

**NWX-CNCS (US)**

**Moderator: Jill Sears  
October 16, 2015  
2:00 pm CT**

Coordinator: Welcome and thank you for standing by. I would like to remind all parties that your lines have been placed on listen-only until the question and answer portion of today's conference.

At that time if you're wishing to ask a question please press Star 1 on your touch-tone phone and please be sure your telephone is un-muted and clearly record your name when prompted so that your question may be introduced.

Today's conference is being recorded. If you should have any objection you may disconnect at this time.

It is now my pleasure to turn the call over to Ms. Jill Sears. Thank you ma'am. You may begin.

Jill Sears: Thank you (Emily). Hi everyone. My name is Jill Sears. I'm Program Officer here with Senior Corps. And we are about to talk about foster grandparent performance measures.

But first I noticed that there are a number of folks on link but I think we have a lot of folks who have not joined us in the Webinar.

So I want to take a moment to make sure that everyone knows that there's an official part of this presentation and to see if folks need help getting onto the system here.

So (Emily) maybe we can do a quick Q&A to see if there's anyone who is meaning to join us online and if we need to wait for a minute or two in order for them to join.

I know the last time our last call -- this is a repeat -- and our last call we had a lot of technical difficulties so I want to make sure that everyone who wants to see the visual can.

Coordinator: Thank you. At this time if we do have parties that are having problems signing in and wish for assistance please press Star 1 on your touch-tone phone.

Please be sure that your telephone is un-muted and record your name at the prompt. But again if you're having difficulty and wish to speak to Ms. Sears please press Star 1 at this time.

One moment please.

Jill Sears: Thanks. Just to give you a quick rundown of what we're going to do today. If you joined us last time this is going to be the same material. But hopefully it will be presented in a little bit less of an interrupted fashion. So maybe it will be a little easier to understand this time.

We'll go over an overview of performance measures and then we'll get to the meat of the changes that are happening for renewals this year.

Coordinator: And Ms. Sears we do have a couple of parties who have responded. Our first is (Renee Johnson).

Jill Sears: Oh great.

Coordinator: (Renee) your line is open.

(Renee Johnson): Hi there Jill. Can you guys send me the link address so I can get on? I'm on the audio.

Jill Sears: Okay. Are you in link. Are - do you have it logged - are you logged in?

(Renee Johnson): Yes (Zen) is getting ready to send it to me. Thank you...

Jill Sears: Okay, yes.

(Renee Johnson): ...about that.

Coordinator: And our next response is from (Meg).

Jill Sears: Hi (Meg).

(Meg): Hi. We're not allowed to download anything to our computers here at work so I can see the screen but that's it.

Jill Sears: So do you see where it says Foster Grandparent Program Performance Measures?

(Meg): Yes I can.

Jill Sears: Great. That's great. Yes this isn't actually it's - what - it should allow you to join us through like a Web interface so you shouldn't need to download anything.

(Meg): Okay.

Jill Sears: According to our IT guys.

(Meg): Well okay.

Jill Sears: I'm going to try and move this slide and then we'll see. Can you see it when I move it?

(Meg): There you go. Yes. I can...

Jill Sears: All right great. So that's perfect. Then you'll be able to follow along and interact with us the whole time.

(Meg): Okay. Thank you.

Jill Sears: Thank you.

Coordinator: And we have no other responses.

Jill Sears: Okay great so....

Coordinator: I do apologize. We have another that just came up.

Jill Sears: Sure. Let's take it.

Coordinator: Caller your line is open.

Woman: I'm not seeing a link either.

Jill Sears: In the email that you received there should be a little sort of thing that said join Webinar or something like that and you click on it. Did you see that part?

Woman: Mine says Skype.

Jill Sears: Yes. So if you click on that then it'll launch the - an Internet browser and bring you to us.

Woman: Okay. And it wants us to download.

Jill Sears: I don't think that you need to download anything.

Woman: I tried it and it took me to a place that said to download. I'm not - I'm unable to do that.

Jill Sears: Well I'm not sure how our other caller just circumvented the download.

Woman: Okay. Well I'll click the download and see what happens.

