, Anu, and for all of you on the phone, and on the Web. And we look forward to speaking with you more, and if you have questions, again, please feel free to follow up with us. Thank you all so much, and have a great afternoon.

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