Jill Sears: It may be a popup blocker kind of issue. Do you know what I'm talking about with pop-up blocker?

Woman: Yes.

Jill Sears: So it might - if you go into your Internet browser and enable the pop-up blocker that might allow you to join us.

Woman: Okay. I will try that.

Jill Sears: Thank you. Everyone please know I'm not an IT person so we'll see if we can get everybody on here. (Emily) do we have any other questions?

Coordinator: And we do have one more that came up just now, (Carol Wetherington).

Jill Sears: Great.

Coordinator: (Carol) your line is open.

(Carol Wetherington): Hi. Can you hear me?

Jill Sears: Hi (Carol).

(Sarah): My name is (Sarah).

Jill Sears: Oh, yes.

(Sarah): And I'm just wondering if it's a problem that my name is highlighted and that my microphone appears to be on even though I turned myself off.

Jill Sears: I don't think so. I - my understanding is that our audio in the system doesn't actually function.

(Sarah): Okay.

Jill Sears: So you should be okay.

(Sarah): Thanks a lot.

Jill Sears: Thanks.

Coordinator: Thank you. And at this time we have no additional responses.

Jill Sears: Okay great. All right well we'll forge ahead. And feel free if you have questions to hit the Star 1 and we can troubleshoot as best as possible along the way.

Okay so we are talking today about foster grandparent program performance measures. And like I said we're going to go through a little bit of a review about the concept of performance measurement. Because I know that we have a lot of information that's coming out these days about performance measures and evidence-based programs.

So this section is designed to sort of refocus us on performance measurement and performance measures and what we're doing which is pretty much more of the same so performance measurement is the ongoing monitoring and reporting of program accomplishments and progress.

It explains what level of performance is achieved by the program. And our performance measures are output which are used to ensure the effective implementation of a program and outcomes which are used to assess the results of the service provided by the program.

So in terms of foster grandparents our outputs are generally speaking numbers of children. And outcomes are of those numbers of children how many experience the change that we are expecting which brings us to theory of change.

The theory of change is a mechanism by which programs outline how their programs work based on existing research or practice grounded in evidence and field experience. So that was a mouthful.

Let's move forward and we'll look a little bit more at theory of change. The theory of change is this logic model kind of idea.

And hopefully these three categories here look familiar because they are three main elements of a theory of change and they're also three main elements in your work plans.

So a theory of change has these three main elements. There's a community problem or need to be addressed, a specific intervention or a set of service activities that you've chosen to address the need based on evidence that a similar approach has worked in the past and there's an intended outcome which is saying if you deliver the intervention or the service according to plan it will bring about a measurable positive change in the community in relation to your targeted need.

The theory of change that your program uses should service the problem that your program is proposing to address, your approach to the problem and the rationale behind that approach and assumptions about why the proposed solution will work.

It includes what your volunteers do and what you plan to achieve through their service.

And in our application instructions we have lots of instructions and sort of leading questions that try to help you navigate through mapping out what your theory of change is in your work plans. Well let's take a look at that.

We use the information underlying those elements to continually inform the theory of change. And that information includes data that's documenting the extent and severity of the problem or the need that you will address so that your statistics that you use in your community needs statement and evidence that informs your understanding of why a particular intervention or service activity will result in the change identified in the outcome.

So here is a snapshot of our performance measures work plans. We have a community need the service activity the output and the outcome. And along with that we have some areas where you're filling in additional activity.

In the community needs statements this again is where you're really laying out what the need is in your community. And then in our work plans in the performance measures module you have an output and possibly an outcome pair that you're selecting. And you sort of build your work plan based off of those elements.

In the service activity description we are asking you to provide a lot of information that's really telling us what it is that you're expecting, how much service you think it takes in order to reach the output and the outcome you are selecting.

So in the service activity description there in your grant application instructions there are a number of questions that are really trying to get at how much service you think is required in order to reach the output and the outcome.

And here similarly with the data collection instrument and instrument description whether it's for the output or the outcome in your instrument description you're really providing us what data collection like the outline of your data collection plan.

So the question that we are asking you to answer with the instrument description should be helping you put on paper what your data collection plan or at least a general sketch of what your data collection plan looks like for the output and for the outcome if and when you're selecting one.

Okay so let's talk a little bit more about each of these elements. With our community needs this is really where you're documenting the problem in the community. And you should answer these three basic questions -- the scope, the significance and the causes.

So this is another way to look at a community needs statement how to develop one. We definitely want you to rely on the application instructions and answer those specific questions.

But it - this is sort of like from a higher level view your community needs statement is where you're really pulling together this broader explanation of what the problem is that you see in the community, why it's significant, why does it exist, what will happen, what do you think will be the result if the service that you're proposing to deliver is not there.

If you're not there to be addressing your volunteers aren't addressing this problem what may be the end results?

This is also where you're adding in statistics right and data. And so it is important when you're thinking about adding in the statistics to make sure that you're linking the information that you're providing to your community and to your outcome to what you expect will be the positive results of your volunteer service.

So let's take - let's keep going here I suppose and we'll talk a little bit about service activity.

Like I mentioned a minute ago the service activity is where you're outlining the tasks that your volunteers are performing and it should include all five of these elements.

In the performance measures the options that we have for outputs and outcomes for foster grandparents many if not all of these options when you look in appendix, what we now are referring to as Appendix B, your performance measures instructions when you look at the specific description of how much service is required to bring about the output or the outcome there's a lot of flexibility in there.

And so this is why it's very important for our foster grandparent programs to answer the service activity question and to provide a very good description of the service activity.

Because here is where you're telling us how long, where the service takes place, how often volunteers provide service, what the volunteers do and who the beneficiaries are.

I know I read that out of order. I'm keeping you on your toes hopefully a little bit. But you're telling us how much service you think is necessary to reach the output or the outcome.

And in the measures themselves we're asking you there's - in the how to collect measured data or the descriptions you'll see that there's a lot of flexibility for you to be able to define that for your programs, so whatever makes sense for you.

And hopefully when you're deciding when you're outlining this for your program you're thinking about the information that you're providing in your community needs statement when you're talking about other programs where - or other models where a similar kind of service activity has been successful and making those connections.

So you're saying someone else has done this. This kind of service has worked elsewhere. We have this problem. We see the same kind of need in our community and we think that if we provide a similar level of service we can expect to reach a similar kind of outcome.

And you're also able to use your personal and professional experience for those of us who have had foster grandparent programs for years and years and years in your experience, you know, you're able to use that professional judgment to help define your service activity as well.

If you know in your community that if you are let's say in a community that serves a lot of military families and you know that it's reasonable to expect that a child will be present in the school for six months but maybe it's not reasonable to expect that they'll be there for the full year you're able to take

that into consideration when you're developing your how often and for how long when you're defining that for your program.

Okay outputs and outcomes. Outputs are the amount of service provided. For our programs again that's usually a number of people served.

And outcomes reflect the changes or benefits that occur. They can reflect changes in individual organizations, communities or the environment, can address changes in attitudes or beliefs in knowledge or skills and behavior conditions.

So there are all sorts of outcomes that might be, all sorts of outcomes that might happen. In general with foster grandparents we are usually looking at changes in individuals, the changes in the children or individuals with disabilities that we're serving.

And we have a number of measures that reflects some of these other changes that may be they're changes in attitudes or beliefs, maybe they're changes in skills. We have skill-based kinds of measures and so on and so forth.

So let's take a look at pitfalls and then we'll pause a moment for questions.

So when we're looking at work plans often some of the common pitfalls the programs run into are in terms of your community needs statement turning it into a data dump meaning providing a lot of statistics or information but not really connecting that back to your community or connecting it to the outcome that you're selecting in that work plan.

So when you're building a work plan it's important to remember that the information that you're using, the data you're using to support your community need that you're connecting the dots for people.

It's many times we think all this is pretty obvious why this statistic connects to my community. But it really is better in the long run if you sort of connect the dots for us. Because at times someone might be reading your application who's not familiar with your community and it doesn't always make sense if all of the pieces aren't connected for us.

Similarly community need and intended outcome are not closely related. Sometimes it's very tempting to sort of copy and paste from the narrative section where we're talking about community need and not necessarily tailoring it to what we're talking about in the work plan so pitfalls to avoid.

With service activity I think I mentioned before make sure you're answering all of the questions and providing all of the information.

With the outcome again but relating it to the community need but also making sure with your service activities that you're explaining in your service activity description and you're selecting a service activity that relates to the outcome.

Pretty much, you know, anytime you're selecting a service activity because we have a menu of options CNCS Senior Corps is going to think that that service activity relates to the outcome so that's why it's helpful to make sure in your description you're providing all of the information.

I feel like I'm beating that point up here a little bit but it is really important. It helps us understand what you're thinking when you're making your work plan.

And statistics making sure that you cite your sources as well as all of the other things on this slide.

So (Emily) let's take a second and pause for some questions.

Coordinator: Thank you. And at this time anyone wishing to ask a question or make a comment please press Star 1 on your touch-tone phone.

Once again please be sure that your telephone is un-muted and clearly record your name when prompted so that your question may be introduced. And again it is Star 1 to ask a question. One moment please.

Jill Sears: Great. I have a question here in the chat so I will take that.

Can you confirm that outputs, outcomes should reflect a single year of activity what they expect to achieve in the third year of the grant?

Yes. So I will say yes and restate it that the outputs and outcomes each year work plans are built and they should represent the activity that takes place in that - in a given year.

The targets that you're setting for your outputs and outcomes should reflect what you expect to achieve by the end of the third year. Does that - how does that sound? Does that make sense for everyone?

And I agree as (Frank) is saying in the chat there's been confusion about whether it's cumulative number. And it should not be. It should represent what is expected, what a program expects to achieve in one year.

But the target should be set for what you expect to achieve in the third year in case as in the case of let's say this year when some of the rules around performance measures are changing in case it takes you a couple of years to get to where you need to be.

So that could mean a lot of different things for different programs but if you are looking at shifting your program it gives you three years to meet that target.

The other thing that I'll mention is that we do review -- I'm sure everyone may be familiar with this -- your progress report, your PPR. That is reviewed annually as well. So there is a check in on how your progress is coming every year that the state office conducts.

Okay (Emily) do we have any other questions?

Coordinator: I'm showing no questions at this time.

Jill Sears: Okay great. If anyone has questions as we're moving through this about, you know, it sort of comes back around and you want to revisit some of these, you know, some of the particulars around performance measurement definitions then feel free to ask. But we will now move into what's happening this year.

So performance measures requirements are changing for renewals. So anyone who is in a continuation year or two or three if you're making a grant application for year two or year three this doesn't apply to you yet.

It will the future but these changes are being phased in as folks renew their grants because all of our grants work in three year cycles.

So something that doesn't change is that the primary focus area for foster grandparents is education. None of the legislation has changed. All of the goals of the program remain the same.

So in terms of thinking about sweeping changes that's not really happening. Most of our performance measures are still the same.

We have some additions and we'll talk about that in a minute. But in general the program is constant and consistent.

What is changing is that the percentage roles are eliminated. So if you remember the 75%, 25% in different buckets or must be 75% up to 25% that framework is gone.

The new framework is on a cost per unduplicated volunteer or unduplicated VSY really and outcome based assignments or this is a slide the relates to a different program. So I'll go ahead and skip that.

But really what that should say is that it's a cost per VSY and outcome based assignments or for legacy programs that have been supporting individuals with disabilities in institutional settings.

There's an output measure for those handful of programs that have been operating in that area since their inception as foster grandparent programs and who have been outside of the performance measures module. So that is an option that you'll see.

Here you can see its on number two is what I'm talking about on the slide. That's really just for a handful of programs who have been operating outside

of the system. We're just bringing them in. But it's not a measure that is available for new programming.

So what's the invitation to apply says is that for every \$6000 in annual based federal funding at least one volunteer service year worth of service must be placed in work plans that result in national performance measure outcomes and education focused area or for that option I just talked about and for work plan projections one VSY equals one unduplicated volunteer.

And (Suzanne) has just asked can you define a legacy program? So yes I will take a moment to do that.

There are a handful of programs that when the foster grandparent program began there were a couple - there were like different avenues of programming, different ways that the agency thought about being able to use foster grandparents.

And so 50 or so years ago a few programs were started that worked with individuals with disabilities in institutional settings.

And those programs when they began were specifically targeting they were specifically designed to do that.

And so those programs have been continuing in that vein for like I said 50 or so years and those are legacy programs.

So if you have a program who has not been receiving a waiver to do that for the past three years then this measure doesn't apply to you. Does that make sense for everyone? Does that sound understandable?

If not (Emily) do you want to see if anyone wants to have comments?

Coordinator: Certainly.

Jill Sears: Of please use the chat box.

Coordinator: Certainly. If we do have anyone wishing to comment please press Star 1 at this time. One moment please.

Jill Sears: Thanks. So we'll wait for a second for questions but the - before we move on to the next slide I'll reiterate this point. For work plan protections one VSY is equal to one unduplicated volunteer.

As many of us know a VSY is not always equal to one volunteer in real life. However in order to make work plan projections we are equating one VSY with one unduplicated volunteer because programs run differently.

Some volunteers may serve 40 hours, some may serve 15. So for each program each program should have a sense of how many volunteers it wants to or is able to support.

And that's the issues around budgetary supporting of volunteers are connected to this but not necessarily.

So when you're thinking about building your work plans because our work plans are built around volunteers not VSYs we are starting with well one VSY equaling one unduplicated volunteer.

(Emily) do we have any questions?

Coordinator: No. We do not.

Jill Sears: Okay great. I will move on full steam ahead then. So there's a calculation that we can use regardless of what your current federal rate for VSY is to determine the number of VSYs needed to meet this requirement.

With these - with this new requirement it's important to remember that we do not have the opportunity to increase annual federal funding.

So your baseline federal funding level is not - you're not able to ask for an increase based on taking the number of VSYs that you would like to support and sort of building the calculation out that way.

You really when you're thinking about how many unduplicated volunteers you need to program in outcomes you take your total federal funding, divide that by 6000 and then you reach the number of VSYs that you need to program in outcomes.

I'm quickly scanning this slide. I think that that covers it. There are lot of words here. These words come directly from the invitation to apply.

But that's really what - and I think that on the letters that you've received the letters that your state office has sent you have that number given to you.

So there's a VSY level that you've historically programmed at. And then there's another number and that number is the number of VSYs that you need to put in outcomes. I mean that's putting it simply. There - so hopefully that makes sense for everyone.

We can see here at this funding chart what that means is that if you have let's say looking at this bottom line here that you have a federal funding annual level you're receiving \$360,000 each year that's your grant.

And you are normally programming 90 VSYS you'll need to program 60 of those in outcomes. You're able to at this point you're able to look at how - what you would like to do with the remainder of those volunteers.

For some programs it will make sense to keep their VSYS level at 90, put all of their unduplicated volunteer in outcomes and call it good, call it a day.

Other programs may want to put the 60 volunteers that are required to be in outcomes in outcome based assignments and then take the remainder, the 30 volunteers and program those in other kinds of work plans possibly output based work plans or other community priorities. And we'll get to some of the definitions and we'll look at some of the new measures in a moment.

Other programs may want to do something that's in-between. So let's say that you are at this funding level \$360,000 per year. That's the annual baseline federal funding level.

You need to program 60 volunteers in outcomes. But you choose instead of let's say putting all of your volunteers in outcomes or keeping a - keeping all 90 VSYS some programs may choose to go somewhere sort of in between the 60, carrying 60 VSYS and putting all of their volunteers and in outcome based assessments and adjusting - I don't know if I'm explaining this well. But you're able to adjust your VSYS rate or adjust the number of VSYS on the grant if you choose and if it makes sense given your proposal.

So let's take a moment and see what kind of questions folks have because I think that this is an area where we have a lot of questions.

Coordinator: And again if we have parties wishing to ask a question please press Star 1.

Jill Sears: Okay and so while we're waiting to see if there are any questions if you are a program and you're finding yourself in that position where you are interested in reducing your VSY level and you're not certain what the best course of action is for you because these are all noncompetitive grants you're able to have the conversation with your state office to talk about what makes the most sense.

So some programs may want to take - why would it be an advantage to do this? The advantage to reducing your number of VSYs for a number of programs we've - Senior Corps has been hearing that it's been difficult to recruit.

So they've been asking to reduce the VSY level. What you're able to do at this VSY rate is take that funding that could be in stipends and move that funding to say other cost reimbursements.

So you may be able, a program may be able to instead of carrying funding in their stipends that they are unable to expand shift that funding into say mileage reimbursement rates.

Programs are able to reimburse mileage up to the federal reimbursement rate.

So let's say you have a program who has a - something, a rate of reimbursement for mileage that is lower than the federal level they may choose to bring it up to the federal level of reimbursement for mileage.

A program might choose to use that funding for meals. Let's say they weren't - they haven't been able to provide meal reimbursements.

So you might be able to shift into other - there's all sorts of sort of cost reimbursements and different strategies that programs might want to consider.

That's why I think it's important if you're thinking about shifting your VSY level to have that conversation with a program officer and really look at what your situation is in your community and decide how to best approach making an adjustment if that's in your best interest.

The other piece to consider is if you have a program who - if your program wants to expand into a different kind of area meaning we're talking about the kinds of activities that foster grandparents can do still have to be something that they're able to do legislatively.

So the foster grandparents can't go from being a foster grandparent to say doing a full-time service at a food bank. Something like that wouldn't be allowable.

But there are a number of new measures that are available for foster grandparents programs to use if they choose if it, you know, if it makes sense.

If you have an interest in doing some of these service activities in Healthy Futures you may choose to keep a certain number, the required number of volunteers in outcomes or maybe a little bit more and then shift the other VSYs into a different kind of work plan.

So those are kind of the main reasons. And there are all sorts of nuances and there is a lot I suppose to think about when you're looking at what's in a program's best interest.

So it might be in your best interest to kind of keep going and doing what you're always doing. It depends on, you know, it depends on your budget and your recruitment and the areas that your foster grandparents want to serve in.

(Emily) do we have any questions?

Coordinator: I'm showing no questions at this time.

Jill Sears: Okay let's move forward to some of the - these new measures. Okay we've got new measures in education, Healthy Futures and other community priorities so let's take a look at what they are.

In education we've added for K-12 success for both the tutoring work plan so that's EDE2 and the mentoring work plan that we'll look at here. I'll just flip to ED4A mentoring.

These slides are not very good. We can see that we're adding this outcome ED10 and ED11 which are having to do with post-secondary education.

The reason that these have been added is that Senior Corps heard from grantees that they're that this was a gap, that there is a need in communities for foster grandparents to be serving in ways that impact post-secondary education.

So these were measures that have been available to other programs in CNCS and we've added them to the framework for foster grandparents.

Inclusion of people with disability, this is the measure that's been created for those programs, those legacy programs that have been operating in this area.

So there have been - this really just brings those folks into the system so that we're able to more clearly see the kind of progress that they're making.

The Healthy Futures, so now you'll see this is new for foster grandparents all of these Healthy Future measures.

We've got obesity and food, a couple of obesity and food measures, number of children and youth engaged in school or after school physical education activities with the purpose of reducing childhood obesity.

And we've also added number of children and youth receiving nutrition education with the purpose of reducing childhood obesity.

And there are a few service activities. Some of these it might be worth Googling to see if this - if you're not familiar with it to kind of take a look at what some of these programs are.

But again like these are - this - these are added in part based on feedback from the field where grantees and programs have wanted to operate in this area and now these measures are available.

Access to care, a number of clients to whom information on health insurance healthcare access and health benefits programs is delivered.

This one is not super intuitive I think for us because these measures even when you look at them you read how to collect the data and how to measure them it really has to do with the families.

And so a lot of this information in order to operate in this kind of work plan effectively there has to really be access to parents.

So this is very sort of specific. And if you look at child life programs - whoops, sorry. If you look at Child Life programs many of them are designed to do that.

So it's through service aimed at a child impacting the family and having contact with the family.

I will leave it at that for now.

And then our new option other community priorities. So this is something that Senior Corps has made available across all three programs.

It's sort of this catch all yes or no place bucket of activity. If there's something that is again legislatively allowable for foster grandparents to do but doesn't fall into any of the other performance measures that we've seen then a program might use other community priorities.

Okay and I'll take a quick moment to talk about evidence-based programs. Incumbents proposing the use of evidence-based programs might be eligible for a higher level of funding per volunteer or per VSY.

If you're interested please see Appendix C for the purposes of performance measures, whoops, I don't have that slide there.

For the purposes of performance measures you'll still be making work plans. So for anyone who's interested in doing evidence-based programming you'll follow the instructions in Appendix C but you'll also still build work plans.

And for foster grandparent programs for many of us that, you know, for many of the programs that exists the kinds of outcomes that those evidence-based programs are have proven exists within our performance measures framework.

So they'll - they are frequently things like increases in literacy or math or things like that. So the metrics that are involved in evidence-based programs should be - we should have an easy fit with performance measures.

Okay are there any questions?

Coordinator: And at this time I'm showing no questions. However if we do have anyone wishing to ask a question once again it is Star 1.

Jill Sears: I'll take this moment to plug the Managing Senior Corps grants Web page.

This is where similar to like similar to the competitive process Senior Corps this year we are putting all of the documents, all of the standard documents that are available to make a grant, make an application, complete an application they're all available online at Managing Senior Corps Grants.

So all you need to do is launch your Web browser, type in managing Senior Corps Grants and it will bring up that page.

And there you can find the invitation to apply the grant application instructions the performance measures instructions which are appendix B, the

evidence-based program instructions which are Appendix C and other materials that will help you with your grant application.

(Emily) do we have anyone?

Coordinator: I'm showing no questions.

Jill Sears: No questions? Okay well I will take that is hopefully a good sign. I'm a little bit nervous since no one's asking questions. I know this is kind of a lot to wrap our heads around.

Coordinator: We do have a question that just came up.

Jill Sears: Sure.

Coordinator: It's from (Sarah Wetherington).

Jill Sears: Hi (Sarah).

(Sarah Wetherington): Hello.

Jill Sears: Hi.

(Sarah Wetherington): In the that catch all performance measurement one that you mentioned would that be appropriate for foster grandparents who are at a school working with children we call them here in Bridgeport Connecticut SIFE children, Students with Interrupted Formal Education because they probably came up from another country and they've been out of school for a while or not?

Jill Sears: Where have you been - what work plan have you been using for them?

(Sarah Wetherington): This is a brand-new thing. It's just brand-new.

Jill Sears: I would suspect that there are existing performance measures that you could build a work plan with the existing performance measures.

In general it's always better to program into an output or an outcome. So you have to reach a certain level of volunteers and outcome assignments. And...

(Sarah Wetherington): So could you just give me an example of what you were thinking when they named that category cause - so I understand?

Jill Sears: I, you know, I really don't have a great example of...

(Sarah Wetherington): Okay. I could...

((Crosstalk))

Jill Sears: ...foster grandparent service...

(Sarah Wetherington): Thanks a lot.

Jill Sears: ...that would be in that bucket. You're welcome. I'm sorry I'm really stretching with that one. I don't have a great example. I would...

(Sarah Wetherington): Well that's okay and you probably don't need it. It's probably...

Jill Sears: Right.

(Sarah Wetherington): ...one person somewhere doing whatever and that's not me. All right.

Jill Sears: Most of the service that are foster grandparents do overwhelmingly can be captured in a performance measure.

(Sarah Wetherington): Okay.

Jill Sears: Anyone else?

Coordinator: I'm showing no other questions.

Jill Sears: Okay. Well if that's it I'll give everyone 14 minutes of their day back. Again thank you for joining us.

I'm sorry that the first iteration of this Webinar didn't go that smoothly. I hope this one was a little bit better.

And thanks for joining today. Have a good weekend everyone.

Coordinator: This does conclude today's conference. Thank you so much for joining. You may disconnect at this time.

END